

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



June 2016

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

“Less is more. It’s counterintuitive to think that more time being physically active and less on academics is related to better learning, but the data suggests that it really is.”

—Charles Hillman

4%: The percentage of schools that require daily physical education or its equivalent for students in all grades in the school for the entire year.

Sources: *The Obesity Epidemic and United States Students* and *Results from the School Health Policies and Practices Study 2014*

60%: About 60% or 6 out of 10 of districts require elementary schools provide children with regularly scheduled recess.

Source: *Results from the School Health Policies and Practices Study 2012*

Studies also indicate that introducing standing into the classroom increases heart rate, burns more calories and even helps with insulin effectiveness

(Source: *UK study finds significant health benefits associated with standing*).

“Attention spans begin to wane after about 40 or 50 minutes of intense instruction,” says Francesca Zavacky, a physical education teacher and project director for SHAPE America/CDC Cooperative Agreement Project.

In other countries, such as Japan, teachers of primary-age children recognize this and give 10- to 15-minute breaks every hour. “Kids come back more refreshed,” Zavacky says. “They are able to be more attentive, sit still longer and can resume their concentration.”

Paraeducators be like . . .



1st
Day of
School



October
thru
April



Last
Day of
School

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

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FEATURED IDEA OF THE MONTH



Tire Chairs

An inexpensive way to give new life to your reading nook.

There are some restrictions on the role of paraeducators. Here is the language from NCLB, Title I, Sections 1119(g)(3)(A): Paraeducators who provide instructional support must work under the direct supervision of a highly qualified teacher.

The following restrictions on the role of paraeducators may vary from state to state but are generally stated as follows. Paraeducators may not:

1. Make decisions about curriculum (what to teach) or instruction (how to teach).
2. Introduce new concepts or content to students.
3. Serve as a substitute teacher when a teacher is absent.
4. Provide clerical services in the school office since their roles are to provide instructional support (if funded through Title I or IDEA dollars).

How Changing the Way You Talk to Kids Can Change Your Classroom Culture

by Elizabeth Mulvahill

1. **Describe the problem.** When you simply describe the problem, instead of accusing or issuing commands, you take the emotion out of the situation and point your student in the direction of a solution.
2. **Give information.** When you provide information without insulting or judging, students are less likely to feel defensive and more likely to change their behavior.
3. **Offer a choice.** Nobody enjoys being bossed around or threatened. Offering choices empowers your students to learn to control their own behavior.

See more strategies at:

<http://www.weareteachers.com/blogs/post/2016/01/12/how-changing-the-way-you-talk-to-kids-can-change-your-classroom-culture>

WEBSITES AND RESOURCES

http://education.wm.edu/centers/ttac/documents/packets/paraeducator_tools.pdf

<http://cecp.air.org/training.pdf>

<http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>



PROFESSIONAL DEVELOPMENT

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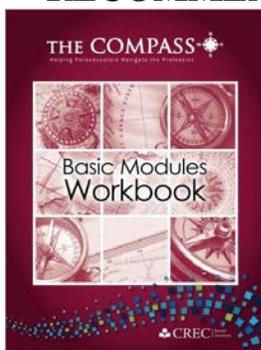
Convenient, recorded classes that cover a broad range of how-to and implementation topics. Their content is identical to the content of a live, Scheduled Web Class.

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<http://www.dynavoxtech.com/training/online/>

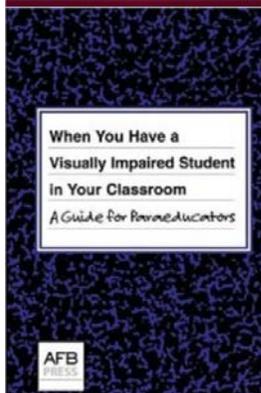


RECOMMENDED READING & VIDEO



The Compass: Helping Paraeducators Navigate the Profession (Basic Modules) (Volume 1) Paperback – October 9, 2013

by Margaret MacDonald Ph.D



When You Have a Visually Impaired Student in Your Classroom: A Guide for Paraeducators Kindle Edition

by Joanne Russotti, Rona Shaw