

# Paraeducator Practices Paraeducator Practices

A Newsletter for Paraeducators and Their  
Teachers Educational Equity for All



January 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*

## Professional and Ethical Behavior of the Paraprofessional

Module 2

<https://www.youtube.com/watch?v=XFAIjubExbg>

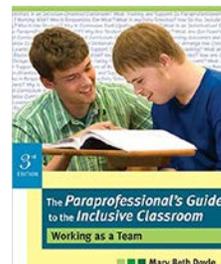
### **PARA-PROFESSIONALISM**

ParaEducators are an integral part of the educational team. The title of your job helps to identify the role of the paraeducator as an active member of the educational team. The prefix "para" is defined as "being beside, nearby, or along with/side." This is coupled with the word "educator" which is defined as "one who develops or trains the mind, capabilities, or character of another by instruction or study." The educator within the structure of the classroom is the teacher. Therefore, as ParaEducators, you work beside or along with the teachers. In addition, to providing instruction to students, teachers are also responsible for managing the classrooms. Final decisions regarding the overall instruction of the classroom, methods utilized, and management of the classroom belong to the teacher. The role of the paraeducator is to assist the teacher in these areas.

Likewise, ParaEducators are expected to conduct themselves in a manner worthy of the profession. As paraeducators in the classroom, you are often closer to students than anyone else. You must be aware of the examples that you set. A secondary function in the classroom is to be a role model for students. Constantly be aware of your behavior and what it conveys to students.

### **ParaEducators in the General Education Classroom should:**

- Support the use of individual student programs
- Work with a variety of students who may have diverse learning needs
- Provide support, suggestions, and feedback regarding the strategies & instruction that have been implemented
- Become a team member for some planning and evaluating of individual student programs
- Provide all students with opportunities for positive learning and interpersonal experiences
- Provide a variety of supports to both students and teachers



The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team, Third Edition 3rd Edition

by [Mary Beth Doyle Ph.D](#)

## FEATURED IDEA OF THE MONTH

Special Education Training Series: Data - Taking Sample Data



This free video is a training tool for teachers and their classroom staff to learn to take samples of data in the classroom using the free data sheet that is included. This module launches the Special Education Training Series that will provide teachers with overviews and demonstrations of a variety of strategies. The license for the materials will allow the videos to be viewed by the classroom staff (paraprofessionals). <https://goo.gl/kwxL7C>

### Working Out Problems: Are You An Effective Communicator?

Any close working relationship has the potential for misunderstandings and conflicts. Here are some tips on how to communicate effectively if you have a conflict with a teacher, paraprofessional, co-worker, or supervisor:

1. Go directly to the person you have a conflict with, rather than complaining to co-workers about it.
2. Put yourself in the other person's shoes to gain some insight into his or her behavior. This doesn't mean you have to accept that behavior, but it will help you enter into a conversation about it with more understanding.
3. Choose an appropriate time. ("I have something on my mind I'd like to discuss with you. Can we set up a time to talk?")
4. Plan ahead—think about how you want to present the problem and some possible solutions that you'll suggest. Write down your thoughts to help you remember them when you meet.
5. Use "I-statements" ("When I don't know there's been a change in the schedule, I can't prepare Andy to be ready for it.")
6. Be assertive—not aggressive.
7. Make sure your body language communicates a willingness to work things out.
8. Be a good listener. Keep an open mind to the other person's ideas. Tactfully remind the other person to do the same for you.
9. Work on a solution so the problem doesn't occur again. Don't get caught up in rehashing what happened or who's to blame.
10. Compromise.
11. Make sure a solution is reached.
12. Stick to your part of the agreement.
13. Evaluate together to see if the solution is working.

<https://paraprofessionalsguide.wikispaces.com/>

## WEBSITES AND RESOURCES

<https://goo.gl/QkrurV>  
<https://goo.gl/mN5qci>  
<http://www.paraeducator.com/>

## PROFESSIONAL DEVELOPMENT



### Knowledge and Skill Development for Special Education Paraprofessionals in Pennsylvania

These trainings are designed to provide practical information regarding educational methods and resources that may be used by special education paraprofessionals working with students in a variety of educational settings. To complete each session watch the video presentation and complete the review questions. The review questions will be made available once you have watched the full video presentation. The review questions are in multiple-choice format and you will receive immediate feedback.

To earn a Certificate of Attendance participants must view the entire session and complete the review questions at the end. Participants are responsible for downloading Certificates of Attendance. [Click Here for the 2017-2018 Training Schedule](#)  
<https://goo.gl/vaxLaa>



An infographic titled 'A New Paraprofessional Job Description: HOW TO REALLY SUPPORT A CHILD'. It lists various strategies for supporting children, such as 'Listen to them. Learn from them.', 'Be there, but give them space.', 'Encourage independence.', 'Step back.', 'Follow their lead.', 'Speak softly.', and 'Help students connect. Redirect softly.' The infographic is decorated with stars and a vertical bar on the left side.