

Not one more thing?! Infusing paraprofessional supervision training within pre-existing courses

Presented by

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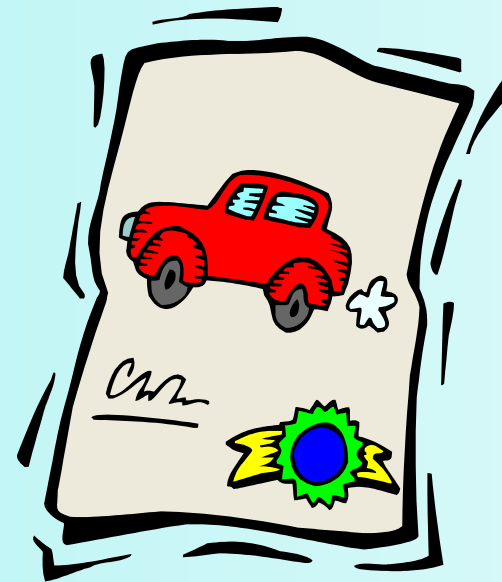
Part I

Why include Para supervision in teacher preparation?- paras are used extensively, not supervised, not trained - what happens as a result and what does the research say....



Most commonly used titles

- Paraprofessional
- Instructional Assistant
- Educational Assistant
- Teaching Assistant
- Instructional Aide
- Aide
- Paraeducator
- Educational Support Professionals
- Developmental Intervention Assistants





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Definitions

Para... means "along side of"

A Paraeducator provides instructional services to students and

works under the supervision or direction of a certified or licensed professional who is ultimately responsible for the students and the program.

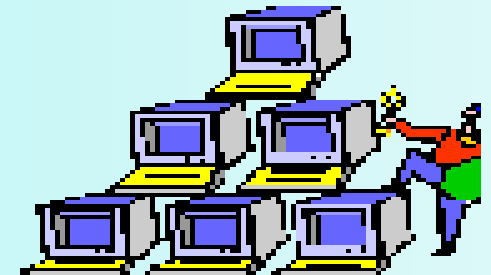


Paraeducators: Who are they?

- Think about the paraeducators you work with.
 - How old are they?
 - How much money do they make?
 - What are their educational backgrounds?
 - What other characteristics are true of them?
 - Where did they come from? How were they hired?
- What implications do these characteristics have for how you direct their work?

Top 10 Reasons To Employ

1. **Complex student population**
2. **Need for Individualized instructional support**
3. **Instructional effectiveness**
4. **Cost effectiveness**
5. **Community connections**
6. **Need to provide related services**
7. **Need to support students' personal and safety needs**
8. **Improved teacher-student ratio**
9. **Shortages of fully-qualified professionals**
10. **Legislation allows/ requires it**



1997 IDEA Amendments

2004 Re-authorization of IDEA

- Part B, Section 612 (a) (15) - Personnel Standards
 - State agency establishes and maintains standards to assure that all personnel are adequately and appropriately trained.
 - Paraprofessionals who are adequately trained and supervised may assist in the delivery of special education and related services.



No Child Left Behind Act of 2002

- Title I specifies that paraprofessionals must have
 - Two years of college, or
 - An associates degree, or
 - Pass a rigorous assessment of skills equivalent to two years of college, that demonstrates their ability to assist in literacy and math instruction
- Must work under '**direct**' supervision of fully qualified teacher
- Job duties are limited to
 - One to one tutoring only if it doesn't prevent the child from receiving instruction by a teacher
 - Assist in classroom management
 - Assist in computer instruction
 - Provide instructional support in a library or media center
 - Act as a translator
 - Provide instructional support services



Research
on
Paraprofessional Issues

Research evidence tells us:

- Special Education Services are not possible without paraeducator support
- Paraeducator role has changed
 - Clerical to direct services to students
- Paraeducators often spend more time with students with disabilities
- Paraeducators play important roles :
 - Connector
 - Instructor
 - Team member
 - Caregiver



Research Evidence Also Tells Us

Paraeducator support may become more of a disadvantage than an advantage for the student in the absence of an effective supervisor



Challenges with Use of Paraeducators



© 1996 MICHAEL F. GIANGRECO. ILLUSTRATION BY KEVIN RUELLE
PEYTRAL PUBLICATIONS, INC. 612-949-8707

AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

Potential Problems with Paraeducators

Paraeducators may:

- Lack clarity about their role
 - perform best when they are supervised and their role is clearly defined
- Lack supervision
 - Teachers lack preparation to supervise paraprofessionals
- Become primary service provider and perform functions that are beyond their legal and ethical scope of work
- Lack specific training
- Develop "ownership" of the child, lose perspective

Potential Problems with Paraeducators

Paraeducator may:

- Communicate directly with families, leaving teacher out
- Foster overdependence
- Fail to provide specific behavioral and academic data to professional
- 'Relieve' teachers of responsibility for student
- Give student the "answers"
- Plan lessons , adapting materials or assignments without direction
- Create social barriers between students

Important Message #1

THERE ARE SOLUTIONS

FOR ALL

THESE PROBLEMS

Important Message # 2

Effective

Supervision is the key to

Paraeducator Effectiveness.



Teacher's Role as Supervisor of Paraeducators

- Teachers lack preparation to supervise paraprofessionals
- All teachers need to have a good grasp on their role as consulting teachers and collaborators
 - × When paraeducators are added to the picture, the flaws in the relationship between general and special ed are more evident
- Focus needs to be on collaboration and relationships between teachers first, and the supervision of the paraeducator secondarily

(French, Chopra, & Sandoval-Lucero; Morgan & Ashbaker; Wallace and Stahl)

Service Delivery Changes

- Increased emphasis on access for students with disabilities to core curriculum, (IDEA)
- Increased emphasis on achievement of high academic standards for all students (NCLB; IDEA)
- Need for differentiated staffing patterns resulting in more personnel to serve students with disabilities
- Increased employment of lesser-trained personnel, known as paraeducators or instructional assistants

The Corresponding Shift in Roles

Paraeducators are performing more instructional roles than clerical

Teachers are almost like managers and executives

"The inclusive special educator is responsible for coordinating a complex system of adults and students—often including paraeducators, related service specialists, classroom teachers, and peer assistants. This contemporary role is analogous to that of an executive in business settings and requires comparable leadership, collaboration, and communication skills." (French & Chopra, 2006)

Administrators are like chief executives overseeing and managing all different systems

Role Clarity

Teacher Role:

Paraeducator
Role:

Role Clarification

Teacher/Professional Roles

- **Overall Program Planning** (overseeing, IEP goals and objectives, addressing standards, lesson planning, prescribing, managing the instructional environment)
- **Instruction** (based on unit plans, lesson plans, IEPs, remedial literacy plans, 504 plans, other individualized plans)
- **Assessment** (Collecting, coordinating, and interpreting information about the student including current levels of functioning, determination of disability, reporting student progress)
- **Collaborating** (consulting with other professional personnel, meeting coordinating, communication)
- **Managing Paraeducators** (seven components - which are the focus of this course)

Paraeducator Roles

- Implement instruction in various environments, based on lesson plans provided by the teacher
- Reinforce learning with individuals or small groups
- Assist individual students- personal care, mobility
- Assist with observations/data recording /charting
- Assist with ongoing behavior management
- Participate in building level duties as assigned by building administrator
- Score tests /papers & assist in data collection
- Perform clerical tasks
- Prepare, produce & maintain instructional materials
- Maintain and operate instructional equipment
- Help develop schedules
- Team participation

Part II

What does para supervision content look like? - the seven functions, the tools and where you can find them..



PROFESSIONAL ROLE

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graph TD; A[PROFESSIONAL ROLE] --> B[PLANNING]; A --> C[ASSESSMENT]; A --> D[INSTRUCTION]; A --> E[COLLABORATION]; A --> F[PARAEDUCATOR SUPERVISION];
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PLANNING

ASSESSMENT

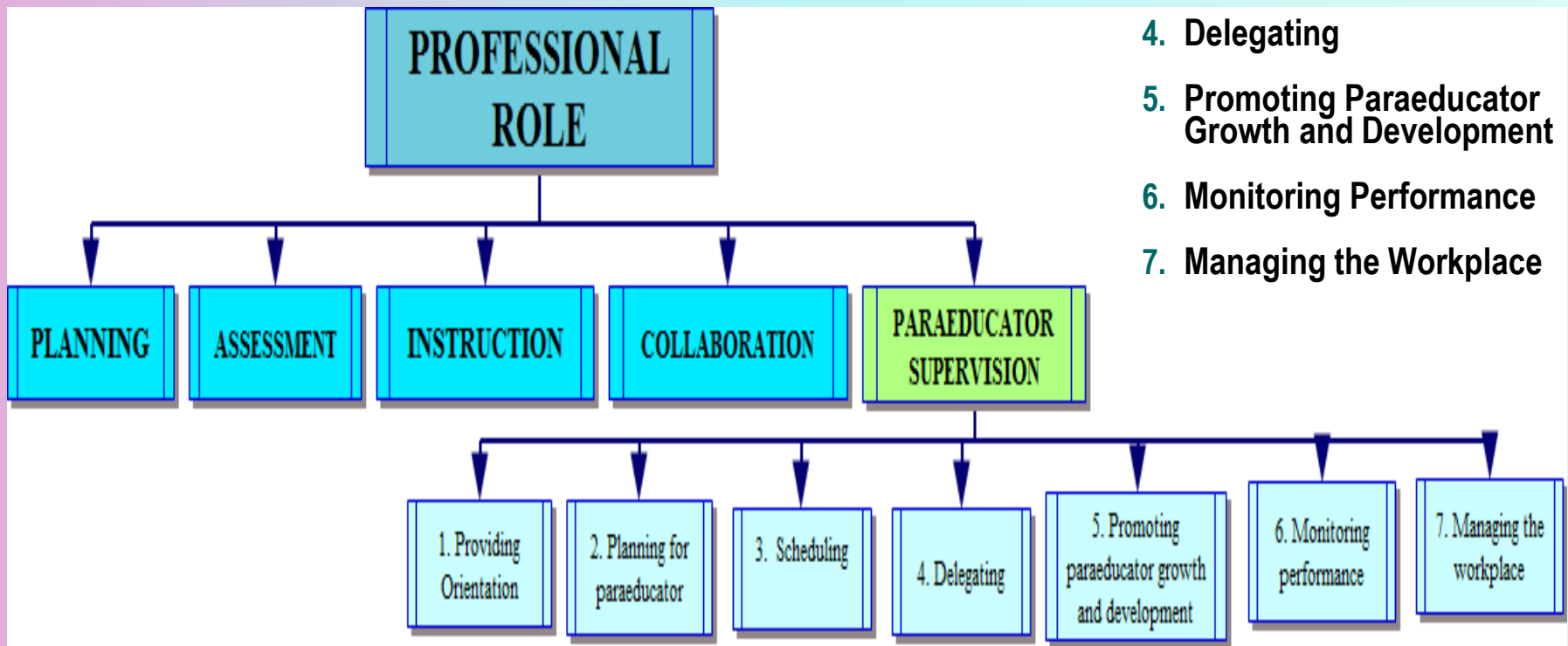
INSTRUCTION

COLLABORATION

PARAEDUCATOR
SUPERVISION

Executive Functions of *Paraeducator Supervision*

1. Providing Orientation
2. Planning for Paraeducator
3. Scheduling
4. Delegating
5. Promoting Paraeducator Growth and Development
6. Monitoring Performance
7. Managing the Workplace



1. Providing Orientation

- **Introductions** (page 2 - Worksheet/form booklet), **Policy and Procedure Orientation**, **Confidentiality** (page 3- Worksheet/form booklet),
- **Establish The Supervisory Relationship**
 - **Structured Initial Conversation**
 - **Work Style / Preferences Analysis**(pages 4 to 6- Worksheet/form booklet)
 - **Defining the Job**
 - **Job definition step 1 - Create Master List of Tasks & Duties** (pages7-9)
 - **Job definition step 2 - Determine Paraeducator Skills** (pages10-12)
 - **Job definition step 3 - "needs vs. preferences" analysis**
 - **Job definition step 4 - create Personalized Job Description**
 - **Job definition step 5 - list Training Needs** (pages13-16)

Download worksheets from The PAR²A Center website: www.paracenter.org
<http://www.paracenter.org/PARACenter/library/>

Quick Stretch

Try your hand at your workstyle

Answer 5 questions

Turn to a partner

Score your sheet

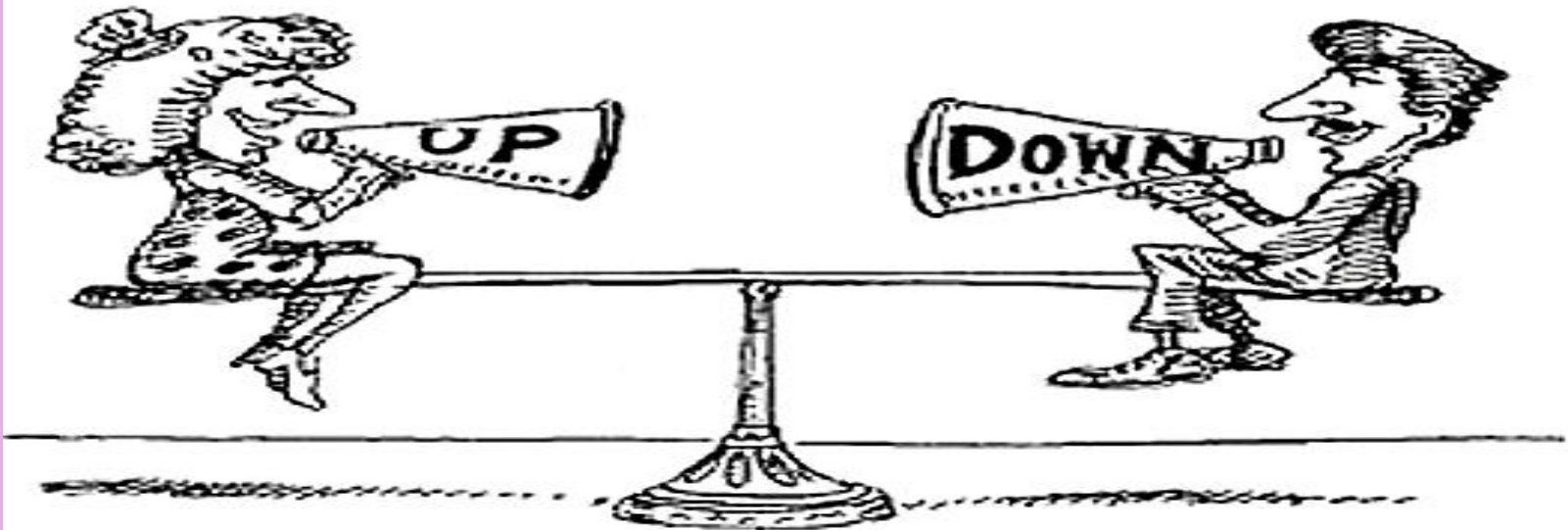
Quick discussion



2: Planning for Paraeducators

- **The most effective teachers plan**
(sped and gen .ed)
 - Know what outcomes they expect from students
 - Know what methods they'll use to achieve those outcomes
- **Some teachers try to “wing it”**
 - Experience matters
 - Carry ideas in their heads, make it through a day without written plans
- **Paraeducators are not teachers**
 - Should not be forced into taking on teaching responsibilities
 - Legally/ethically don't make decisions about curriculum or pedagogy
 - Cannot 'read' teachers' minds who should be making the decisions

**PLANNING TOGETHER-
A SHARING RESPONSIBILITY**



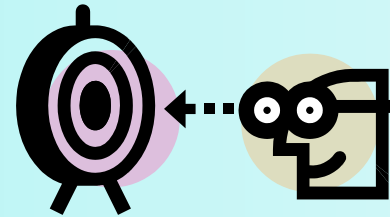
Joint responsibility of General Education and Special
Education Teachers

Adapting Curriculum & Instruction

- **Required by law (IDEA & 504) for persons with disabilities**
- **Illegal and unethical for paraeducators to determine adaptations**
- **Adaptation plan has multiple purposes**
 - Serves as communication tool
 - Special ed - General ed teachers
 - Teachers and paraeducators
 - Teachers and volunteers or peer assistants
 - Related services providers, families
 - To provide written data about student progress

Components of Plans

- Purpose of task, lesson or adaptation
- Long term student goals, short term objectives
- Specific student needs / strengths



- Materials / Resources
- Sequence of actions, use of cues or prompts, permissible adaptations
- Data structure for documenting student performance

Examples in the training booklet - pages 17-23

The Paraeducator's Role in Adapting Curriculum & Instruction

To follow written plans and oral directions!



Note: It is NOT the paraeducator's ethical responsibility to plan or design modifications or adaptations - only to carry them out!

- Provided by any school professional
 - On behalf of
 - Students with disabilities
 - Students with other special learning needs (e.g. ESL)
 - Students with health issues
 - The general welfare and safety of all the students in the school

3. Scheduling

Set a **schedule** so all members know where they need to be, and when the work needs to be done.

Planning Vs. Scheduling

Differs from planning in that it tells

- Where each person should be
- The time frame
- Who they are with (students and teachers)
- Generally what they are doing

4. Delegating

1. Set clear objectives
2. Select the right person
3. Train the paraeducator to carry out the tasks.
4. Get input from the paraeducator.
5. Set deadlines, time frames, and follow up dates.
6. Specify the level of authority
7. Guide and monitor tasks

5. Promoting Paraeducator Growth & Development (Coaching, On the job & Inservice training)

- Casual telling, mentioning, suggesting
- Thorough explanation during team meetings
- Demonstrating during student contact time
- Using videos or other demonstrations during meetings
- Attending workshops, seminars, conferences
- Taking courses
- Reading flyers, brochures, other print materials

6. Monitoring Paraeducator Performance

- Informal/formal Observations
- Feedback
- Contribute to Formal Evaluation

7. Managing the Workplace

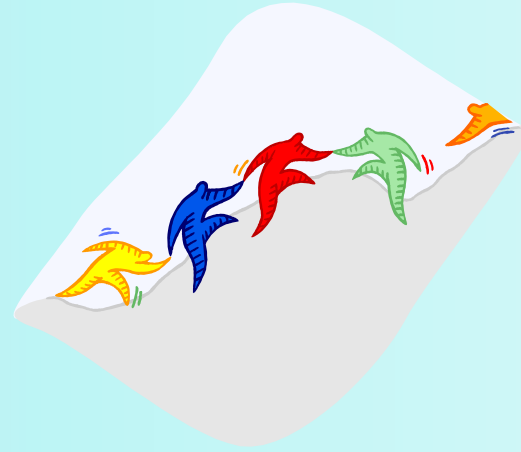
- Systematic communication
 - Regular meetings to share information, direction
- Problem solving
- Conflict management

Discussion Questions for Teams to Determine Who Supervises Paraeducators

1. Who holds ultimate responsibility for the outcome of the instruction?
2. Who will be in the best position, logistically speaking, to direct the performance of the duties?
3. Who is best able to provide training for the assigned duties?
4. Who is in the best position to observe and document task performance?

The effective supervising teacher treats the paraeducator as an important member of the team - Quotes from Paras

They thought of me as part of their classroom. As their paraeducator, they thought of me as not just their copier, but as part of the students' success.



Inclusion would not be possible without teamwork Paras are such a huge piece of what we do, and they so need to be included on the team

The effective supervising teacher acknowledges the important role of paraeducators in inclusion

- Quote from a Sped. Teacher

For the children that I have, there are a lot of modifications and accommodations that have to be made. I work with great teachers (classroom teachers) here, but one teacher could not do all the accommodations that need to happen for that child who is included... without that paraprofessional that individualized learning in a class of twenty-five wouldn't happen. ... *No, it wouldn't work without a paraprofessional*



The effective supervising teacher assumes the leadership role



Joan, she's everywhere.
She's just on top of
everything... Joan is very
effective, and if you did
not have as effective a
leader in the team then
things would be different
(parent)

It is a tremendous fortune and benefit to
have an experienced teacher. She is very
knowledgeable, she has incredible
training, and, of course, that benefits us
paras tremendously because she provides
great leadership (para)

The effective supervising teacher coaches and guides the paraeducator

I count on her to set the tone and also to look at the material because she has so much more experience and learning to know how to guide them {the paraeducators} and how to work with my child. And then they have to carry that out (parent)



J is wonderful, always available, always there to answer questions ... if you have an effective teacher, then a teacher-para team can do a lot more. (para)

The effective supervising teacher sets boundaries for paraeducators

J definitely sets the tone and they [paraeducators] know where the boundaries are. ... I like that because I feel like she's the boss and they [the paraeducators] know that. And so if there's a problem, they seem to go through her (Gen. Ed. Teacher).

A cartoon illustration of a wooden fence with seven vertical posts and horizontal rails. A white sign with a wood-grain border is attached to the fence. The sign contains the text: "Paraeducators, don't forget your units!"

Paraeducators, don't forget your units!

Part III

How we have included paraprofessional training in an existing course? In addition to a 2-3 hour presentation in my class, what does the follow up with the students look like and how it is connected to other courses?



The Course: SPED 5300 - Collaboration with School Professionals

1. Build a contact with someone working with Paraeducators
2. Write it into the syllabus
3. Make it an expectation
4. Talk to your program faculty about including it
5. Include training of both general educators and special educators

Where does it fit??

<p>Week 3 Sept 5</p>	<p>Applications of collaboration: Co-teaching RTI (Response to Intervention) SAT (Student Assistance Teams) <i>Identify: In-service Topics</i></p>	<ul style="list-style-type: none"> ✘ Chapters 5 (F&C) ✘ Due - Reflection #1^{1a} (Submit in Drop Box @ midnight, Thurs. Sept 8) ✘ Contribute: Conversation Circle (Sun @midnight)
<p>Week 4 Sept 12</p>	<p>Community Resources Sources of collaboration: Paraeducators Perspectives and issues Highlight: PARA CENTER</p>	<ul style="list-style-type: none"> ✘ Chapters 6 (F & C) ✘ Due - Community Resources Project (Discuss in Conversation Circles@ midnight, Thurs. Sept 15) ✘ Contribute: Conversation Circle (Sun @midnight)

As we progress in the course...

- ❖ We talk about paras constantly.
- ❖ Some Teacher Candidates complete an in-service on paras.
- ❖ Teacher Candidates are working as paras.
- ❖ We discuss paras as an integral part of every topic covered.
- ❖ Raise the issue in other courses

Consistently Refer Back

Generating Conversation

- ❖ How do you integrate paraprofessional training in your program?
- ❖ What support would you need to make it happen?

Be an advocate for
Paraprofessional Training

Helpful Resources on Paraprofessional Supervision

- <http://www.paracenter.org>
- <http://www.paracenter.org/PARACenter/library/>

French, N.K. (2003) *Managing Paraeducators in Your School: How to Hire, Train, and Supervise Non-Certified Staff*

Pickett A.L. and Gerlach, K (2006), *Supervising Paraeducators in School Settings: A Team Approach*

Pickett, A. L. Gerlach, K, Morgan, R, and Likins, M (2007). *Paraeducators in Schools: Strengthening the Educational Team*