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| Observable Element | To read in more detail, go to Appendix A: The Framework for Teaching (2011 Revised Edition) |
| Demonstrates knowledge of students by describing a typical day including anecdotes of the three biggest work items in the workday and the biggest challenge of their role.  | Teaching assistant understands the role of the Behavior Specialist and the tasks that require the most attention.  |
| Collects, manages, and uses data | Teaching Assistant collects data and uses that data to drive decisions. There is evidence of data collection and how that data is used.  |
| Creates a collaborative environment of respect and rapport with staff, students, the principal, and coordinator | Teaching assistant demonstrates a collegial rapport with staff, students, the coordinator and the principals. Interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students and result in the betterment of student learning, behavior and environment. |
| Use of Resources | Teaching Assistant uses varied resources to serve the student needs (sensory rooms, personnel, general materials). |
| Manages student behavior | Teaching Assistant demonstrates their role in Behavior Intervention Plans, explaining how they implement the plans in coordination with teachers and other staff members. Teaching Assistant might also demonstrate special programs in the building that serve student and staff well-being and a warm, welcoming environment. |
| Organizes/Uses physical space | Teaching Assistant ensures that the physical arrangement and materials in the sensory room(s) are appropriate and serve to de-escalate students who need a break from the traditional classroom/school experience.  |
| Communication with staff and parents | Teaching assistant demonstrates a commitment to communication to all stakeholders.  |
| CSE Participation | Teaching Assistant shares her unique role in CSE meetings. |
| Professional Development | Teaching Assistant demonstrates learning and growth through professional development resources that might include books, workshops, websites or other learning sources.  |