



**Mt. Evans**  
**BOCES**

*Guiding educational opportunities for learners as unique as their fingerprints*

**Clear Creek School District RE1, Gilpin County School District RE1, Platte Canyon School District #1**

# **Teacher Manual for Paraprofessional Training and Supervision**

# Teachers are Legally Required to Train and Supervise Paraprofessionals

## 2004 Re-authorization of IDEA:

- The State educational agency establishes and maintains standards to ensure that paraprofessionals and assistants are appropriately and adequately trained and supervised.
- SEC 635 The State has a comprehensive system of personnel development, including the training of paraprofessionals ... 612(a)(14)SEC. 653. The State improvement plan shall address the identified needs for in-service and pre-service preparation for all personnel (professional and paraprofessional ..... (ii) prepare professionals and paraprofessionals in the area of early intervention with the content knowledge and collaborative skills; (iii) to participate in pre-service and in-service training
- Develop career opportunities for paraprofessionals to receive training as special education teachers, related services personnel, and early intervention personnel

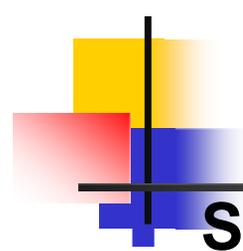
Individuals with Disabilities Education Improvement Act, Amendments of 2004, Pub. L. No. 108-446, 20 & 1400 et seq.

*Supervision and training of paraprofessionals is an important job requirement and will be factored in to your educator effectiveness evaluation under SB 191.*

# **Building a Collaborative Culture**

- Common vision and goals
- Clear expectations and understanding of roles
- Willingness to share decision making, responsibilities, successes & failures
- Bring problem-solving skills & collaborative values to a group
- Honest, open and constructive communication
- Appreciation and recognition
- Caring, celebration and humor
- Accept and appreciate differences in others
- Active participation by all and productive
- Willingness to learn from each other
- Flexible, not dominant leadership
- Time to collaborate
- Trust and Confidence

# Ethical Considerations



---

## ■ **Scope of Responsibility**

- Consider whether the task is legitimately within paraprofessional scope of responsibility (related to the law)

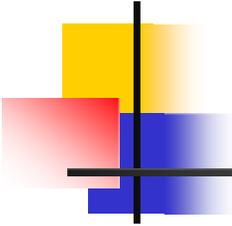
## ■ **Preparation (how well paraprofessionals have been prepared)**

- Consider paraprofessional competencies and skills
- Consider paraprofessional preferences and confidence
- How many and which CO-TOP Academy or other training they have taken

## ■ **Direction (from the certified licensed Teachers or professionals)**

- Written plans, meetings, task monitoring, coaching of skills
- The certified professional maintains responsibility for student outcomes

# Avoiding Risk: A Summary

- 
- 
- Build a strong professional/paraprofessional team
  - Clarify roles to be clear about roles and responsibilities
  - Plan for all aspects of the program (lunch, breaks, absences, field trips, emergencies)
  - Make sure to develop an individual student plan for each student your paras are working with - monitor each plan
  - Complete and review para progress notes (included at end of manual) on a regular basis
  - Schedule frequent communication between gen ed and sped teachers re: the work of the paras that you share
  - Emphasize the importance of confidentiality

# Role Differentiation - Establish clear guidelines

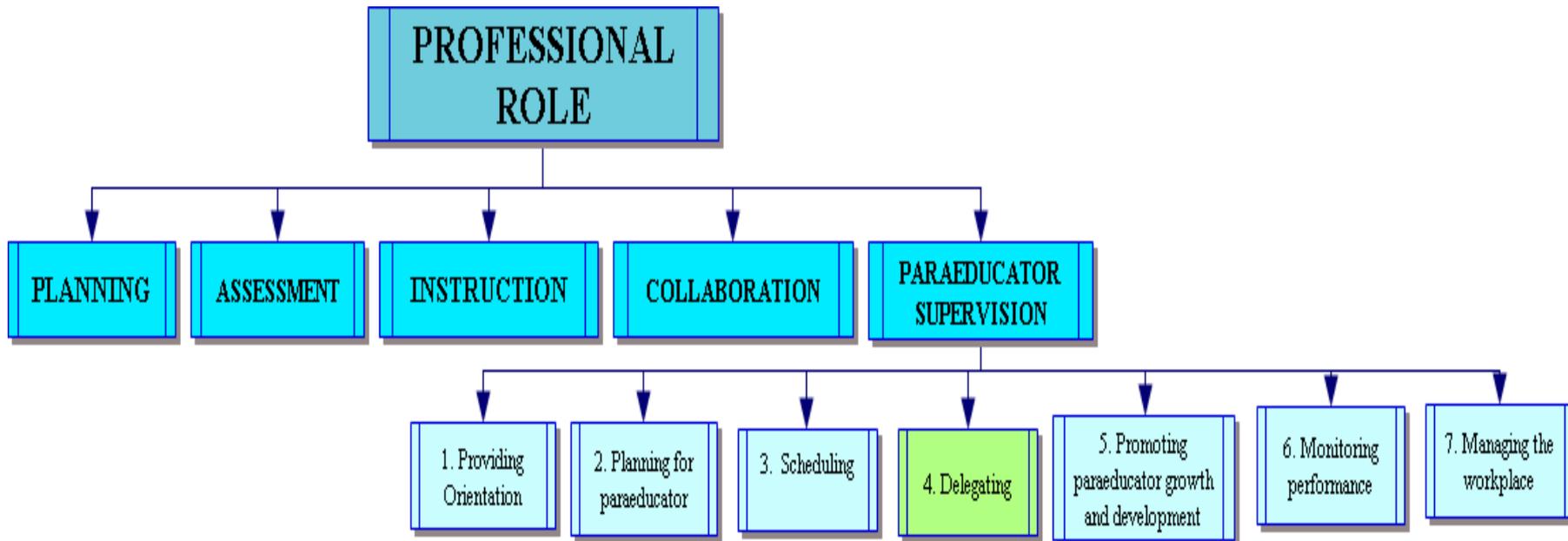
## Paraprofessional Roles/Duties:

- Implement instruction in various environments, *based on lesson plans and individual student 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 using the procedures outlined in the student's plan
- Participate in building level duties as assigned by building administrator
- Assist in data collection as directed
- Perform clerical tasks as directed
- Prepare instructional materials as directed
- Operate instructional equipment as directed
- Assist team members when needed

## Paraprofessionals Should Not:

- Communicate directly with parents in or outside of school
- Do anything that they have not been trained to do
- Perform a task that has not been previously authorized by their supervising teacher

## Elements of Paraprofessional Supervision



## Top 10 Reasons Why Teachers Fail to Delegate

1. I can do it faster myself
2. I am a perfectionist - I want make sure it gets done right!
3. I have no time to train the para
4. Teaching is for teachers, not paras
5. Para isn't qualified
6. Paras are paid too little to do some of the tasks that need done
7. It's not part of the para's job description
8. Teaching is my "occupational hobby" as well as my job
9. I'm not confident of the para's work
10. I don't want to be "bossy" - I want my paras to like me

Effective delegation is ***necessary*** to make the most of your time, to create teams, to preserve your energy for your teaching, and to help paras feel valued.

## The Seven-Step Delegation Method Overview

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.

## Summary of Expectations for Training and Supervising Paraprofessionals

1. Review the Para Handbook with your paras
2. Create a Student Plan (which reflects and builds off the IEP) for each student the para works with. These student plans are the guidebook for the para's daily work with students (see website for forms and examples).
3. Schedule a weekly, hourly meeting with your paras for training and supervision. In addition to training from the Paraeducator Academy modules, this should be a time to solve-problems, ask and answer questions, evaluate how things are going, promote team-building, and build para confidence.
4. Ensure that each para receives training from the following modules from the Paraeducator Academy:
  - Instructional Teamwork module
  - Orientation to Special Education module

- **Instructional Strategies** module
- **Behavior Management** module

5. **Complete the Progress Notes** form at least quarterly (more frequently with new paras). Turn these in to building admin for evaluation purposes.
6. Remember that **Gen Ed teachers** are also the supervising teachers for paras when the para is in their classroom.
7. Schedule a regular meeting time for gen ed and sped teachers to meet and do **para planning**.
8. **Create a clear, daily schedule** for each para, outlining where they are supposed to be and exactly what they are supposed to be doing at that time (including what student plans and materials are needed during each part of the schedule).
9. **Delegate** when possible.
10. Help paras feel **valued**. When a para is competent and well-trained, you want them to keep them!

**Resources** - excellent site filled with  
worksheets for student plans etc.

- Download worksheets from The PAR<sup>2</sup>A Center website:
- <http://www.paracenter.org/PARACenter/library/>

# Paraprofessional Progress Notes

Week of \_\_\_\_\_

Student(s) \_\_\_\_\_

Teacher \_\_\_\_\_

Paraprofessional \_\_\_\_\_

<i><b>In regards to the items below, please mark one of the three ratings</b></i>	<i><b>exceptional</b></i>	<i><b>meets standard level</b></i>	<i><b>needs improvement (see preceptor comments)</b></i>	<b>Comments</b>
<b>Behavior is professional - Confidentiality is respected</b>				
<b>Arrives on time and is dependable</b>				
<b>Follows directives from supervisor</b>				
<b>Knowledgeable about the IEPs of the students they work with</b>				
<b>Seeks appropriate consultation re: student needs</b>				
<b>Develops positive relationships with students and staff</b>				
<b>Asks appropriate questions</b>				
<b>Displays positive attitude towards feedback and uses feedback to improve work with students</b>				

**Teacher Comments:**

---



---



---