

Working with Classroom Aides

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Introduction

This guide is intended to support instructors, in-house professional development specialists (IHPDSs), tutor coordinators, and other staff who work with volunteer classroom aides.

Organization of this Guide

This guide is divided into two major sections: Section 1 is written mainly for IHPDSs, tutor coordinators, and others who take on a primarily managerial role with volunteer classroom aides. This section discusses volunteer recruitment, training, and recognition, in addition to support for classroom teachers who will work with the aides. Many of these topics are also covered in the [Tutor Coordinator Handbook](#), so the information here is specifically focused on classroom aides. To avoid too much overlap between this guide and the Tutor Coordinator Handbook, most of the general advice about managing volunteers is not repeated here. The first section of this guide is meant to supplement the handbook; staff who are working with volunteers are encouraged to read the applicable sections of both documents. Section 2 of this guide is written for classroom instructors who are or will be working with classroom aides. IHPDSs, supervisors, and others who support instructors may also find it useful. This section includes advice about how to prepare for a new classroom aide, which roles the aide could take in the classroom, and suggestions about ways to communicate with classroom aides to ensure collaboration between the instructor and the classroom aide. The appendix includes checklists that teachers can use or adapt in their own conversations with their aides.

Importance of Classroom Aides in Adult Education

Adult education students are diverse. Their learning needs are varied, they have wide-ranging life experiences, and their formal education may have been interrupted or completed in another country, all of which result in unique knowledge and skill sets. Some students are anxious about or unfamiliar with the school environment and need extra support and individual attention to feel comfortable enough to learn. In addition, many students now join classes remotely from a variety of devices and locations. When all these issues are taken together, it's easy to see how a teacher can feel pulled in multiple directions, even in a relatively small class.

Classroom aides can help with this. An effective classroom aide can help a teacher ensure that all of their students get the support they need. Having a classroom aide can be similar to having a teacher be in two places at once; however, to reach this ideal scenario, there are pieces that need to be in place first. Aides need to be trained, routines and plans need to be clear, and students need to trust the aide to be able to help. This guide will help you set up the framework that will allow your classroom aides to be useful supports for you and your students.

Classroom Aides in the Guidelines

Any staff working with classroom aides are encouraged to read the Adult Education and Family Literacy (AEFL) Guidelines, which are updated annually and posted on the [Pennsylvania Department of Education's website](#). The following sections are especially relevant to those working with classroom aides:

- 204.5 In-House Professional Development Specialist
- AA1.4 Volunteer Classroom Aide Program

Staff roles vary from program to program, so if you have questions about how your role fits into the description in the guidelines, please reach out to your supervisor or program administrator.

Section 1: IHPDS and Tutor Coordinators

■ Recruiting Classroom Aides

Recruiting classroom aides is very similar to recruiting other volunteers, so you may want to read the appropriate sections of the [Tutor Coordinator Handbook](#) for more details on this topic. Two potential differences are the requirements for classroom aides and the job description.

Requirements

If your program also has a tutoring program, there may be different requirements for classroom aides than for other tutors. For example, you might have different educational requirements for the two positions, or you may be able to be more flexible with the number of hours per week that classroom aides dedicate to your program. In that case, you will want to be prepared to explain the requirements in a clear way that doesn't diminish the importance of any of your volunteer roles.

The different requirements might affect where you go to recruit volunteers. For example, college students might not have time to plan thoroughly before lessons, but they can be very helpful in the classroom and are often able to share study strategies with students. While some college students make excellent tutors, others might be more effective as classroom aides.

Some adult education programs like to recruit classroom aides from among their own graduating students. In that case, teachers and other staff can discuss the role, requirements, and benefits of volunteering with students as students they approach graduation. Although they may not have teaching experience, these students are already familiar with your program and can provide an inspiring example for the students they work with.

Job Description

Writing a job description for the classroom aide position can help you decide exactly what your volunteers will be asked to do. This is also an important recruitment tool, since it can help potential volunteers consider the different volunteer roles your program needs. Whether you are writing a new classroom aide job description or updating an existing one, show your draft to teachers who work with aides. Their feedback will help you accurately depict the position.

You can find more information about writing a volunteer job description, including a sample classroom aide job description, in the [Tutor Coordinator Handbook](#).

■ Initial Training

Although the Adult Education and Family Literacy Guidelines do require that volunteer classroom aides receive an initial training, the content of that training is not stipulated. The topics below are recommended, though you should modify them to meet the needs of your program. This information can be delivered in any format that makes sense for your program. For example, the lead instructor may convey specific information about teaching strategies or student goals to the aide.

The initial classroom aide training serves a dual purpose. In addition to providing volunteers with the information they will need to be successful in their roles, it also gives them an opportunity to decide if this is a good fit for them before they are committed to a particular placement. It is in everyone's interest to make sure that the information is accurate and complete enough to give participants a good understanding of the classroom aide role.

Consider giving instructors an opportunity to review the classroom aide orientation so that they will know what additional information they would like to include in their individual meetings with the aides. They might be able to recommend additional topics that they feel are important to include in the initial training.

- Welcome and introductions
- Organization/Program
 - History
 - Mission, vision, and values
 - Funding sources
 - Programs and services
- Location/logistics
 - Site tour and classroom visits if appropriate
 - Locations and hours
 - Contact information of key staff
 - Emergency information (e.g., fire evacuation)
- Volunteer Role
 - Expectations of volunteer (including job description)
 - Expectations of agency/staff
 - Collect volunteer data for agency reporting
 - Support for volunteer
- Students
 - Adult education and literacy definition and facts
 - Adult learner characteristics
 - Samples of student goals and how to support goal setting
 - Student support services at your program, and how to refer students
 - Behavior expectations/code of conduct for students
- Instruction
 - Teaching adults
 - Lesson routines and teaching strategies
 - Accessing resources and materials
- Next steps – the volunteer assignment/matching process
- Questions and concerns

Distance Learning Note

If your classroom aides will be joining class online or supporting students in a HyFlex class, you may want to include information in their training about the webinar or meeting platform that they'll be using. Consider sharing links to tutorials or instructions about the specific features of the platform that they will need to be familiar with. Your program's digital literacy specialist may be able to suggest some resources.

If your classes make use of an online learning management system or other digital tools, share these with your classroom aide so that they can see what students have access to. Your aides may be able to help students access these resources in the future.

In addition to your program-specific orientation, the PD Portal has online tutor training modules available to volunteers, some of which may complement your initial training. For an up-to-date list of modules and information on accessing them, visit the [Tutors Page](#) of the PA Adult Education Resources website.

■ Matching Aides to Classes

Classroom aides are more likely to be successful members of the instructional team if they are placed in appropriate classes. Many of the considerations for matching volunteers with classes are similar to those for tutors outlined in the Tutor Coordinator Handbook. These include the availability of the aide and their skills and interests; however, there are some additional considerations for placing classroom aides.

The most important factor in a successful placement is the class instructor. The instructor must be willing and able to plan for and communicate with the classroom aide in a way that will be clear and supportive. This requires a commitment to making the relationship work and a vision for how the aide can be an asset to the class.

However, even the best instructor will struggle if matched with an aide who is unwilling to perform necessary tasks or who lacks key skills. Before placing an aide in a class, ask the instructor to consider the types of activities and tasks the aide will be asked to do. Before matching an aide to a class, try to have a conversation with the instructor. You might discuss:

- Student level(s) and needs.
- Tasks the aide would be asked to do.
- Subject matter the aide should be comfortable with.
- Structure of the class.
- Support the instructor can give a new aide.
- Communication preferences.
- Scheduling considerations. (Can the aide volunteer once a week? Can they come for part of the class?)

■ Professional Development

Ongoing professional development for volunteers can be offered formally or informally. The most important thing is that classroom aides have access to opportunities to develop their skills and that they are encouraged and supported when they choose to take part in these opportunities.

Some options for ongoing professional development include:

- Completing Tutor Training modules in the PD Portal
- Participating in PLCs or other trainings offered for instructors or volunteer tutors
- Observing other classroom aides or instructors (and being observed by them)
- Reading articles or watching videos

The program IHPDS is responsible for ensuring that classroom aides receive appropriate professional development, but the teachers working with the aides can be instrumental in making sure that the activities are relevant and useful.

Distance Learning Note

If a teacher needs an aide in a remote class (or any class that makes use of digital tools), ask whether the aide will need to be able to provide technical assistance to the students. Some aides will be more comfortable with that role than others.

If an aide will be placed in a HyFlex class, clarify with the instructor if they should attend in-person or remotely and whether they will primarily support the in-person students, remote students, or both.

■ Volunteer Recognition and Retention

The strategies described in the Tutor Coordinator Handbook regarding recognition and retention of other volunteers will work for classroom aides, with the caveat that some of these strategies will be more effective and seem more authentic if the main classroom teacher is consulted or included. For example, you may want to have the teacher co-sign a birthday card or describe a particular strength of the volunteer that you can reference.

■ Supporting Teachers

It is important to recognize that, even though classroom aides can help students a lot and can help a class run more smoothly, they still require a fair amount of extra work on the part of the teacher. Planning for an aide takes extra time and attention, especially in the beginning, and teachers need to devote a significant amount of time to communicating with the aide outside of class. The following supports can help teachers and aides form an effective team:

- The ability for teachers to choose which classes would benefit from an aide.
- Extra paid planning time for teachers working with classroom aides.
- Proper training for aides and sharing the content of that training with teachers. (This may include training for aides related to PLC initiatives.)
- Proper training for teachers to learn effective strategies for using aides.
- Lesson planning support for teachers new to working with aides
- A streamlined system for tracking volunteer hours (and any other related reporting) that doesn't add significantly to teachers' administrative tasks.
- A support person (usually IHPDS or tutor coordinator) who can help sort out any miscommunications or disagreements.
- A trial period allowing the teacher and the aide an opportunity to practice working together before committing to a long-term agreement.

Distance Learning Note

It can be a challenge to make sure that aides who volunteer remotely feel connected to your program, rather than just a particular class or instructor. Ensure that they receive the same invitations and announcements as other volunteers and consider whether it makes sense to check in more frequently with remote aides than with in-person aides.

Distance Learning Note

Your program's digital literacy specialist should be able to support teachers who want help integrating classroom aides into their remote or HyFlex classes.

Section 2: Teachers

While volunteer tutors report to the tutor coordinator regularly and may turn to them for advice or guidance, classroom aides primarily interact with their classroom teacher. If you are a teacher with a volunteer classroom aide, you will be responsible for guiding the aide's actions and conduct in class, helping develop their relationship with your students, giving feedback about their performance, communicating logistical information to the aide in a timely manner, and reporting their hours and successes/challenges as requested by your data manager, IHPDS, tutor coordinator, and/or supervisor. In return, you get a dedicated volunteer who can provide extra support and attention to your students. Classroom aides can provide a wide range of assistance in the classroom, but they are most helpful when you know their strengths and talents and can build on them.

■ Preparing to Work with a Classroom Aide

Volunteer classroom aides come to our programs wanting to help. Some preparation can help them feel welcome and needed, which is a good first step toward a productive relationship. Before you meet your aide, you should get some information from your tutor coordinator or IHPDS about the aide's training and background. Read this and think about how it might affect your classroom aide's role. For instance, if your aide already has a lot of teaching or tutoring experience, they may be more willing to work independently with individuals or groups of students, allowing you to offer more differentiated instruction. On the other hand, if the aide has less teaching experience but is comfortable with the subject matter, they might be able to contribute to class discussions or help students make real-world connections to the topic at hand. It's best to discuss options with volunteers so that you can decide together about how they might fit into your class.

If you haven't had a classroom aide recently, you may need to do some additional preparation. If you teach in person, consider your classroom's physical setup to ensure a conducive environment for group work or identify a place where your aide could take a student or two to work apart from the class. If you teach remotely, think about what permissions the aide will need within the webinar platform and, if necessary, research how to adjust these settings.

You will also want to make sure that the classroom aide has access to essential information such as class schedules and resource links. You may want to create a shared document or draft an email with this information so that you can share it easily once you have met the aide.

Lesson Planning with a Classroom Aide

Many times, teachers teach from lesson plans that are not designed for volunteers to understand. They may be so sparse that a volunteer won't know what to do or so detailed that they will get lost in the details and not know where they fit in. Before you share your lesson plan with a volunteer, review it and include explicit instructions describing what the volunteer should do during each part of the lesson. You might use a bold font or highlighter to draw attention to these instructions, or, if you share the lesson plan digitally, you could add comments for the aide to read. This will help your classroom aide know what their role is during each part of class.

If you have routines that you use regularly (for example, a warm-up or exit ticket), you can give the aide detailed instructions on the routine once and then refer to those instructions in future lessons. You may also share one or two of the [Tutoring Routines](#) with your aide and discuss any adaptations you make when you use it in your class. (You can find more information about these in the [Potential Roles](#) section of this guide.)

Remind your aide to be prepared that you might adjust your plans based on your students' needs. You can describe a couple of scenarios so that the aide understands what might happen (e.g., "If some students are catching on faster than others, I'll have you take them to the back table to work on the challenge questions as a group while I review the concept with the rest of the class, but if the students are getting it at about the same pace, then we'll keep the whole group together, and you can help me circulate and support students as they work.").

As your aide gets more comfortable in class and you get to know each other better, you will find that it becomes easier to plan for their role in the class. Be aware of patterns you are falling into and reflect on whether they are helpful routines or whether you need to talk to your aide about trying something new. For example, if an aide is working with just one or two students most of the time, that could be a useful support for students who might otherwise struggle to keep up with the class, or it could be a crutch that is keeping those students from managing their learning independently. If you feel that it's not productive, you will need to talk to the aide about other things they could be doing. You may also need to talk to the students to explain the change.

Distance Learning Note

If your classroom aide will join your class remotely, it's especially important to ensure that your lesson plans, resource links, and other important information are kept somewhere the aide can easily access them, such as a shared folder or document.

Meeting the Classroom Aide

The initial meeting between the teacher and volunteer aide is an opportunity to build rapport, establish expectations, and ensure a smooth start. You can use this time to learn about the aide's background and interests, discuss their role in the classroom, review daily routines, and share relevant materials. It's also helpful to discuss communication preferences, feedback styles, and attendance expectations. Your first meeting with an aide sets the tone for your relationship going forward, so it's worth spending some time to prepare. The appendix of this guide includes checklists you can use or modify for several different conversations you might have with your aide, including the initial meeting.

In many cases, it's a good idea to have the aide observe a class before they start actively volunteering. This gives them a chance to get a feel for the class and witness how you interact with your learners.

Some teachers prefer to have their initial meeting with a classroom aide in person, even if the class is remote. If that is difficult, though, a video or phone call is usually good enough to start building a connection.

During Class

In the beginning, you may not have a clear idea of how an aide could help you support your students during every single part of your lesson. While it's fine for a volunteer to get a break for a few minutes, aides are more likely to attend consistently and stay with your program longer if they feel that they are needed. For that reason, it's important to think carefully about how they can truly help support your students as they work toward their goals.

Potential Roles

There are many roles that a classroom aide can take on in your class. Not all roles will be appropriate for all classes or classroom aides, so discuss any new roles with your aide ahead of time and offer suggestions and support to help them perform effectively. If an aide is not comfortable with a role (e.g., leading a whole-class

activity, offering technology support), do not force them to do it. You may revisit the issue later to see if their opinion changes as they become more comfortable with the material and the students. Here are some examples of roles that a volunteer could take on during a class:

- Help late-arriving students get started.
- Lead/co-lead an activity (especially for routines used frequently in class).
- Model techniques (e.g., take the student role when demonstrating a dialogue, show one approach to thinking through a math problem).
- Bring in their own experience (e.g., information about their career) to connect the topic to everyday life.
- Monitor students during independent or group work and assist with questions, reporting back to you about student progress and common errors or misconceptions.
- Provide extra support for students who need help getting started on an assignment or persisting with their work.
- Pull out individuals or groups to work on specific skills or topics that aren't needed by the whole class.
- Lead an activity in a rotation center.
- Substitute teach for short periods of time, such as when you need to step out of class for half an hour.
- Help students access and use classroom technology.
- Help motivate/encourage students (especially good for aides who were formerly students).
- Act as a scribe to record students' thoughts or model note-taking during whole-class conversations.
- Monitor independent/group work or lead a whole-class activity while the teacher conducts individual meetings with students (e.g., for goal setting, intake, sharing assessment results).

Distance Learning Note

Classroom aides can be helpful in a remote or HyFlex class as well. For example, they can:

- Monitor the chat while the teacher is presenting.
- Join breakout rooms to check on students during group work.
- Support learners by sharing their screen and/or taking notes (especially in a breakout room).
- Support the online students in a HyFlex class while the instructor works with the in-person group or vice versa.
- Alert the instructor of a HyFlex class when the online students can't see or hear the class.

In addition to these general roles, be sure to review the [Tutoring Routines](#) on the PAAER website. These instructional routines are simple enough for volunteers to lead on their own with a little initial support. For example, a volunteer who is comfortable with collaborative oral reading could lead a small group through that activity while you work on other skills with a different group, and then the students could switch places.

While some volunteers may be happy to provide clerical assistance (making copies, taking attendance, checking student work against an answer key), be sure that most of their time is spent on substantive teaching activities. If you aren't sure whether you have hit the right balance, ask your volunteer!

If you have a low attendance day and only one or two students attend class, or if most of the students are testing but one or two students are not, it's usually a good idea to have your aide work with the present students. Emphasize that this is helpful for you because you can catch up on other things like monitoring tests. If this happens consistently, and there is no plan for increasing your roster, contact your IHPDS or tutor coordinator and let them know the situation. They can then check in with the aide or offer them a different position. Just as students will stop attending class if they feel they aren't learning, volunteers will stop volunteering if they feel that they aren't being helpful.

■ Building Positive Student/Aide Relationships

Much of the time, students will take their cues about how to treat the classroom aide from you. If you introduce the classroom aide as a knowledgeable addition to the class and talk to and about them with respect, students will view you as a team and be likely to accept assistance from the aide. Students are more likely to be willing to work with the aide if you are clear with the students about why you think the aide can help them meet their goals. It can also help to have the classroom aide take a visible and engaging role during whole-class activities so that students can become more familiar with the aide and see you working together. In some cases, it can also help to reassure students that you are still their primary instructor. The aide will be following your lesson plan, and you will still be teaching the student directly during other parts of the lesson.

Just as you will follow up with the classroom aide after a class, do your best to check in with the students who are working most directly with the aide, especially those who meet with the aide individually or in small groups. Take students' comments seriously and address any concerns in a timely manner by discussing them with the student, the aide, and/or both together. Of course, you should pass along any compliments to the aide as well.

Cultural Sensitivity and Bias

Like all of us, classroom aides and students come to class with a range of biases and assumptions about other people based on their race, age, gender, religion, and perceived sexuality, social class, and so on. There may be times when you will need to educate your volunteer about students' cultures or circumstances (or vice versa). In other cases, you might encourage the volunteer to discuss issues directly with students. As the lead teacher, you are ultimately responsible for maintaining a class that is welcoming and supportive of all students, and that includes providing appropriate support and guidance to your classroom aide.

■ Effective Communication and Teamwork

Building a Strong Teacher-Volunteer Team

Communication is the key ingredient in building a strong working relationship with a classroom aide. This section outlines several types of conversations that you should plan to have with your aide, but ongoing informal communication, especially during class, is also important to making sure that you are well-coordinated.

Although your classroom aide may feel like a colleague, remember that they are volunteering. This means that you can offer suggestions and encouragement, but there's a limit to how far out of their comfort zone you can push a volunteer. For example, if your classroom aide does not want to teach math and you force them to do it, they are likely to stop volunteering altogether, so it's important to make it easy for your aide to tell you if they are confused or uncomfortable with their role. Once you know the aide's strengths and preferences, you can adjust their tasks accordingly.

Similarly, do not criticize or undermine a volunteer. If you need to address something promptly, pull the volunteer aside when students are working or on a break. Otherwise, address it constructively during the after-class debrief.

Ongoing recognition and appreciation are important for maintaining your relationship with volunteers. Remember in all your discussions that the volunteer is choosing to help you and your students. Thank them for their time and effort in every conversation.

The appendix contains a checklist for each of the conversations below.

Before Each Class

To ensure volunteers have sufficient preparation time and are comfortable with their tasks, it's a good idea to share your lesson plans with them a day or two before each class. You can easily do this via email or by using a shared document. Make sure that you include any additional notes about the class (e.g., guest speakers, shortened schedule) so that the classroom aide is aware of them.

This is also a good time to provide explicit instructions for tasks such as monitoring student work. For example, how do you want aides to assist students who are “stuck” on a problem? Are there specific questions that you want the aide to ask or strategies that they should suggest?

After Each Class

Schedule 5 to 15 minutes after each class to discuss the day's activities, student progress, and plans for the next lesson. Ideally, this would take place immediately after class, but it could be a short phone or video call any time before your next class. This is a time to share information on student progress, reflect on successes and challenges, and consider adjustments to make for the next class.

Regular Check-in Meetings

Four to six weeks after a volunteer starts, and periodically after that, plan some extra time to see how things are going from your classroom aide's perspective. This should be a bigger-picture meeting where both of you discuss positive or negative patterns that are occurring, brainstorm solutions to ongoing issues, share training opportunities, and plan for upcoming sessions or units. This is also a fantastic opportunity to share your appreciation for your volunteer's time and effort and highlight the difference that they are making for your students. In some programs, the IHPDS or tutor coordinator might be interested in attending these meetings or getting a summary of them afterward.

Distance Learning Note

If you usually interact with your volunteer remotely, it can be nice to plan an occasional face-to-face meeting. This is especially useful for a check-in meeting where you want to get a good sense of how the aide is feeling or if you would like to develop a better rapport with the volunteer.

Conclusion

Although it can take some extra time and effort to recruit, train, and manage volunteer classroom aides, a good aide is worth the effort. They can help your class flow more smoothly as well as offer focused assistance to students who need it, which allows all your students to make better progress toward their goals.

Resources

- [Tutor Coordinator Handbook](#)
- Tutor Coordinator Basics Course (check the [Course Schedule](#) for upcoming offerings in the PD Portal)
- [Tutoring Routines](#) and [Tutoring Routines Guide](#)
- [Adult Education and Family Literacy Guidelines](#)
- Technical Assistance – Reach out to your [ProLO Agency Consultant](#)

Appendix: Communication Checklists

These checklists are meant to guide your discussions with your classroom aide. As you get to know each other and as you gain experience overseeing a volunteer, these conversations may evolve. It may be a good idea to return to them periodically to make sure that important topics aren't being overlooked in your regular check-ins.

■ Orientation Meeting

1. Get Acquainted

- Introduce yourself and provide a brief overview of your teaching experience.
- Learn about the aide's motivation for volunteering and their previous experience.
- Discuss any relevant training they've had (e.g., working with adult learners, specific academic subjects).

2. Set Expectations

- Explain the class dynamics: number of students, subjects covered, typical challenges.
- Clarify the aide's role in the classroom (e.g., working with small groups, supporting individuals).
- Discuss the aide's schedule. Will they attend every class? Once a week?
- Outline expectations for communication.
 - Email, phone, text, other
 - Regular communication vs. emergencies like class cancellations
- Emphasize the importance of student privacy (especially if any student accommodations, personal challenges, or test scores are discussed).

3. Assess Comfort and Strengths

- Ask about their comfort level with different subjects (e.g., math, reading, science).
- Discuss any concerns they have.
- Ask how they prefer to get feedback.
- Find out if they would prefer to observe a class before taking a more active role.

4. Review Classroom Routines

- Walk through the daily schedule, including how the aide can assist with transitions between activities.
- Share key procedures the aide will need to follow (e.g., entering the building, using classroom technology).
- Share a typical or upcoming lesson plan and show how you will indicate what the aide should do during each part of the lesson.
 - Highlight any specific instructional strategies or routines they will be helping with on a regular basis (e.g., warm-up, group rotations, breakout groups, exit tickets).

5. Logistics

- Provide the aide with essential materials (e.g., lesson plans, LMS links).
- Discuss how you will plan and debrief each class session.
- Set a date for a follow-up meeting to discuss how things are going.

6. Appreciation

- Thank the volunteer and share how appreciative you are for their help.

■ Pre-Class Check-in

The pre-class check-in is mainly one-way communication (unless the aide has questions) and can be done via email or another type of asynchronous communication. Depending on your schedule, the pre-class check-in can be added to the end of the previous class's debrief. (For example, you might debrief Tuesday's class and then move into previewing Wednesday's.) Do try to check in verbally before class, if possible, to allow the aide to ask questions or get clarification.

1. Share the day's lesson plan.

- Note what you would like the aide to do during each part of the lesson (e.g., check on specific students, lead a small group, share their approach to a problem).

2. Name any general things the aide should be aware of.

- Parts of the lesson that might change depending on student responses.
- Key ideas students frequently struggle with.
- Logistical issues (e.g., students returning after an absence, logging into class computers).

3. Appreciation

- Thank the volunteer and acknowledge their contribution to the class.

■ Post-Class Debrief

1. Student Observations

- Ask the aide for their observations about student engagement and progress.
 - Specifically ask about students or groups the aide worked with independently.
- Discuss any challenges or student behaviors they observed during activities.

2. Review Activities

- Debrief on how specific activities went, what worked, and what didn't.
- Discuss common student misunderstandings or challenges with the material.
- Ask for the aide's input on what might be improved for the next lesson.

3. Feedback on Volunteer Role

- Ask the aide how comfortable they felt with their assigned tasks, especially if something was new or different.
- Encourage the aide to share any concerns or suggestions for improvement.
- Offer feedback on how they interacted with students and managed their tasks.

4. Plan for the Next Class

- Preview upcoming lessons and discuss the aide's role in supporting them.
- Share any changes in student needs or classroom routines that might affect their role.

5. Appreciation

- Thank the volunteer and acknowledge their contribution to the class.

■ Regular Check-In Meeting

You might hold this meeting every month or two or during class session breaks.

1. Overall Experience

- Ask the aide to reflect on their experience so far.
- Have they felt useful and supported in their role?
- What have they found most rewarding?
- What has been most challenging?

2. Classroom Dynamics

- Discuss any notable changes in student attendance, engagement, performance, or behavior.
- If applicable: Is the aide still comfortable with the students/groups they are working with? Do those students still need extra support?

3. Supporting Growth

- Share your observations about how the aide has grown in their role (e.g., confidence in leading activities, subject area knowledge).
- Give examples of specific positive things the aide has done to support students in class.
- Discuss possible changes in their tasks in your class to better match their strengths or interests or the needs of the class.
- Remind the volunteer how to contact the tutor coordinator, IHPDS, or other staff members who can help them access professional development to support their role.

4. Feedback

- Ask for detailed feedback on how you, the teacher, can better support them.
- Discuss whether more or fewer regular meetings or additional resources are needed.

5. Looking Ahead

- Share the schedule and planned content for the next several weeks and discuss any goals you have for the class
- Check in on the aide's availability and long-term plans.

6. Appreciation

- Thank the volunteer and acknowledge their contribution to the class.