

Bilingual Instructional Assistant Roles and Responsibilities

Add Guiding Principles

- intention of providing a balance
- who controls what?
- Time and support for collaboration must be structured into the day by school administrators and the district bilingual department this includes professional development, planning time, aligning curriculum and common language and strategies development both intra and inter departmental.
- Teacher has final say – decision making, delegating, directing
- How IA's are assigned to schools
- Content area and classroom teachers need to be collaborating
- Classroom and content teachers and ELD teachers need to collaborate on best practices for eligible students
- Should a conflict over IA's roles and responsibilities arise, IA's are encouraged to seek technical assistance from Department heads, Bilingual Coaches, and principals
- Eligible students need academic support. Not qualified for ELL – not supposed to just be an interpreter for students' who do not qualify but whose parents are not English speakers

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COLLABORATION

Collaborate with all certificated teachers with bilingual students you serve. Collaboration means periodic (at least once a week) communication, with the purpose of enhancing instruction.

- Collaboration may include discussions about students' academic and social progress as well as the types of support students need.
- IA's should receive unit or weekly plans from each teacher the IA is assigned to work with.
- IA may choose to create materials or instructional modifications. These must be shared with the teacher prior to use with students.
- IA's can make instructional suggestions to certificated teachers based on observations and interventions

MONITOR PROGRESS

Assist in monitoring progress for eligible students you serve. Monitoring means documenting student progress and reporting on the progress with bilingual and mainstream staff.

- Regularly discuss student progress with bilingual and content area / classroom teachers and keep current documentation of students served.
- Elementary IA's provide a copy of a feedback form to teachers to document student progress. An additional copy of the feedback form is kept in the IA's binder.*

SCHEDULE

IA's schedule is based on eligible student need. IA's have a 7 hour work day plus a 30 minute duty-free lunch. Two 15 minute breaks are included in the 7 hours. The total work day is 7.5 hours.

- Schedule should be frequently updated to reflect changing student needs
- Placement of IA in classes is prioritized by proficiency level of eligible students, not number of eligible students in the class.
- The IA collaborates with bilingual and classroom teachers to create or modify the schedule.
In High School: the IA collaborates with the department head.

Provide, maintain, update, and follow current service schedule.

SUPPORTING INSTRUCTION

The primary role of a bilingual IA is to provide support to students, specifically native language support.

- Provide targeted instruction for eligible students based on teacher input which could include bilingual or content area / classroom teachers. It is expected that the teacher you are directly supporting will be the primary source of input or direction.
- The IA works with students on classroom lesson objectives and supports language acquisition.
- Support Instruction by way of translating, interpreting, explaining, and providing scaffolding when appropriate
- Provide native language support for academic purposes. (Other duties behavior, discipline, truancy, etc are supportive of academics.)
- If there are conflicts or disagreements on the type of support IA's are being asked to provide: High School IA's should bring concerns to the Department Head. Elementary IA's should seek assistance from bilingual central staff (Bonnie English, Teresa Boone, Nancy Burke).

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*The feedback form is currently being piloted in elementary only.

TESTING

Assist certificated teachers during formal assessment.

ELD PROGRESS REPORTS (Elementary Only)

Provide input to ELD teacher for ELD progress report

ACTIVITIES AND MEETINGS

- Participate in building/site activities which require a bilingual IA during work day (i.e. collaboration meetings, SIT teams, IEPs) as appropriate. Participation in building and site activities/meetings are supplementary to the IA's primary responsibility of providing academic language support. IA's must notify the classroom teacher if participation in these duties will result in the disruption of classroom services.
- May participate in meetings and activities outside the work day for extra pay (Cultural nights, IEPs, disciplinary hearings, department meetings, etc). Principal must pre-approve all extra pay.
- Attend department meetings (when the team is at least 4 people). Department meetings should be scheduled during the IA's work day.

PARENT-TEACHER CONFERENCES

Participate in parent teacher conferences for eligible students during the work day (up to one hour). To attend parent teacher conferences scheduled outside work day, the IA would earn extra pay. Principal must pre-approve all extra pay. For non-eligible bilingual students: parent teacher conferences should be scheduled outside of the work day.

SUPERVISION DUTIES

Elementary and SBOC IA's will have playground and bus duties. In accordance with past practice, supervision duties should account for no more than 10% of the work day. These duties must be carried out during the work day and should not interfere with instructional time. The Bilingual IA's primary responsibility is to provide academic support to bilingual students.

CLERICAL DUTIES

Bilingual IA's may perform some record keeping and clerical duties for the purpose of supporting the teacher. These duties must be carried out during the work day and should not interfere with instructional time. The Bilingual IA's primary responsibility is to provide academic support to bilingual students.

PROFESSIONAL DEVELOPMENT

- Attend central professional development and trainings scheduled for IA's at the Bilingual Department (TBE). Attendance is mandatory for all and will be monitored by the Bilingual Program Manager who will communicate attendance to the building administrator in charge of the Bilingual department. IA's must notify classroom teachers and administrators of PD workshops and Bilingual Department meetings that will interfere with classroom services.
- New IA's must attend IA orientation from the Bilingual Department (TBE).

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- May attend relevant building based professional development during work hours, or outside of work hours for extra pay. Principal must pre-approve all extra pay.
- SEA / SPS bargaining agreement allows 42 hours of compensated professional development outside of the work day. Principals must pre-approve the professional development. Evidence of course completion must be submitted with your extra time form. *Please refer to the CBA view the SEA site.*

** Other PD opportunities for IA's – Paraeducators.com, Kim Van Atta

FAMILY AND COMMUNITY: INTERPRETATIONS

- Help with family and community engagement during work day, including interpretation for family/school urgent situations for the purpose of providing a safe learning environment. Interpretations should *minimally interfere* with the IA's primary responsibility of providing academic support for eligible students.
- Attempts should be made to provide interpretation to all families and students, regardless of students' ELL eligibility.
- May help with family and community engagement outside the work day for extra pay (i.e. home visits*). Principal must pre-approve all extra pay.
*Flight Schools: Bilingual IA's have already committed to making home visits outside the work day for extra pay. For all other IA's, home visits are not mandatory.

Add guidelines for interpretations

NOT RESPONSIBLE FOR:

Formal assessment of students (WLPT, WASL, DRA, DIBELS)

Providing grades

Substituting for certificated staff***

Writing lesson plans or creating materials. (IA's who choose to create lesson plans see p.1)

The duties of a family support worker

Translating or evaluating international report cards.

Translations

Translation responsibilities are not to interfere with instructional time. IA translation responsibilities typically only include school based short notes. The district offers translation services. School staff should use district translators for documents needing translation. Documents that can not be sent to the district office for translation will require extra time pay for IA translation. Principal must pre-approve all extra pay.

Add guidelines and procedures for translations:

***IA's may be asked to supervise a class when a substitute is not available, during urgent situations for the purpose of providing a safe learning environment. The principal assumes responsibility for the class and the IA can supervise the class. IA is compensated for the additional responsibilities. It should not always be the same IAs asked to supervise classes.