

CLASSROOM INFORMATION

Classroom Team

Practicum Students

University of Washington students may be placed in classrooms in order to earn credit in various disciplines. Placement of students is coordinated through the principal and/or assistant principal's office and the College of Education advisors. Classroom teachers and support staff should coordinate with students' supervisors to plan programs and evaluate progress. A handout with practical guidelines will be given to all head teachers at orientation.

Work Study Students

When available, work study students will be placed in classrooms to assist with various classroom routines. Again, placement of these work study students will be coordinated through the principal and/or assistant principal's office.

Volunteers

The EEU actively solicits volunteers to work in the classroom from University students in other disciplines. Volunteers are screened for interest and time commitment through the principal and/or assistant principal's office. They are then put in contact with an appropriate teacher. The teacher should again interview the volunteer and determine if the placement is appropriate. If the volunteer is accepted he/she should return to the principal's office to complete forms before returning to work in the classroom.

Classroom Aides

Classroom Aides are an integral part of the service delivery team at the EEU. Classroom Aides are part of the classroom team. They work specific hours and are supervised by the principal. Classroom Aide responsibilities include, **but are not limited to:**

- Maintain *regular attendance*
- Maintain *professional conduct and attire*
- *Set up and clean up activities*
- *Assist children on and off school buses*
- *Supervise children during transitions*
- *Monitor children during activities and play*
- *Facilitate/lead activities*
- *Provide support/back-up during activities*
- *Engage children during activities and play*

- *Encourage child participation*
- *Model skills* for children
- Provide *support* while children learn *skills*
- *Record data* (progress on individual goals)
- *Request feedback* from classroom staff and *make appropriate changes*
- *Participate in training* from school personnel
- See *Handbook for Classroom Aides/Volunteers* for more information

The responsibilities of the Classroom Aide may vary depending on the hours they are scheduled to work (i.e., clean up and/or set up may or may not be possible depending on their work hours).

Assistant Teachers

All Assistant Teachers at the EEU are students in the University of Washington Special Education Program. They are part of the classroom team and students gaining practical experience in the classroom. The Assistant Teacher has two roles. They are employees of the EEU and students of the University of Washington. Many of the responsibilities for each role overlap.

The responsibilities of the Assistant Teacher/UW student include, **but are not limited to:**

EEU Employee	UW Student/Learner
<ul style="list-style-type: none"> • Maintain a “problem solving” attitude • Maintain regular attendance <ul style="list-style-type: none"> ○ Attend on time for all scheduled times ○ Request day(s) off from (1) the head teacher and (2) the principal ○ Complete all prep work, paper work, and other classroom responsibilities when taking day(s) off and find an appropriate substitute • Maintain professional conduct and attire • Assist with preparation and help maintain physical environment of the classroom (i.e., set up and clean up) <ul style="list-style-type: none"> ○ Complete all prep work and/or facilitate other team members in completing clean-up prior to the start of class ○ Complete all clean-up and/or facilitate other team members in 	<ul style="list-style-type: none"> • Assist and/or lead classroom routines <ul style="list-style-type: none"> ○ Transition children from bus to classroom and classroom to bus ○ Set up classroom ○ Prepare children for snacks and meals ○ Assist with mealtime: table set up, distribute food, help children during meal time, assist with clean up ○ Any other major transitions during the class time • Facilitate small group activities <ul style="list-style-type: none"> ○ Prepare and set up materials ○ Help transition children to activities ○ Carry out activities with children ○ Assist children with clean up ○ Facilitate transition to next activity • Participate in program planning and evaluation <ul style="list-style-type: none"> ○ Select themes ○ Select and plan activities that pertain to classroom themes ○ Gather and prepare materials for

<p>completing clean-up after class</p> <ul style="list-style-type: none"> • Coordinate arrival and departure of children • Supervise children throughout the classroom routine <ul style="list-style-type: none"> ○ Assist in scanning and supervising both small groups and the whole classroom during both structured and unstructured activities throughout the day • Assist in planning of classroom activities • Assist in the development of activity matrix, behavior plans and instructional programs • Participate in classroom team and planning meetings <ul style="list-style-type: none"> ○ Attend all meetings ○ Collaborate with other staff members during meetings • Complete all paperwork and administrative tasks • Work effectively with other team members in a cooperative and positive fashion • Collaborate with related service staff to deliver appropriate transdisciplinary services • Communicate all contact with families and outside providers to head teacher and other members of the classroom team • Assist with supervision of Classroom Aides, work study students and volunteers <ul style="list-style-type: none"> ○ Delegate tasks to aides and volunteers ○ Supervise aides and volunteers during set-up and clean-up • Facilitate/lead small and large group 	<p>activities</p> <ul style="list-style-type: none"> ○ Assist in identifying and planning accommodations for children with special needs ○ Develop program evaluation plan • Facilitate large group activities <ul style="list-style-type: none"> ○ Prepare and set up materials ○ Help transition children to activities ○ Carry out activities with children ○ Assist children with clean up ○ Facilitate transition to next activity • Assist with behavior management <ul style="list-style-type: none"> ○ Become familiar with classroom behavior plan ○ Implement classroom behavior plan ○ Help develop a behavior plan for a child with challenging behaviors ○ Implement and evaluate the behavior plan developed by the practicum student ○ Modify the behavior plan as needed • Work with all team members <ul style="list-style-type: none"> ○ Collaborate with related services in developing a program ○ Collaborate with family ○ Facilitate IFSP/IEP planning, meeting and written document ○ Lead/facilitate planning and/or team meetings ○ Utilize the staff at the EEU as a resource ○ Develop skills needed to supervise aides and volunteers • Communicate with families as appropriate <ul style="list-style-type: none"> ○ Take notes and/or report any family communication to the head teacher and the rest of the classroom team • Gradually assume responsibility for routine and program activities. • Develop new skills as a teacher and practice skills (i.e., multiple experiences) in order to become more fluent (i.e., work toward fluency rather than acquisition only)
---	---

<p>activities</p> <ul style="list-style-type: none"> • Provide support/back-up during small and large group activities • Assist in the development of IFSP/IEP's • Provide specific instruction on IFSP/IEP objectives • Complete classroom assessments and evaluations as needed • Assist in maintaining classroom data collection systems • Assist with IFSP/IEP updates and progress reports • Assist with end of the quarter and end of the year classroom tasks and student transition activities • Assume responsibility for the classroom in the absence of the head teacher (i.e., during meetings, when dealing with challenging behaviors, etc.) • Utilize feedback from the Head Teacher and EEU Trainer • Participate in EEU staff training • Participation in school functions • Other tasks as assigned 	<ul style="list-style-type: none"> • Set up a meeting with your cooperating teacher and practicum supervisor mid-quarter and again at the end of the quarter for evaluation. <ul style="list-style-type: none"> ○ Take time before or after class to ask questions and/or debrief with the head teacher and other staff members ○ Request assistance from head teachers regarding quarterly goals and competencies ○ Talk with head teachers and update the team on any and all projects that will occur during class time or involve any children or staff members. ○ Create a plan with the head teacher regarding all projects including thesis
---	--

Regular attendance is **imperative**. If you are earning credits for working at the EEU, regular attendance is mandatory to earn a passing grade. **If a situation arises that requires you to miss school, you need to:**

- **Request time off from your head teacher**
- **Request permission from the assistant principal or principal**
- **Inform your practicum supervisor**
- **Attempt to find a substitute**

There are several ways that you can find a substitute when you miss a day.

- Ask other students or staff in your classroom

- Email the Assistant and Aides list to request a substitute
- Ask the assistant principal to post the sub request on the EEU training web page

It is your responsibility to find a sub when you will be absent. In addition, when your absence is planned you must make sure that all your administrative and classroom duties are completed.

Program Specific Expectations for Assistant Teachers

Infant Toddler Program

- Conduct home visits as needed
- Maintain family contact
- Conduct intake assessments
- Facilitate smooth transition from the ITP
- Identify community resources
- Coordinate Respite Care
- Attend ITP events
 - Dad's Night
 - Parent's Night Out
 - Community Recreation Activities
- Prepare and Maintain Children's Files

ECEAP

- Conduct home visits
- Maintain regular family contact
- Identify community resources
- Collaborate with social worker and school nurse on family support and health issues
- Attend ECEAP events
 - Family Education Night
 - Community Events
- Prepare and Maintain Children's Files
- Develop Individual Learning Plans for students
- Assist in program reviews

Preschool

- Communicate with outside therapists including staff members working with children in Project DATA
- Maintain regular family contact
- Implement and maintain data collection system
- Coordinate all classroom staff around set-up and clean-up of room
- Lead circle, small group tables and snack tables regularly
- Provide training to classroom aides and volunteers
- Assist with the completion IEP paper work (including progress reports and transition reports)

Project DATA (Preschool)

- Writing programs
- Maintaining notebooks
 - Maintain own notebooks
 - Supervise notebooks of other staff
- Home visits
- Parent Education Nights
 - Coordinate
 - Child care
 - Facilitate
- Assessments
 - Skills checklist
 - Social Skills checklist, etc.
- Collaboration between DATA teams
 - Coordinate hour and a half
 - Informing about kids
 - Coordinate breaks
- Make new instructional materials
- Meet with staff
 - Debriefing
 - Providing feedback
- Collaborate with preschool teams and related service providers
 - Observe children in preschool classrooms
 - Attending preschool team meetings
 - Meeting with related service providers about programming
- Participate in one review of staff member

Kindergarten

- Leading Direct Instruction groups
 - Language for Learning
 - Reading Mastery
 - Math (SRA)
- Maintaining current information regarding ability and progress in academic groups
- Making modifications to seat work
- Communicating with Head Teacher and Related Service Providers about modifications for seat work
- Setting up journal activities
- Supervising children and providing direction for classroom aides during lunch and second play court
- Assist with the completion IEP paper work (including progress reports and transition reports)

Related Service Staff

The Related Services include Speech and Language Pathologists (SLP), Occupational Therapists (OT), and Physical Therapists (PT). At the EEU the Related Services staff members work with the head teachers to lead classroom teams and provide training to assistant teachers, classroom aides, students and volunteers. They work closely with the team to enhance communication and sensorimotor skills throughout the classroom routine.

Services are provided:

- Throughout the classroom routine
- by collaborating and consulting with families, the educational team, and other related service providers
- by designing activities, materials and/or manipulating the environment to facilitate communication, movement and coordination
- by teaching facilitative strategies to other team members

Related Services staff members have limited direct contact with the children. Therefore, it is imperative that classroom staff members (i.e., Head Teachers, Assistant Teachers, and Classroom Aides) are familiar with the strategies used to facilitate skill development and work on IFSP/IEP objectives.

The role of the Related Services staff on the classroom team includes, **but is not limited to:**

GENERAL RESPONSIBILITIES

- Maintain professional conduct and attire
- Maintaining the safety of the children

ATTENDANCE

- Attends staff and school meetings
- Attends staff trainings
- Attends school events (i.e., Open House, Family Socials, College of Education Events, etc.)
- Attends regularly scheduled work hours.

INTERDISCIPLINARY SKILLS

Families

- Develops and maintains positive relationship with families
- Maintains communication with family on a regular basis
- Accepts feedback from family members
- Encourages active participation of family members in the school, classroom and on the educational team.

Graduate Students

- Develops and maintains positive relationship with graduate students and interns
- Identifies clear and appropriate expectations for graduate students and interns
- Provides appropriate training and feedback for graduate students and interns
- Provides opportunity for graduate students and interns to learn and practice new skills

Staff

- Develops and maintains positive relationships with staff
- Provides appropriate training and feedback for staff
- Accepts feedback from staff
- Collaborates with Head Teachers and other Related Service Providers to facilitate team coordination
- Maintains regular meetings on a weekly basis with team and/or individual team members
- Helps facilitate appropriate division of tasks and responsibilities among team members
- Coordinates with individuals within the EEU as appropriate (i.e., nurse, social worker, etc.)
- Coordinates with individuals outside the EEU as appropriate (i.e., consultant, private therapist, etc.)
- Promotes transdisciplinary model of service delivery (i.e., Professionals share responsibilities and function as a unit, sharing their discipline-specific information and skills).

TEACHING RESPONSIBILITY

Administrative

- Completes paperwork in a thorough and timely manner
- Documents family contact
- Maintains team and/or individual staff member meeting notes
- Complete IFSP/IEP updates and progress reports for related services
- Maintain current evaluations and assessments for related services
- Complete progress, evaluation, assessment and transition reports for related services

Planning

- Develops and adheres to a personal schedule that maximizes time with students
- Develops and provides appropriate activities and materials for functional motor or communication goals
- Develops and/or implements appropriate adaptations and modifications to curriculum and activities to meet individual student needs in conjunction with research
- Develops and maintains appropriate Individual Education Programs (IEP's), Individual Family Service Plans (IFSP's), and/or instructional programs
- Collaborates with classroom team to develop appropriate short term (bi-weekly) and long term (at least quarterly) planning for entire class

Instruction

- Facilitate/lead small and large group activities that allow the related service provider to (1) provide service to the children, (2) demonstrate techniques for the staff, and (3) are appropriate for all children in the class
- Provide specific instruction on IFSP/IEP objectives based on best practices from the field

Data

- Conducts adequate and appropriate assessments as needed
- Collects and documents appropriate data on student progress at least weekly in the classroom

- Reviews data in order to evaluate effectiveness of instruction and make instructional decisions regularly

Behavior

- Uses a variety of appropriate positive behavior support strategies on an individual and group basis within the classroom
- Identifies the need for and implements appropriate behavior management strategies
- Assists in the supervision of children throughout the classroom routine

Families

- Provides suggestions, materials and/or programs for home and community as needed
- Conducts home visits, center visits, and/or visits to community sites (including possible transition placements) as needed
- Provides information and support to families around significant events (i.e., IEP's, IFSP's, transitions, evaluations, intake, significant family events, etc.)
- Provides access to and/or information about community activities

Diversity

- Provides an environment that is inclusive in terms of cultural pluralism
- Ensures activities promote appreciation for diversity
- Helps develop a community that accepts and understands difference

Professional Development

- Continues professional growth by reading literature, attending trainings and conferences, etc.
- Contributes to professional development by participating and/or facilitating school training sessions
- Works cooperatively with research personnel to implement and conduct studies that add to the field and identify best practice in Early Intervention

Head Teachers

Head Teachers at the EEU are responsible for coordinating the classroom team and service delivery for children in the classroom. The Head Teacher responsibilities include, **but are not limited to:**

GENERAL RESPONSIBILITIES

- Maintain professional conduct and attire
- Maintain a safe and orderly classroom environment (including observation booth)
- Ordering supplies

ATTENDANCE

- Attends staff and school meetings
- Attends staff trainings
- Attends school events (i.e., Open House, Family Socials, College of Education Events, etc.)
- Attends regularly scheduled work hours.

INTERDISCIPLINARY SKILLS

Families

- Develops and maintains positive relationship with families
- Maintains communication with family on a regular basis
- Accepts feedback from family members
- Encourages active participation of family members in the school, classroom and on the educational team.

Graduate Students

- Develops and maintains positive relationship with graduate students and interns
- Identifies clear and appropriate expectations for graduate students and interns
- Meets with graduate students and supervisors
- Provides appropriate training and feedback for graduate students and interns
- Provides opportunity for graduate students and interns to learn and practice new skills

Staff

- Develops and maintains positive relationships with staff
- Provides appropriate training and feedback for staff
- Accepts feedback from staff
- Collaborates with Related Service Providers to facilitate team coordination
- Maintains regular meetings on a weekly basis with team and/or individual team members
- Helps facilitate appropriate division of tasks and responsibilities among team members
- Coordinates with individuals within the EEU as appropriate (i.e., nurse, social worker, etc.)
- Coordinates with individuals outside the EEU as appropriate (i.e., consultant, private therapist, etc.)
- Promotes transdisciplinary model of service delivery (i.e., Professionals share responsibilities and function as a unit, sharing their discipline-specific information and skills).

TEACHING RESPONSIBILITY

Administrative

- Completes paperwork in a thorough and timely manner
- Documents family contact
- Maintains team and/or individual staff member meeting notes

Planning

- Develops and adheres to a functional classroom schedule
- Develops and provides appropriate activities and materials for functional and pre-academic or academic goals
- Develops and/or implements appropriate adaptations and modifications to curriculum and activities to meet individual student needs in conjunction with research

- Develops and maintains appropriate Individual Education Programs (IEP's), Individual Family Service Plans (IFSP's), instructional programs, and/or Individual Learning Plans (ILP's)
- Develops appropriate short term (bi-weekly) and long term (at least quarterly) planning for entire class
- Develops and maintains appropriate substitute plans that includes safety information about students

Instruction

- Facilitates/leads small and large group activities that allow the teacher to (1) provide service to the children, (2) demonstrate techniques for the staff, and (3) are appropriate for all children in the class
- Provides specific instruction on IFSP/IEP objectives based on best practices from the field

Data

- Conducts adequate and appropriate assessments as needed
- Collects and documents appropriate data on student progress at least weekly in the classroom
- Reviews data in order to evaluate effectiveness of instruction and make instructional decisions regularly

Behavior

- Uses a variety of appropriate positive behavior support strategies on an individual and group basis within the classroom
- Identifies the need for and implements appropriate behavior management strategies
- Supervise children throughout the classroom routine

Families

- Provides suggestions, materials and/or programs for home and community as needed
- Conducts home visits, center visits, and/or visits to community sites (including possible transition placements) as needed
- Provides information and support to families around significant events (i.e., IEP's, IFSP's, transitions, evaluations, intake, significant family events, etc.)
- Provides access to and/or information about community activities
- Finds additional services (ITP Project DATA only) and information about outside agencies to help address family priorities and concerns

Diversity

- Provides an environment that is inclusive in terms of cultural pluralism
- Ensures activities promote appreciation for diversity
- Helps develop a community that accepts and understands difference

Professional Development

- Continues professional growth by reading literature, attending trainings and conferences, etc.
- Contributes to professional development by participating and/or facilitating school training sessions
- Works cooperatively with research personnel to implement and conduct studies that add to the field and identify best practice in Early Intervention

In addition, the Head Teachers are responsible for supervising Assistant Teachers and Practicum students from the University of Washington. The Head Teacher has a dual role in relation to assistant teachers/graduate students. These responsibilities include, **but are not limited to:**

Supervisor (of employee)	Mentor Teacher (of UW student)
<ul style="list-style-type: none"> • Provide specific and clear guidelines and expectations for employees • Monitor employee's ability to meet expectations • Communicate with employees regularly <ul style="list-style-type: none"> ○ Find out how each employee wishes to receive feedback and honor their personal style of communication as much as possible ○ Provide specific feedback about performance throughout the year ○ Create action plans to assist employees with areas of concern • Inform the employees of instances when they will need to facilitate and/or lead during the year • Develop a professional relationship based on mutual respect and collaboration 	<ul style="list-style-type: none"> • Provide specific time(s) when they are available to answer questions and hold discussions with students(s) <ul style="list-style-type: none"> ○ Answer graduate student questions and provide support for their learning ○ Provide positive encouragement for students and specific feedback ○ Share skills and experiences that will benefit the students • Provide opportunities for the students to lead and facilitate activities • Discuss thesis and student teaching expectations with the student at the beginning of the year • Support the students in completing projects, meeting quarterly goals and achieving competencies • Provide students with information and opportunities to experience a variety of teacher responsibilities <ul style="list-style-type: none"> ○ Paper work ○ Working with administrators ○ Communicating with families ○ other