

Table 2.6 Example of survey questions on preparedness

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| 1 Opportunity for teacher–TA pre-lesson communication | ✓ |
| 1) No opportunity/time to communicate before lessons | |
| 2) Communication before lessons is brief and <i>ad hoc</i> | |
| 3) TA comes in early/stays behind after school to meet with teacher for briefing | |
| 4) Teacher and TA have scheduled time to meet (e.g. time for which TA is paid) | |
| 2 Quality of preparation for TA (teachers' lesson plans) | ✓ |
| 1) TA goes into lessons blind. No lesson plan provided | |
| 2) TA given lesson plan. No specific information about TA role given | |
| 3) TA given lesson plan. Limited information about TA role given (e.g. names of pupils to support) | |
| 4) TA given lesson plan. Specific information about TA role given (e.g. specific objectives/outcomes) | |
| 3 Opportunity for teacher–TA post-lesson communication | ✓ |
| 1) No opportunity/time to communicate after lessons | |
| 2) Communication after lessons is brief and <i>ad hoc</i> | |
| 3) TA comes in early/stays behind after school to meet with teacher for debriefing | |
| 4) Teacher and TA have scheduled time to meet (e.g. time for which TA is paid) | |
| 4 Quality of TA feedback to teachers (written/verbal) | ✓ |
| 1) TA does not feed information back to teachers | |
| 2) TA feeds back basic information (e.g. 'task completed'; 'pupils on-task') | |
| 3) TA feeds back detailed information (e.g. specific problems with/progress towards learning goals) | |
| 5 Preparation for interventions: guidance from teachers | ✓ |
| 1) TA plans and prepares interventions, with very little/no input from teachers | |
| 2) TA plans and prepares interventions, with some general guidance from teachers | |
| 3) TA plans and prepares interventions, with substantive, detailed guidance from teachers | |
| 6 Feedback on interventions: quality of TA's feedback to teachers (written/verbal) | ✓ |
| 1) TA does not feed information back to teachers | |
| 2) TA feeds back basic information (e.g. 'task completed'; 'pupils on-task') | |
| 3) TA feeds back detailed information (e.g. specific problems with/progress towards learning goals) | |
| 7 Subject knowledge | ✓ |
| 1) TA gains subject knowledge by tuning in to teacher delivery (e.g. as part of class audience) | |
| 2) TA gains subject knowledge from lesson plans and/or schemes of work | |
| 3) TA gains subject knowledge via <i>ad hoc</i> communication with teacher | |
| 4) TA gains subject knowledge via substantive briefing/training from teacher | |
| 5) TA has significant level of subject knowledge via specific training (e.g. TA has degree in subject) | |
| 8 Instructional knowledge | ✓ |
| 1) TA gains instructional knowledge by tuning in to teacher delivery (e.g. as part of class audience) | |
| 2) TA gains instructional knowledge from lesson plans and/or schemes of work | |
| 3) TA gains instructional knowledge via <i>ad hoc</i> communication with teacher | |
| 4) TA gains instructional knowledge via substantive briefing/training from teacher | |
| 5) TA has significant level of instructional knowledge via specific training (e.g. TA has QTS) | |