



STATE OF NEW YORK
DEPARTMENT OF LABOR

APPENDIX A

TEACHER AIDE (FACILITY)
D.O.T. CODE 099.327.010

This training outline represents a minimum standard in terms of work processes and related instruction which are required to achieve skilled worker status. It is recognized that rapid technological and regulatory changes will frequently result in the need for mastery of additional on-the-job or theoretical instruction.

WORK PROCESSES

	<u>Approximate Hours</u>
A. <u>Instructing Individual Students:</u>	900
1. Instructing and assisting individual students, in one or more subject areas, under supervision of Teaching Assistant or Teacher.	
2. Switching from subject to subject as needs dictate.	
3. Employing various teaching methods such as: defining words, explaining concepts, giving examples, asking questions to prompt students, repeating or clarifying directions.	
4. Answering student questions	
5. Advising students whether their answers or performances are satisfactory or not.	
6. Encouraging students by providing positive feedback about their abilities and performance.	
7. Providing one-on-one remedial tutoring	
8. Selecting and assigning additional learning activities if student completes initial assignments early.	
B. <u>Substituting for Teacher: (as permitted by facility policies/regulations)</u>	100
1. Filling in for Teacher in cases of short-term absence.	
2. Continuing instructional activities with students, using Teacher's plans, if available.	
3. Planning instructional activities if Teacher plans unavailable.	
C. <u>Demonstrating and Instructing Students in Specialized Skill Areas: (Optional)*</u>	100
1. Demonstrating skills such as art, music, drama and storytelling.	
2. Explaining necessary materials and sequence of steps for	

- C. Demonstrating and Instructing Students in Specialized Skill Areas: (Optional)* - continued
- performance of skill.
3. Directing students' attempts at performance; correcting as necessary.
- D. Observing and Reporting on Student's Progress: 250
1. Observing progress of individual students as they work on assigned learning activities.
2. Reporting students' progress to Teacher, either orally or in writing.
3. Keeping written records of activities individual students have completed or mastered.
4. Evaluating students' progress, and recommending advancement to more complex work.
5. Recording student attendance.
- E. Assisting Teacher with Testing: 150
1. Assisting Teacher in administering informal tests and exercises.
2. Scoring, or assisting Teacher in scoring, tests and exercises.
3. Assisting Teacher in preparing original test materials. (Optional)*
4. Reviewing and discussing results of tests and exercises with individual students.
- F. Helping Maintaining Order in Classroom 150
1. Maintaining awareness of whereabouts of each student.
2. Checking on students missing from classroom
3. Correcting inappropriate behaviors (such as eating during class, wandering around classroom, inactivity).
4. Summoning appropriate professional staff to handle serious behavioral problems.
- G. Using Learning Aids: 200
1. Setting up and operating audio-visual aids such as TV and VCR.
2. Setting up and operating additional devices as camcorder, tripod, sound system (if available).
3. Operating personal computers and printers, wherever appropriate as a learning aid.
4. Using traditional learning aids such as chalk and blackboard.
5. Referring students, as appropriate, to resource materials such as dictionary, calendar, library.

H. Distributing Materials: 50

1. Handing out materials such as paper, workbooks, dictionaries to students, as appropriate.
2. Gathering up materials when students have finished with them; storing materials.

I. Orienting New Students: 100

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

Total hours 2,000

* If optional topics are not selected, the allocated hours should be devoted to additional mastery of the required topics.

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 <http://www.labor.state.ny.us/workerprotection/publicwork/PDFs/Article8FAQS.pdf>.

APPENDIX B

TEACHER AIDE (FACILITY)

RELATED INSTRUCTION

Safety

Fundamentals

Job-specific safety issues

Interpersonal Communication

Cultural Diversity in America

Introduction to Psychology

Developmental Psychology

One of the following:

Introduction to Teaching

OR

Educating Adults

Learning and Motivation

First Aid – minimum 6.5 hours every 3 years

Sexual Harassment Prevention Training – minimum 3 hours

144 Hours of Related Instruction are Required for Each Apprentice for Each Year