

Paraeducator Practices Paraeducator Practices

A Newsletter for Paraeducators and Their
Teachers Educational Equity for All



March 2018

Paraeducator Symbol



*Just as the extra pair of wings
enables the dragonfly to
accomplish astounding
aeronautic gymnastics,
paraeducators have become the
extra pair of hands that allows
teachers to truly support and
MAKE A DIFFERENCE FOR
EVERY STUDENT*

Classroom Partners: How Paraprofessionals Can Support All Students to Meet New Standards

School-Related Professionals are important team members in every educational endeavor, including implementation of the Common Core Learning Standards. This author presents steps that teachers can take to build stronger partnerships with teaching assistants as the team engages with the Instructional Shifts and new Standards.

https://www.nvsut.org/~media/files/nvsut/resources/2013/june/educators-voice-6/edvoice06_03_paraprofessionals.pdf?la=en



Supporting Children With Multiple Disabilities



Teach Love Autism



HOME ABOUT ME SHOP CONTACT

Paraprofessional Instructional Areas

Here is a blog talking about some ways to use additional staff through stations. She has other blogs talking about ideas for staff meetings as well. She does reference the Paraprofessional Training manual on Teachers pay Teachers.

<http://www.teachloveautism.com/>

Helping or Hovering? The Role of the Paraprofessional--Top Eight Tips for the Inclusive Classroom

- 1) Paraprofessionals are assigned to classrooms, not students, and provide support to the teacher and all students in a class.
- 2) No matter how extensive a student's needs, no one student has a paraprofessional assigned to provide support 100% of the time.
- 3) At the beginning of the school year, all paraprofessionals in a school are provided with training to learn and understand the value of supporting all students and professional development occurs throughout the year for everyone.
- 4) IEP's are written to reflect the need for support – not the need for a 1:1 aide.

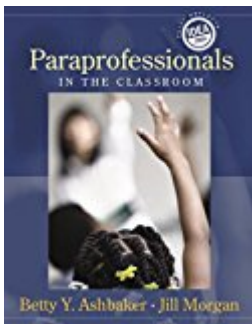
Be sure to check out the rest at:

<http://www.swiftschools.org/talk/helping-or-hovering-role-paraprofessional-top-eight-tips-inclusive-classroom>

EDUCATIONAL
EQUITY FOR ALL
..... Giving kids what they need to succeed.

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FEATURED IDEA OF THE MONTH



Paraprofessionals in the Classroom by Betty Ashbaker and Jill Morgan honors the paraprofessional role of support to the teacher and to student learning. It has been extensively field-tested with educators in both rural and

urban settings, and in several states. It models the techniques of effective instruction in a friendly, comprehensive, practical, and jargon-free manner, while providing concepts in basic classroom skills.

Paraeducator Proximity to the Student. Interference with Ownership and Responsibility by General Educators

Problem: Close paraeducator proximity can lead to teachers relinquishing the responsibility and ownership of the student with a disability. Due to the closeness of the paraeducator, the teacher might assume that the paraeducator is responsible for the instruction, assessment and evaluation of the student with a disability.

Potential Appropriate Strategies:

√ Ensure that the student with a disability is included on the main classroom grade book.

√ Have the adapted materials prepared in advance so that the materials appropriate for the student with a disability can be distributed when the materials for other students are distributed.

√ Establish a classroom routine that allows time for the teacher to provide direct instruction for the student with a disability.

√ Discuss the student's IEP goals and objectives in team meetings and collaborate about how the team of individuals is going to help the student meet these needs.

Tips to Share with Paraprofessionals

- The special educator is the primary decision-maker in the room.
- Helping students in the classroom is the first priority. The student you are assigned to is most important, but also help others as you see the need.
- Use common sense—what students are not allowed to do, adults should not do either (ex. chewing gum or visiting.)
- Please use a quiet voice. When working with individuals, use a low voice or whisper. (Set a good example of how students are to talk.)

See the rest at: <https://goo.gl/1D44LQ>

WEBSITES AND RESOURCES

<https://goo.gl/BnJQbF>

<https://goo.gl/QhWKok>

<https://goo.gl/qoTtqM>



PROFESSIONAL DEVELOPMENT



pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education

Pennsylvania Training and Technical Assistance Network

Online Training Series for Special Education Paraprofessionals

<https://goo.gl/9u7Fgo>

Classified School Employee Teacher Credential Program

Want to become a teacher? The California Classified School Employee Teacher Credentialing Program provides up to \$4,000 per year to assist you with books, fees, and tuition while attending an institution of higher education.

Eligible classified participants must have an Associate of Arts or Science degree or higher. Participants must also commit to accomplish the following:

- Graduate from an institution of higher education with a bachelor's degree.
- Complete all of the requirements for, and obtain a multiple-subject, single-subject or an education specialist teaching credential.
- Complete one school year of classroom instruction in the school district, charter school, or County Office of Education for each year that assistance for books, fees, and tuition is provided under the grant.



National Resource Center for Paraeducators 2018 Conference

34th National Conference on the Training and Employment of Paraprofessionals
DoubleTree Hilton Seattle Airport
18740 International Blvd., Seattle, WA 98188
April 26-29, 2018

<http://www.nrccpara.org/conference>