This Training outline is a minimum standard Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

WORK PROCESSES

A. Knowledge of Students and Student Learning

1. Demonstrate knowledge of diverse learning needs, strengths, interests, and experiences of students.
2. Design instruction that reflects the multiple experiences, strengths, interests, and learning needs of the students.
3. Plan and deliver instruction for individual students or groups of students both independently and under the guidance of the teacher assistant.
4. Employ various teaching methods to allow for differentiation, various learning styles, and equitable access to instructional material.
5. Create opportunities for students to engage in self-directed learning.

B. Instructing Individual Students

1. Instruct and assist individual students, in one or more subject areas, under supervision of teaching assistant.
2. Switch from subject to subject as needs dictate.
3. Employ various teaching methods such as: defining words, explaining concepts, giving examples, asking questions to prompt students, and repeating or clarifying directions.

4. Answer student questions.

5. Encourage students by providing positive feedback about their abilities and performance.

6. Provide one-on-one remedial tutoring.

7. Select and assign additional learning activities if student completes initial assignments early.

C. Observing and Reporting on Student’s Progress

1. Observe progress of individual students as they work on assigned learning activities.

2. Report students’ progress to Teacher, either orally or in writing.

3. Keep written records of activities individual students have completed or mastered.

4. Evaluate students’ progress and recommend advancement to more complex work as needed.

5. Record student attendance.

D. Assist Teacher with Testing

1. Assist Teacher in administering informal tests and exercises.

2. Score, or assist Teacher in scoring tests and exercises.

3. Assist Teacher in preparing original test materials.

4. Review and discuss results of tests and exercises with individual students.

E. Help Maintain Order in Classroom

1. Maintain awareness of whereabouts of each student.

2. Check on students missing from classroom.

3. Correct inappropriate behaviors such as eating during class, wandering around classroom, inactivity.

4. Summon appropriate professional staff to handle serious behavioral problems.
F. Using Learning Aids

1. Set up and operate audio-visual aids.
2. Operate personal computers and printers, wherever appropriate as a learning aid.
3. Use traditional learning aids such as chalkboard.
4. Refer students, as appropriate, to resource materials such as dictionary, calendar, library.

G. Distributing Materials

1. Hand out materials such as paper, workbooks, and dictionaries to students.
2. Gather and put away materials when students have finished with them.

H. Integration of Technology

1. Demonstrate knowledge and understanding of technological and information literacy, how it affects student learning by using technological tools and a variety of communication strategies to engage students.

I. Orienting New Students

1. Meet new students who are joining class.
2. Describe and/or show physical layout of classroom and related facilities to student.
3. Describe and/or demonstrate learning materials such as books, workbooks, and file folders.
4. Get student started by providing basic introductory instruction in subject matter of class.

Total hours 2,000

Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to dol.ny.gov/public-work-and-prevailing-wage
DRAFT NEW TRADE

TEACHER ASSISTANT
(Time-Based)

APPENDIX B

RELATED INSTRUCTION

Safety and the Workplace
Child Safety and Security*
Child Abuse and Maltreatment: Identification, Prevention, Statutes, Regulations
   Ethics
First Aid (6.5 hours minimum)
Infant and Child CPR
Sexual Harassment Preventing Training – must comply with Section 201-g of the Labor
   Law

Job Skills and Theory
Curriculum Planning
Recording Skills
Child Development
Developmentally Appropriate Activities
Effective Communication with Children and Families
Positive Guidance and Discipline Techniques
Students with Special Needs
Cultural Diversity
Classroom Management
Technology and Equipment in Education
Literacy Development
Learning Assessments and Tools

*Including all applicable OCFS Regulations

A minimum of 144 hours of Related Instruction is required for each Apprentice for each year.