

School Team

Whose Job Is It? Worksheet

1. This is a great activity to use with your school team. While there are not necessarily correct or incorrect answers, this activity can help to clarify peoples' roles and responsibilities.
2. The school team including the classroom teacher(s), teacher assistant(s) and Case Manager/Resource Teacher and sometimes the school administrator should meet to talk about their various roles. Refer to the **School Team - Whose Job Is It? Worksheet** for the team to use. Of course, this is a non-exhaustive list ... there is much more to a day, week, month, or year in the life of the teacher, assistant and case manager. None the less, the list does represent some of the more obvious jobs to be done and there is also space provided to add additional jobs if the team wishes to do so.
3. At the meeting, individuals are asked to complete the Worksheet - indicating whom they think has responsibility for each task. Sometimes it may seem that more than one person has responsibility for a task so both can be checked off.
4. Following the completion of the worksheet, the school team can discuss their responses. Topics may include **which tasks and responsibilities are in need of clarification**, or are there **situations where the job seems to belong to two people or three people and who specifically does what** ? If several people are involved, **who actually oversees this job?** Finally, **were there any surprises?**
5. Once people have had a chance for some conversation, you will need to **seek clarification around roles and make some decisions regarding who does what**. You will undoubtedly discover some roles or perceptions that require addressing.

Whose Job is it? Worksheet

	Classroom Teacher's Job	Assistant's Job	Case Manager's Job
Helping the student get ready to leave school at the end of the day.			
Planning a group lesson			
Organizing an IEP meeting			
Cleaning up after an art lesson			
Asking parents about the student's behaviour at home			
Writing the IEP			
Correcting Papers			
Contacting Provincial Resource Programs (PISP, SET-BC)			
Planning room arrangements			
Writing in the home/school communication book			
Accompanying the student to special activities			
Ordering Special Equipment / Supplies			
Getting student ready for activities			
Consulting with others (e.g. therapists) regarding a student's problems			

Assessing student progress			
Writing progress reports for parents			
Managing the student's behaviour			
Organizing the student's transition to the next grade			
Deciding when the noise level in the class is too high			
Working individually with the Student			
Planning the student's transition to adult world			

Adapted from Project Para

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