

*Self-Guided Orientation for Special Education Assistants*  
*Section 2: Your Role as a Special Education Assistant*

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**Mt. Diablo Unified School District**  
**Roles and Responsibilities of Special Education Assistants and Teachers**

	<b>Roles of the Teacher</b>	<b>Roles of the Assistant</b>
<b>Classroom Organization</b>	<ul style="list-style-type: none"> <li>Plans weekly daily schedule</li> <li>Plans lessons/activities for entire class and individual children</li> <li>Plans room arrangement and learning centers</li> </ul>	<ul style="list-style-type: none"> <li>Implements plan as specified by teacher</li> <li>Support students' instructional program through the preparation of materials and the fulfillment of other clerical tasks</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Assesses individual children</li> <li>Administers tests to entire class</li> </ul>	<ul style="list-style-type: none"> <li>Assists with monitoring and scoring objective tests</li> </ul>
<b>Setting Objectives</b>	<ul style="list-style-type: none"> <li>Determines appropriate objectives for class and for individual children</li> </ul>	<ul style="list-style-type: none"> <li>Implements lessons to meet child's instructional objectives</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Teaches lessons for the entire class, small groups, and individual children</li> </ul>	<ul style="list-style-type: none"> <li>Assists and monitors small groups and individuals with designated lessons</li> <li>Monitor students in a variety of settings such as the cafeteria, bus loading area, playground, hallway or auditorium</li> <li>Train others (peer partners, peer tutors, volunteers, parents) to provide instruction or assistance to students under the direction of a certificated staff member</li> <li>Provide small group instruction (pre-teaching or alternative instruction) to students under teacher direction</li> <li>Monitor and support students during independent work or cooperative learning activities under teacher direction</li> <li>Provide follow-up instruction after teacher directed instruction</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>Plans behavior management strategies for entire class and for individual children</li> </ul>	<ul style="list-style-type: none"> <li>Implements behavioral management strategies using the same emphasis and techniques as the teacher; reports progress</li> <li>Monitor and assist students during teacher-directed, whole class instruction</li> </ul>
<b>Working With Parents</b>	<ul style="list-style-type: none"> <li>Meets with parents</li> <li>Initiates conferences concerning child's progress</li> <li>Updates parents on students' progress</li> </ul>	<ul style="list-style-type: none"> <li>Provides information to the teacher to communicate with families</li> <li>Exchanges pleasantries with families</li> <li>Refers parent questions to the teacher</li> </ul>
<b>Individual Education Planning</b>	<ul style="list-style-type: none"> <li>Develops and implements IEP</li> <li>Revises instructional programs</li> <li>Designs instructional materials</li> <li>Attends in-service meetings and professional development trainings</li> </ul>	<ul style="list-style-type: none"> <li>Carries out teacher's plans for child</li> <li>Monitors student progress in instruction programs and relates findings to supervising teacher</li> <li>Constructs materials designed by supervising teacher</li> <li>May attend professional development meetings for assistants</li> </ul>



**Mt. Diablo Adult Education**  
**Mt. Diablo Unified School District**

**CODE OF ETHICS FOR SPECIAL EDUCATION ASSISTANTS**

A code of ethics defines and describes acceptable practices. This code for Special Education Assistants examines specific responsibilities of the Special Education Assistant, as well as the relationships that must be maintained with students, parents, teachers, school, and community.

**Accepting Responsibilities:**

- Recognize that the teacher has the ultimate responsibility for instruction and management, and follow the directions prescribed by him/her.
- Engage only in activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents unless directed to do so by the supervising teacher.
- Refer concerns expressed by parents, students, or others to the supervising teacher.

**Relationships with Students and Parents:**

- Discuss a child's progress, limitations, and/or educational program only with the supervising teacher or IEP team members in the appropriate setting.
- Discuss school problems and confidential matters only with appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.

**Relationship with the Teacher (supervisor):**

- Recognize the teacher as a supervisor and team leader.
- Establish communication and a positive relationship with the teacher.
- If you have questions or concerns about instructional strategies or student needs, ask for clarification from the teacher.

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**As a member of the student's educational team, your role is to:**

- Facilitate \_\_\_\_\_
- Support the student to learn \_\_\_\_\_
- Assist in the development of \_\_\_\_\_
- Assist with individuals or small or large \_\_\_\_\_
- Provide \_\_\_\_\_ or \_\_\_\_\_ to students.

**You may also be responsible for:**

- Assisting and supporting the teacher with \_\_\_\_\_
- \_\_\_\_\_ Student performance
- Maintaining effective and open \_\_\_\_\_  
\_\_\_\_\_ and other staff members.