

Although there are school closures across the country due to COVID-19 virus, we will continue to work and provide email support for all systems.



Instructional Teacher's Aide at Oak Run Elementary School

Job Information

Date Posted: 5/18/2021

Application Deadline: Until Filled

Employment Type: Part Time

Length of Work Year: 180 days

Salary: DOE

Number Openings: (At time of posting) 1

Contact: Tiffany Fulkerson

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Requirements / Qualifications

High school diploma or equivalent

Clear TB test or certificate

CPR and 1st aide card preferred

Must pass fingerprint process

Pass the Instruction Assistant Test or AA degree or equivalent

Comments and Other Information

Monday - Friday

Hours TBD

We are seeking innovative and qualified staff members to serve our students & parents in this small community school located in the foothills east of Redding. We believe in learning for all - no limits, no excuses & unlimited possibilities. Staff at Oak Run School share their expertise and work as a team. Together you will continue to learn and be expected to improve for the benefit of the students. Staff is expected to be flexible, work hard, collaborate, solve problems and build positive relationships with students, parents and other staff.

CLASSROOM ASSISTANTS

Every day the teacher assistant provides integral support.

An Effective Assistant

Supports the teacher

Prepares and maintains the environment

Observes behaviors

Models grace and courtesy

Preserves and protects lessons

Assists in the development of independence

Classroom assistants work with the lead teacher to prepare and maintain an orderly, attractive, and joyful environment. They provide another pair of observant, attentive eyes and ears. Classroom assistants are also crucial in modeling courteous and respectful behavior as well as contributing to the warm, supportive, and calm atmosphere.

This page will be updated frequently, so be sure to check back soon for more resources.

Supporting the teacher and preparing and maintaining the environment

Meet with teacher weekly at set time – (and at other times as needed)

Help with class jobs

Making schedule

Training students

Snack

Planning field trips as requested by teacher

Calls

Paperwork

Making copies

Maintaining environment

Stocking supplies (paper for writing, drawing, presentations etc.)

Making sure things are generally clean and orderly

Taking students out for things such as:

getting a needed supply (large paper for tracing map etc. or a book from the library)

taking out compost

taking out trash/recycling

Facilitating peace talks

Notifying the teacher if you become aware of an issue that needs parent or principal attention

Helping with lesson prep/set up in the case of science gathering needed supplies, for example, ice, botany specimens, getting out charts, etc. and setting up

Preserving and protecting lessons

Answer student questions when possible, encourage students to choose work independently

Try to limit general chaos

Limit interruptions to lessons

encourage students to choose work and make transitions independently

save general questions, comments, observations for outside of class time

Classroom Oversight and Supervision

Is everyone safe

Is everyone engaged

Is anyone being disruptive to others

Redirection

When:

If child is being clearly disruptive

If child does not have a work for more than a couple of minutes (it may take a little while to think of new work and regroup, research shows that it is often during a small break without direct focus that knowledge crystalizes)

If child has a work but has not been working for an extensive time due to frustration or distraction

How:

Check in, ask questions, find out what they need to be successful

If disruptive: Are they making good choices? Following class contract? Do they need to move? help finding a work, etc.

If they have not been working: Why? Do they need ideas (maybe walk around and look at things in class. What have they had a lesson on that they could practice?) Are they waiting for someone/something?

If they have a work – do they need help, do they need to move, do they need a break?...

Observation

When

At least a couple of times a week

When things seem to be going particularly well

When things seem particularly chaotic

How

Take time to sit and watch

Take notes

Notice patterns in behaviors, work choices, work partners

Do not interfere unless absolutely necessary for safety etc. – see how things resolve themselves (or don't), how long it takes for energy to shift

Share observations with teacher outside of class time

Assisting in the development of independence.

Protect student choice – do not assign specific works

Students are free to choose how to follow up on lessons, they may not always follow up after each lesson and that is okay

Encourage creativity

unless there is a reason for specific steps (i.e when adding we have to start with the units) allow students to try different ways of doing things, (they may come up with something better!)

Art is a work too – drawing should be limited but not eliminated, things such as origami solidify and expand geometric thinking

Lessons

Correction – dependent on purpose and age/ability

When students bring you writing check what it is and what the intent is.

Letters: make corrections especially if formal (if it is a note to a friend the child may choose if they want it corrected)

Stories

have the child read it to you and make comments to content, start with positive and give an idea or two to make it stronger.

Remind them to check if they have remembered to use what they know (periods, capitals, spelling rules they've learned)

Check on the intent of the story, is it just them writing for fun? If so it does not need to be corrected. Do they want to "publish" it and have it on the bookshelf for friends to read? Then it needs to have corrections to structure (beginning, middle, end, details) spelling, punctuation, etc.

Presentations vs reports

Presentations only need to be checked for content – does it seem factual? do they have the key information on the topic? Can they tell you what they know without reading verbatim? They should put it in a logical order...

Reports – they can read these to the class rather than memorizing, should be in logical order, focus on writing structure (beginning, middle, end, details) spelling, punctuation, etc.

Math

Only correct math if it is a lesson that you give.

Check for process, not product – if it is evident that the child has understood the process and followed the correct steps but has not gotten every number correct it does not need to be corrected. If they have not understood the process or followed the steps re-present lesson or remind of steps if they know them before having child redo problem.

If you look at a problem from another work and believe that the child needs another presentation or reminders bring this to the attention of the teacher.