

**Drake University**

**Paraeducator Management**

**EDDL 250**

## **Instructional Resources**

### **Online Readings**

- Ashbaker, B. Y., & Morgan, J. (2001–2000). Paraeducators: A powerful human resource [ED453573]. *Streamlined Seminar*, 19(2). Retrieved August 3, 2007, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/17/14/7c.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/17/14/7c.pdf)
- Ashbaker, B., & Morgan, J. (1999). *The “S” in ASCD: Teachers supervising paraeducators for professional development* [ED432561]. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, San Francisco, CA, March, 1999. Retrieved August 3, 2007, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/17/a9/29.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/17/a9/29.pdf)
- Monzo, L. D., & Rueda, R. S. (2001). *Sociocultural factors in social relationships: Examining Latino teachers’ and paraeducators’ interactions with Latino students* [ED451724]. Retrieved August 3, 2007, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/16/f0/a9.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/f0/a9.pdf)
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- National Resource Center for Paraprofessionals. (2006). *Teacher and paraeducator team roles*. Retrieved August 3, 2007, from <http://www.nrcpara.org/report/para-teacher>
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- Rueda, R. S., Monzo, L. D. (2000). *Apprenticeship for teaching: Professional development issues surrounding the collaborative relationship between teachers and paraeducators* [ED444385]. Retrieved August 3, 2007, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/16/67/4b.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/67/4b.pdf)

Sakowsky-McEvoy, H. (2006). *Term calendars keep classes on track*. Retrieved May 29, 2007, from [http://www.educationworld.com/a\\_curr/teacher\\_feature/teacher\\_feature133.shtml](http://www.educationworld.com/a_curr/teacher_feature/teacher_feature133.shtml)

U.S. Department of Education. (1999). School programs and services: Paraprofessionals in the education workforce. In *21 st Annual Report to Congress on the implementation of the Individuals With Disabilities Education Act* (section III). Retrieved August 3, 2007, from <http://www.ed.gov/about/reports/annual/osep/1999/ch3.doc>

## Course Description

Boasting a plethora of titles (instructional aide, teacher aide, paraprofessional, etc.), paraeducators are vital members of the instructional team. Most classroom teachers have been or will be called on to work with paraeducators in classroom situations. This course will help you provide effective orientation for paraeducators, define their roles, and develop regular communication to make the most of what these important members of the instructional team offer.

Currently there is a heightened awareness nationwide among policy makers and administrators at the state and local levels about the need to more effectively address issues linked to the employment, roles, preparation, and supervision of paraeducators. The most important reason for the increased interest is attributable to provisions in the Individuals with Disabilities Education Act of 1997 (IDEA) and the No Child Left Behind Act of 2001 (NCLB) that reauthorized the Elementary and Secondary Education Act (Pickett, Likins, & Wallace, 2006).

Training paraeducators not only streamlines and improves instruction, but it also helps protect students by making paraeducators aware of school/district policies and regulations (Pickett, Vasa, & Steckelberg, 1993).

Training for paraeducators varies widely across states, districts, and schools (Morgan, Hofmeister, & Ashbaker, 1995; Pickett, 1996). Many paraeducators lack a formal written job description, making guidelines left to local levels and thus inconsistent (Ashbaker & Morgan, 1999).

Despite standards for paraeducator employment and training proposed by such organizations as the Council for Exceptional Children (CEC, 1998), the only national legal mandates appear in the Amendments to the Individuals with Disabilities Education Act (IDEA) (Individuals with Disabilities Education Act, 1997): that paraprofessional staff be “adequately trained and supervised,” and that paraprofessionals working in the area of early childhood acquire knowledge and skills needed to properly serve infants and toddlers with disabilities. States are also required by the same law to develop and implement plans to ensure that all personnel who work with students with disabilities have the necessary skills, although paraprofessionals are included by implication rather than explicitly. Teachers and school building level administrators are therefore often left in sole charge of defining and supervising the work of paraeducators (Ashbaker & Morgan, 1999, pp. 6–7).

This course will help you maximize the potential of your paraeducator. You will explore legal, ethical, and professional issues related to paraeducators in the classroom, learn strategies for creating and maintaining a professional rapport, investigate resources that support and promote the role of paraeducators, and discuss techniques for enhancing the success of paraeducators in your classroom. You can build the effectiveness of your instructional team by successfully managing and supporting the paraeducator who works in your classroom.

## Key Questions and Ideas

- How will you introduce paraeducators to students, parents, faculty, and staff and orient them to your educational facility?
- What tools can you use to provide ongoing direction?
- What legal, ethical, and professional issues are critical to paraeducators' success?
- In what ways will you promote open communication and mutual respect?
- In what ways will you minimize conflict and facilitate collaboration?
- In what ways will you maximize the effectiveness of paraeducators in your classroom?
- In what ways will you assess your effectiveness at managing paraeducators?
- What criteria will you use to assess paraeducators' effectiveness in your classroom?

## Goals and Objectives

As a result of completing the course, you will be able to:

1. Collaborate to expand your knowledge base and perspective regarding integrating paraeducators in your classroom
  - 1.1 Describe characteristics of a successful working relationship between teacher and paraeducator (Weeks 1–4)
  - 1.2 Identify obstacles to successful integration of paraeducators in your classroom (Weeks 1, 4)
2. Describe and communicate the roles and responsibilities of paraeducators in your classroom
  - 2.1 Summarize legal and ethical issues pertaining to educators and critical to the paraeducator knowledge base (Week 2)
  - 2.2 Model professionalism while working with students, parents, and other faculty/staff (Weeks 2, 3, 4)
  - 2.3 Describe ways to minimize or manage conflict while building the instructional team (Weeks 3, 4)
  - 2.4 Summarize the teacher's role in managing the paraeducator effectively (Weeks 2, 3, 4)
  - 2.5 Summarize paraeducators' roles in promoting organization and management in the classroom (Week 1)
  - 2.6 Analyze and implement practices that promote mutual respect (Weeks 3, 4)
3. Create communication tools that provide orientation, ongoing direction, and regular support for paraeducators in your classroom
  - 3.1 Design and distribute a survey seeking information pertinent to successful integration of paraeducators in your classroom (Week 1)

3.2 Establish criteria for acceptable job performance for both paraeducators and supervising teachers (Week 3)

## Accountability and Grading

Each week you will complete getting started activities, read text selections, engage in online discussions with colleagues, and complete weekly and inquiry project assignments.

You will be graded and evaluated based on the **Grading Rubrics**. Click to download the [rubric.pdf](#).

## Point Values

The point breakdown for all course assignments is as follows:

- Weekly Online Discussion (4 weeks, 10 points per week): 40 points
- Synthesize/Apply/Reflect (4 assignments, 10 points each): 40 points
- Inquiry Project: 145 points

### Assignment 1: Planning the Inquiry

Part 1: Problem Statement	15 points
Part 2: Annotated Bibliography	25 points
Part 3: Advocated Solutions	15 points

### Assignment 2: Implementing the Inquiry

Part 1: Implementation Plan	45 points
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### Assignment 3: Analyzing and Evaluating the Inquiry

Part 1: Reflective Assessment	45 points
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TOTAL POINTS POSSIBLE: 225

## Grading Scale

90–100% (203–225 points) = A  
80–89% (180–202 points) = B  
70–79% (158–179 points) = C  
60–69% (135–157 points) = D  
<59% (134 or fewer points) = F

**Late assignments and discussion will not be accepted unless prearranged.**

## Reference List

### Print Resources

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## Professional Organizations and Other Web Sites

American Association of School Administrators  
<http://www.aasa.org/>

Council for Exceptional Children (CEC)  
<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Discovery School Kathy Schrock's Guide for Educators: Assessment and Rubric Information  
<http://school.discovery.com/schrockguide/assess.html>

IDEA—Building the Legacy: IDEA 2004  
<http://idea.ed.gov/>

Mid-Continent Research for Education and Learning  
<http://www.mcrel.org>

Mid-Continent Research for Education and Learning: Professional Development  
<http://www.mcrel.org/topics/ProfessionalDevelopment/>

Mid-Continent Research for Education and Learning: Standards  
<http://www.mcrel.org/topics/Standards/>

Mind42: Online Mind Map  
<http://www.mind42.com/>

Mindomo: Online Mind Mapping Tool  
<http://www.mindomo.com/>

National Resource Center for Paraprofessionals  
<http://www.nrcpara.org/>

No Child Left Behind  
<http://www.ed.gov/nclb/landing.jhtml>

National Staff Development Council (NDSC): *JSD*  
<http://www.nsdsc.org/library/publications/jsd/index.cfm>

North Carolina Public Schools , Self-Assessment: The Reflective Practitioner  
<http://www.ncpublicschools.org/pbl/pblreflect.htm>

Par2A Center Forums  
<http://forums.paracenter.org/Forums/>

Project Para  
<http://para.unl.edu/>

Project Para: Developing Instructional Skills  
<http://www.para.unl.edu/para/Instruction/Intro.html>

Project Para: Effective Communication  
<http://www.para.unl.edu/para/Communication/Intro.html>

Project Para: Ethical Issues for Paraeducators  
<http://para.unl.edu/para/Ethics/Intro.html>

Project Para: Organization and Management of the Classroom  
<http://para.unl.edu/para/Organization/Intro.html>

Project Para: Paraeducator Self-Study Program  
<http://para2.unl.edu/ec/index.lasso>

Project Para: Roles and Responsibilities  
<http://para.unl.edu/para/Roles/Intro.html>

TeAchnology Teacher Tools: Rubric, Rubrics Makers  
[http://www.teach-nology.com/web\\_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/)

University of Wisconsin-Stout: Rubrics  
<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

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