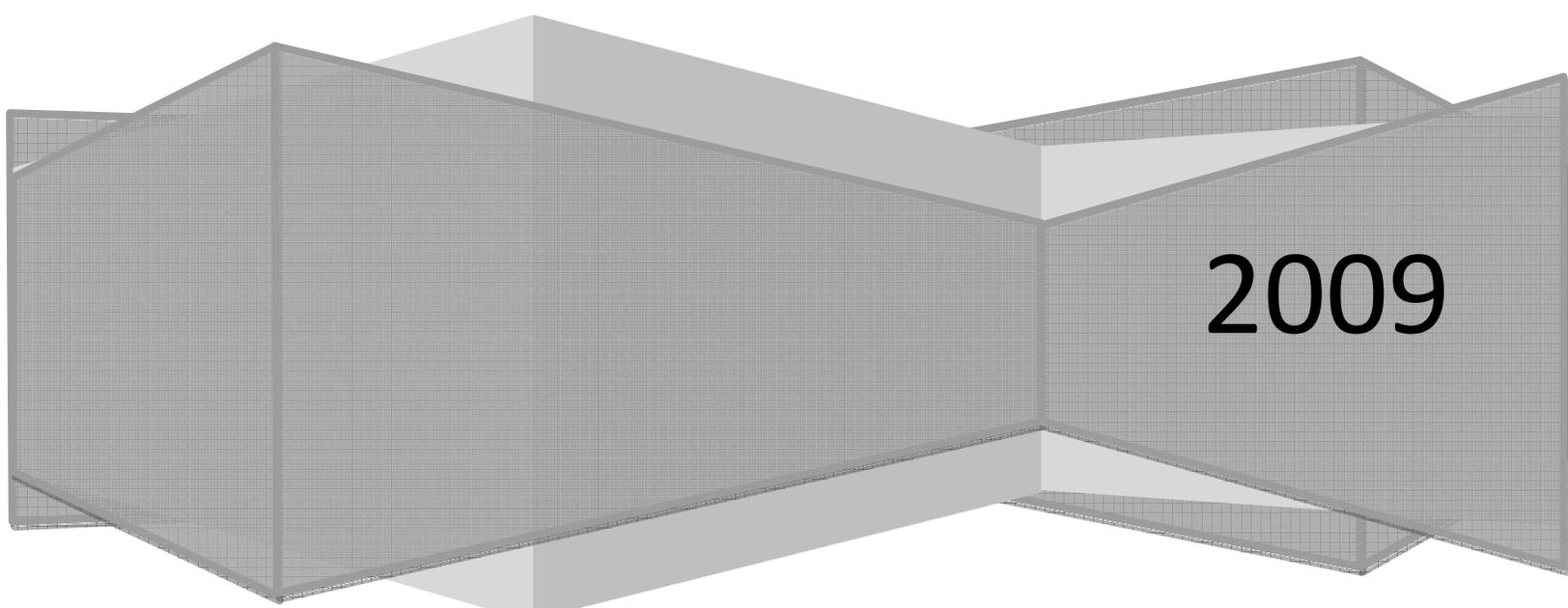


PROFESSIONALS ACHIEVING RESPONSIBLE ASSISTANTS

A MANUAL FOR
PARAPROFESSIONALS
Pennsbury School District



2009



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Many thanks to the work of Sharon Solomon for compiling this manual.



A Shared Vision

We believe in and are committed to:

Assisting in the development of independence for all students

Assisting all students to be contributing members of the school environment and community

Holding high expectations and achievement for all students

WHAT IS A PARAPROFESSIONAL

Paraprofessionals provide instructional support services under the direct supervision of a highly qualified, certified teacher. They can contribute strong, multidimensional support for students. Paraprofessionals perform a variety of instructional duties (individual and/or group) and non-instructional tasks (i.e., ordering items, preparing materials and bulletin boards, paperwork, data collection, etc.). A productive teacher-paraprofessional relationship allows more time for teachers to plan instruction and perform assessments. Having a second capable adult in the classroom makes it possible to give students more personalized attention.

Working under the direction of teachers, paraprofessionals are responsible for the following:

- Engaging individual and small groups of learners in instructional activities developed by teachers
- Helping to facilitate the inclusion of children and youth with disabilities into general education classrooms and programs
- Carrying out behavior management and disciplinary plans developed by teachers
- Documenting information that enables teachers to plan or modify lessons and adapt instructional methods to accommodate the learning and language needs of individual children and youth
- Assisting teachers with functional assessment activities
- Assisting teachers with maintaining inclusive learner-centered environments that respect the human rights, cultures, religions, and lifestyles of students and their families and staff members



- Assisting teachers with carrying out district policies that protect the safety, health, and well-being of students and staff members and their learning environments
- Assisting teachers with involving families in their child's education
- Performing clerical and monitoring tasks assigned by the teacher (i.e., inventorying supplies, preparing instructional materials)
- Implementing lessons and other plans developed by teachers to increase academic skills and the development of social and communication skills, self-esteem, and self-reliance
- Collecting various types of data to assist in the development and planning needs of identified students.

Paraprofessionals can make well-conceived programs more effective. Aligning diverse responsibilities, time allocations, teacher direction, and formal supervision can generate clear expectations for paraprofessionals and lay the foundation for teamwork between them and their teacher colleagues. The primary benefit of including paraprofessionals in an educational program is the improvement of instruction and services to students. The utilization of paraprofessionals allows for increased individualization, increased material development, planning time, and more effective instruction. Paraprofessionals are valuable members of instructional teams.

Pennsylvania Department of Education

Paraprofessional Credential of Competency

1. Foundation of special education
2. Development and characteristics of learners
3. Individual learning differences
4. Instructional strategies
5. Learning environments and social interactions
6. Effective strategies for the management of behavior.
7. Language
8. Instructional planning
9. Assessment
10. Professional and ethical practice

QUALIFICATIONS OF A PARAPROFESSIONAL

Must be Highly Qualified by July 2010 via one of the following:

- Completion of at least 2 years of post-secondary study,
- Possession of an associate's degree or higher, or
- Meet a rigorous standard of quality as demonstrated through a state or local assessment - **Paraprofessional Credential of Competency** (See box on right)



COMPETENCIES OF A PARAPROFESSIONAL

INTERPERSONAL SKILLS

- Deals effectively with attitudes and behaviors of the individual with learning disabilities.
- Maintains appropriate relationships.
- Is sensitive to the cultural values of the student and family
- Takes into proper consideration the individual's strengths and needs.
- Demonstrates an appropriate level of self-confidence when performing assigned tasks.
- Demonstrates insight into attitudes and behaviors.
- Directs the individual, family, and professionals to the appropriate supervisor for information regarding testing, services, and referral.
- Uses appropriate language (written and oral) in dealing with the individual with learning disabilities and others.
- Uses language appropriate for the individual's and others' age and educational levels.
- Is courteous and respectful at all times.
- Maintains appropriate social interaction.
- Is receptive to constructive criticism.
- Requests assistance from supervisor as needed.
- Actively participates in interaction with supervisor.

PERSONAL QUALITIES

- Manages time effectively.
- Arrives punctually and prepared for appointments and work related meetings.
- Turns all documentation in on time.
- Respects and maintains confidentiality of the individual and family.
- Maintains personal appearance appropriate for the work setting.
- Uses appropriate language for the work setting.
- Evaluates own performance.
- Completes assigned tasks within designated time.
- Selects materials ahead of time.
- Recognizes own professional limitations and performs within boundaries of training and job responsibilities.
- Dependable.
- Ability to carry out the teacher's instructions.
- Ability to collaborate and cooperate.
- Ability to effectively communicate with others.
- Ability to give clear instructions and directions to children with whom they are working.
- Ability to communicate effectively with teachers and administrators.
- Flexibility: ability to adjust to changes in schedules and routines.



- Emotional stable.
- Ability to consider and accept new ideas and suggestions for appropriate practice.

TECHNICAL SKILLS

- Maintains a facilitating environment for assigned tasks.
- Adjusts lighting and controls noise level.
- Organizes work- space.
- Performs assigned tasks with no unnecessary distractions.
- Prepares and presents materials effectively.
- Uses appropriate materials based on the needs of the learner.
- Performs tasks on computers.
- Demonstrates basic data collection techniques.

KNOWLEDGE AND UNDERSTANDING

- Special Education Processes, Procedures, and Legal Requirements
- The intent and practice of inclusion
- Background information regarding specific disabilities (especially the ones with which they will be working)
- Learning styles
- District policies
- Curriculum-based practices
- Teaching of academic skills

CODE OF ETHICS

Paraprofessionals are responsible for the following:

- Engaging only in activities for which you are qualified or trained
- Accepting responsibility for improving skills
- Supporting fellow paraprofessionals
- Maintaining Confidentiality
- Following the chain of command
- Refraining from engaging in discriminatory practices
- Using “people first” language (Refer to Appendix A)



PROFESSIONAL PRACTICES

Paraprofessional team members are responsible for the following:

- Contributing to positive community and school relationships
- Being respectful to staff, students, and parents
- Presenting in a professional manner (Appearance, Attitude, Work habits)
- Understanding hierarchy of authority in work setting
- Interacting appropriately with staff and students
- Asking questions
- Developing positive working relationships with school personnel and families
- Practicing standards of professional and ethical conduct approved by the school district
- Respecting the legal and human rights for children, youth, their families, and school staff
- Performing only tasks for which they are trained
- Recognizing and respecting distinctions in the roles of teachers, other professional practitioners, and paraprofessionals
- Performing assigned tasks under the direction of teachers in a manner consistent with guidelines established by the LEA's or professional organizations representing different areas of education and related services
- Following LEA procedures for maintaining the confidentiality of written and oral records concerned with learner's academic performance and progress, results of formal and informal tests, behaviors, lifestyles, health and medical history, and other information about students and their families
- Sharing confidential information only with supervising teachers or other designated staff
- Using language or actions that do not discriminate against learners, their families, and staff members based on differences in ability, race, culture, lifestyles, religion or sex
- Following guidelines established by the school district to protect the health, safety, and well-being of learners and staff members
- Following the chain of command established by the district to address policy questions, systems issues, and personnel practices; when problems cannot be resolved, following the district's grievance procedure
- Participating with administrators and other stakeholder in creating and implementing opportunities for career development and advancement linked to identified skills and knowledge required by educators
- Participating in opportunities for continuing education



PARAPROFESSIONALS HELP TEACHERS

Paraprofessionals provide instructional support services under the direct supervision of a highly qualified, certified teacher.

In their work, paraprofessionals

- Recognize the teacher as the classroom supervisor and team leader
- Establish a positive relationship with all teachers
- Discuss concerns about classroom issues directly with teachers

Paraprofessionals also assist teachers

- With classroom management, such as by organizing instructional materials
- Taking attendance
- Checking and grading homework
- Correcting papers
- Photocopying
- Filing
- Providing material adaptation: modifying written materials and equipment to meet the needs of the students with whom they work
- Arranging the room, materials and equipment
- Planning for the students (daily and weekly)
- Maintaining student records, data and documentation
- Following written plans, seeking clarification as needed.
- Maintaining learning centers
- Maintaining supportive learning environments that protect the safety, health, and well-being of students and staff
- Reinforcing learning experiences planned and introduced by teachers
- Documenting student performance using assessment activities
- Sharing with teachers information that facilitates the planning process
- Implementing teacher-developed behavior management plans for students
- Maintaining adaptive equipment
- Providing supportive learning environments that facilitate inclusion of students with diverse learning needs



PARAPROFESSIONALS HELP STUDENTS AND FAMILIES

KNOW YOUR STUDENTS' LEARNING STYLE

<i>Visual Learners</i>	<i>Auditory Learners</i>	<i>Kinesthetic</i>
Take detailed notes Sit in the front Close their eyes to visualize and remember Like to see what they are learning Benefit from illustrations	Sit where they can hear but don't necessarily have to pay attention to what is happening in front Talk to themselves or others when bored Acquire knowledge by reading aloud Remember by verbalizing lessons to themselves	Need to be active and take frequent breaks Speak with their hands and gesture Difficulty recalling what was seen or heard Find reasons to tinker or move when bored Enjoy manipulating materials

INSPIRE AND SUPPORT STUDENTS

- Establish and maintain rapport with students.
- Serve as a positive role model to students with behavioral/emotional disabilities
- Meet the needs of students with disabilities while also assisting others in a support role
- Use strategies that promote the students' independence.
- Use appropriate strategies and techniques to increase the student's self-esteem, self-awareness, self-control, self-reliance, and self-advocacy.
- Foster respectful and beneficial relationships between families and other school and community personnel. Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.
- Modify curriculum and instructional activities for individual students, under the direction of teachers
- Assist teachers to engage families in their children's learning experiences
- Support students in community-based learning environments to prepare them to make the transition from school to work and to participate in adult work (as appropriate)
- Familiarize employers and other members of the community with the needs of individual students (as appropriate)
- Demonstrate sensitivity to the diversity of individuals and families.



WALK IN SOMEONE ELSE'S SHOES

Culture	Interaction with Multiple Cultures
<p>Is a way of life of a group of people Is a way of perceiving, believing, evaluating, and behaving Is a framework that guides life's practices Is a shared world view -Values and beliefs -Roles and responsibilities -Standard of behavior -Preferences Is learned, shared, and is always changing Has implications academically, socially, and emotionally Has unique characteristics Is affected by specialized needs</p>	<p>Culture of the Family Culture of the Program or School System Culture of the Disability</p>
Cross Cultural Competence	
<p>Is on-going because culture is dynamic. We meet different people everyday Is a life-long voyage Includes respecting family cultures Includes learning from diversity Includes valuing ways parents/siblings can help educate classmates Is the ability to feel and act in a respectful, comfortable way with others who come from different backgrounds; be it different social, linguistic or cultural backgrounds</p>	



THE TEACHER'S RESPONSIBILITIES

Special education teachers serve as instructional facilitators in the schools. A distinguishing characteristic between the roles of teacher and the paraprofessional is that the major decisions related to the learning of the student are made by the teacher. Teacher roles include assessment of student needs, development of a learning program, management of resources, and evaluation of outcomes. The responsibility for the instructional programs and outcomes for the student rests solely on the teacher, regardless of the qualifications of the person hired as a paraprofessional.

The following tasks are the sole responsibility of the teacher:

- planning and organizing education for students
- managing resources such as parents and paraprofessionals
- establishing goals for students based on standards
- strategizing and providing appropriate interventions
- designing and implementing instructional programs for students
- being knowledgeable about scientific based research programs
- collecting and interpreting both quantitative and qualitative data, (academic, social and emotional needs)
- assessing the developmental level of each student
- participating in the preparation of the individual education plan
- monitoring and evaluating the effectiveness of programs
- recognizing what additional training is needed for staff and paraprofessionals
- Writing and implementing classroom lesson plans
- Planning, implementing and evaluating lesson plans for children requiring special education
- Supervising instructional activities performed by the assigned paraprofessional
- Writing long-term and short-term goals and objectives for Individualized Education Plans
- Devising daily activities and materials necessary for the students to meet their IEP goals
- Assuring that IEP procedures and modifications are implemented
- Providing “behavior supports” to the students
- Keeping anecdotal records on students
- Conducting informal and curricular assessments
- Administering, scoring and interpreting standardized and other tests
- Writing progress reports and report cards
- Developing behavior management and disciplinary plans
- Adapting lessons, instructional methods, and curricula to meet the learning needs of individual students
- Creating learner-centered, inclusive environments that respect the cultures, religions, lifestyles, and human rights of children, youth, parents, and staff
- Engaging learners in instructional activities



- Implementing district policies and procedures for protecting the health, safety, and well-being of learners and staff
- Involving parents in all aspects of their child's education
- Developing functional (informal) assessment tools to document and evaluate learner progress and instructional needs
- With the assistance of other licensed (credentialed) professional personnel, analyzing results of standardized tests for assessing learner needs

TEACHERS HELP PARAPROFESSIONALS

When working with paraprofessionals, teachers supervise, teach, mentor, and fill the role of team leader. Supervising teachers are responsible for the following:

- Planning work assignments for paraprofessionals based on program objectives, learner needs, and the readiness of paraprofessionals to perform the task
- Developing daily and weekly schedules for paraprofessionals
- Planning and delegating non-instructional activities to paraprofessionals (i.e., inventorying supplies, filing information, reproducing instructional materials, reviewing parental permission forms for participating in field trips)
- Monitoring and documenting the day-to-day performance of paraprofessionals
- Providing feedback and on-the-job training to effectively integrate paraprofessionals into the instructional process and the team
- Sharing relevant information with principals about the strengths and any additional training paraprofessionals require
- Review each IEP with the paraprofessional
- Ensure that the paraprofessional performs only tasks within the scope of the paraprofessional's responsibility
- Participating in the performance appraisal of the paraprofessional for whom he or she is responsible (see Appendix B)

TEACHERS REQUIRE TRAINING TO UTILIZE PARAPROFESSIONALS EFFECTIVELY

Teachers often collaborate with one or more paraprofessionals. Teacher support of paraprofessionals assists paraprofessionals in improving student achievement, social skills and behavior. Teachers support paraprofessionals in the following manner:

- Goal setting for the paraprofessional
- Planning and organization
- Communicating
- Directing and delegating
- Problem solving
- Assessing and evaluating on-the-job-performance
- Being effective in instructing adults



- Developing team skills
- Developing competence in adult personnel management
- Developing an awareness of appropriate professional roles

CREATING A POSITIVE RELATIONSHIP WITH PARAPROFESSIONALS

It is important to maintain a clear understanding of the difference between the role of the teacher and the role of the paraprofessional. The responsibility for the instructional programs rests solely on the teacher, regardless of the qualifications of the person hired as a paraprofessional.

Important points for creating positive relationships when teachers and paraprofessionals are working together include:

- Setting up and maintaining an effective system of communication
- Making paraprofessional aware of goals for students, the behavior management system used, and the paraprofessional's role in implementing these
- Meeting regularly to review issues
- Communicating effectively about students and practices.
- Determining what the duties are and how they are to be accomplished.
- Ensuring that all variations in policy and procedures are reviewed with teacher before changes are made
- Communicating to paraprofessionals that they are important people in the classroom
- Recognizing the paraprofessional's effort and progress
- Encouraging paraprofessional growth and training
- Communicating, specific and supportive practices in the evaluation of paraprofessionals
- Recognizing strengths and areas of improvement
- Helping paraprofessional set goals for continued positive change

CREATING A POSITIVE TEACHER AND PARAPROFESSIONAL TEAM

Creating a positive team relationship can be facilitated by establishing a climate that includes the following:

- Team roles and responsibilities are defined
- Team members feel they are integral to the success of the team
- A safe atmosphere for all team members to express feelings and ask questions
- Each team member receiving recognition, acceptance, feedback, and appreciation
- Respect for and acceptance of individual differences, educational differences, and cultural differences
- Team members establishing helpful interpersonal relationships and mentoring one another
- Support and concern expressed for one another
- Team members being involved and giving input into the team process
- Supports staff development
- Establish mutual respect and trust between the teacher and paraprofessional



TEACHER AS A MENTOR TO PARAPROFESSIONALS

- Sets expectations of the paraprofessional's performance
- Offers challenging plans and ideas
- Helps build the self-confidence of the paraprofessional
- Encourages ethical and professional behavior
- Offers support
- Listens actively
- Leads and teaches by example
- Asks questions and gives explanations to the paraprofessionals
- Coaches the paraprofessional
- Encourages the paraprofessional
- Inspires the paraprofessional
- Shares critical knowledge
- Assists, observes, and demonstrates effective instructional practice
- Directs and delegates effectively to the paraprofessional
- Gives clear, concise directions to the paraprofessional

TEACHER'S RESPONSIBILITY FOR OVERALL SUCCESS OF PROGRAM INCLUDING PARAPROFESSIONALS

Teachers play a significant role in contributing to policies concerning paraprofessional use, selection, assignment, training, supervision, and evaluation. Since teachers work directly with paraprofessionals, their input into school policy is important in establishing effective programs. Teachers should be trained in decision-making, legal restrictions in the utilization of paraprofessionals, and ethical practices. These skills enhance the professional foundations of teachers, enabling them to contribute to a policy-making team.



PARAPROFESSIONAL'S RELATIONSHIP WITH THE SCHOOL

- Know school policies and procedures
- Represent the school district in a positive manner
- Practice standards approved by your district or agency
- Maintain positive relationships with all personnel
- Attend meetings as appropriate
- Collect and provide objective, accurate information to professionals, as appropriate.

TASKS PERFORMED BY PARAPROFESSIONALS

Paraprofessionals assume a variety of responsibilities and perform a multitude of tasks. They should not be providing planned direct instruction, or introducing new skills to students. They do influence positive changes in academic progress and behavior in a number of ways, including:

- Providing instructional assistance in a computer laboratory
- Assisting with parental involvement activities
- Providing instructional support in a library or media center
- Accompanying students in hallways, at lunch, recess, and in special subject areas such as art, music, gym, library and computers
- Assisting students with classroom projects
- Monitoring cafeterias and playgrounds
- Reading to students
- Listening to students read
- Providing one-to-one instruction
- Directing small-group work
- Reading a story to small groups of students with special needs
- Assisting small groups of children with special needs in reviewing their work
- Physically assisting students to do their work
- Instructing individual or small groups of students following lesson plans developed by the teacher
- Assisting individual students with supplementary or independent study projects, as assigned by the teacher
- Assisting students with personal needs (i.e., eating, dressing, positioning, lifting/carrying, getting onto the bus)
- Assisting students with personal care (i.e., bathing/cleansing, grooming, toileting)
- Assisting students in using adaptive equipment or devices



- Facilitating appropriate peer interactions and social skills
- Intervening in positive ways to support and encourage relationships between students with and without disabilities
- Assisting any and all students in classrooms where students with disabilities are included
- Solely serving the needs of one student with a severe disability
- With direction from a professional, making and documenting objective observations appropriate to the student
- Using developmentally and age appropriate strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives
- Assist in modifying the learning environment to manage behavior
- Sharing information with parents about their child's performance (as directed by the supervising teacher)
- Participating in regularly scheduled teacher and paraprofessional meeting that may also include other team members
- Consulting with teachers during regularly scheduled meetings to share information that will facilitate the planning of learning experiences for individual or groups of students with disabilities, English language limitations, or other learning needs that may place learners at risk
- Participating in Individual Education Program (IEP) planning team meetings as required by the student's needs

PRE-SESSION MANAGEMENT STEPS

- Prepare and organize the instructional materials
- Keep materials within your reach, not the learner's reach
- Greet the learners and provide praise for getting ready and having their materials (pencils, paper, etc.)

SESSION MANAGEMENT STEPS

- State the goal of instruction and the rationale for teaching the specific skills.
- Particularly when working with groups, announce a few basic rules and expectations. Describe rules for how the learner and instructor will take turns, how learners should get the instructor's attention, and how learners should respond when addressed.
- Establish positive consequences for following rules. Praise compliance with rules.
- Seat the distractible or more active learners near you.
- Increase voice volume slightly above conversational level. Use your voice tone to emphasize key points in the lesson.
- Avoid questions from learners that detract from instruction; instead, politely tell the learner that you will answer the questions later. Avoid "going off on a tangent."
- Position yourself so that learners can see your face and the instructional materials. Do not turn your back to learners or cover your mouth, particularly when working with learners who have hearing impairments.



ONGOING PROFESSIONAL DEVELOPMENT

Education researchers recommend that professional development programs include topics that not only provide the foundation for instructional support activities, but also build a shared professional language for collaborating with teachers. Topics for professional development can include the following:

- The developmental characteristics of children
- Learning principles
- Instructional strategies
- School policies
- Legal issues
- Ethical issues
- Confidentiality protection
- School governance issues related to school or district practices
- Maintenance of a safe and secure environment.

The primary vehicle for instructing paraprofessionals is professional development. This training provides skills related specifically to the needs of the students. On-the-job training should have defined goals, planned activities, and evaluation of and feedback to the paraprofessionals. Roles designed for paraprofessionals should be performed under the direction of a certified teacher.

ORGANIZATIONAL SUPPORT FOR PARAPROFESSIONALS

Effective programs and schools provide the conditions that enable paraprofessionals to learn the duties required of them, receive evaluation that helps them excel in their positions, and become more aware of the important role they play on the instructional team.

Special education programs must be organized to allow for systematic communication and supervision.

A common complaint of teachers and paraprofessionals participating in training is that paraprofessionals are scheduled to arrive and leave when the teachers leave, affording no time for coordination of activities with the teacher. Teachers' and paraprofessionals need time to dialogue about the students. Therefore, a daily sheet for the paraprofessional with his or her specific duties written and space for the paraprofessional's comments can serve as a format to communicate and give the teacher immediate feedback (see Appendixes C and D).



TRAINING FOR PARAPROFESSIONALS

Training opportunities are offered on-line or face-to face.

Workshops and training that do not require pre-approval are:

- Pennsbury School District
- Bucks County Intermediate Unit
- PATTAN
- PDE

Any other training that is available requires pre-approval. (Form attached)

Each year paraprofessionals must complete 20 hours of training. Every individual is responsible for tracking their own training and providing documentation of all trainings attended. District sponsored workshops require signature for attendance as documentation (workshop leaders are responsible for submitting attendance forms to the special education office.) All other workshops require some form of documentation of attendance. Upon completion, it is the responsibility of the individual to submit that documentation to the special education office. All hours will be reported and can be viewed on mylearningnplan.com



COURSE PRE-APPROVAL FORM FOR ACCESS/PARAPROFESSIONAL STAFF

Name _____ Date _____

Current Building _____

Course Title _____

Course Location _____

Course Description _____

Date of Course _____

Number of Hours _____

Paraprofessional Signature

APPROVED

NOT APPROVED

Director of Human Resources

Director of Special Education



APPENDIX A

Examples of Language that is Not People First	<i>Person First Language</i>
Invalid Mute Mongoloid Victim Wheel-chair bound Crippled Deaf and Dumb Special Person Defective Suffers from Afflicted with Stricken with	<i>He/she has a congenital disability</i> <i>Person with a disability</i> <i>People who have disabilities</i> <i>Accessible</i> <i>He/she has a cognitive disability</i> <i>He/she uses a wheelchair</i> <i>Boy with Autism</i>



APPENDIX B

Feedback from Teacher to Paraprofessional

The following list of skills are useful as conversation starters to assist in the growth and development of the paraprofessional in advancement of skills.

Engaging Children in Learning Experiences

The paraprofessional

1. Develops and maintains effective interaction with all students
2. Follows teacher's plans for individuals and groups
3. Follows teacher's plans and strategies for managing student behavior
4. Follows teacher's plans and methods that facilitates learning for children with challenging behaviors
5. Follows teacher's plans and methods for providing vocational and other learning experiences
6. Previews a learning activity to ensure that individuals and groups understand the objective of the activity
7. Encourages learners to work independently
8. Provides assistance when appropriate, to help learners stay on task
9. Engages learners in one activity at a time
10. Provides clear and concise directions to learners
11. Uses learning activities developed by teachers that accommodate individual needs
12. Uses learning strategies that support peer interaction among all students
13. Documents the results of learning activities and shares relevant information with teachers
14. Scores informal reading, spelling and math tests accurately
15. Accurately completes attendance, truancy, and suspension records following district policies and procedures
16. Performs only tasks for which he or she is appropriately prepared
17. Follows work rules and procedures established for district personnel
18. Maintains confidentiality about all personal information, assessment results medical history, and other records concerning students and their families.
19. Follows procedures that protect the safety and well-being of students and staff
20. Uses interactive and communication methods that demonstrate respect for cultural diversity and individuality among students, their families, and staff



APPENDIX C

Communication Sheet

Name _____

Week of _____

Time	Student	Location	Activity	Comments



APPENDIX D

**DOCUMENTING DECISIONS
AGENDA**

DATE _____

IN ATTENDANCE _____

Topic	Action Needed	Time Allotment

MEETING RECORD

Action/Decision	Person Responsible	Target Date

