June 2010 Update for District Contacts for Paraprofessional Issues

The Connecticut State Department of Education (CSDE), established the District Contacts for Paraprofessional Issues to disseminate information of importance to paraprofessionals and their supervisors.

Paraprofessional Overview of the Connecticut Accountability for Learning Initiative (CALI)

This module provides a one day overview of the components of the initiative so paraprofessionals are prepared to better equipped to support teachers in implementing the strategies and goals of CALI. In this interactive workshop, participants will:

Learn about CALI and why it is a priority of the Connecticut State Department of Education, develop tools for documenting information that helps teachers plan or modify lessons to accommodate the different learning needs of children, explore how paraprofessionals can assist teachers with maintaining environments that create a physically, emotionally, and intellectually safe environment for all learners, learn the ten effective teaching strategies and how paraprofessionals can reinforce these strategies during individual or small group instruction, and understand how and why teachers use data to make instructional decisions.

This one day training will be available on the following date: 8:00 a.m-4:00 p.m.: October 21, 2010 at ACES, Hamden.

Registration is available on the CALI website at: www.sdecali.net.

******Save the Date!******

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Supervision and Evaluation of Paraprofessionals: What Every Administrator Needs to Know

Wednesday, October 27, 2010

8:30 a.m.-3:30 p.m.

Presenter: Kent Gerlach, Consultant, Pacific Training Associates; and Professor, Department of Instructional Development and Leadership, Pacific Lutheran University.

Paraprofessional Feedback and Evaluation Questions for the Supervisor

Do I give the paraprofessional honest and useful feedback that will help him/her to improve?

Do I encourage the paraprofessional to share with me his/her observations of student's needs?

Do I respect the confidentiality of our exchange of information?

Do I help and encourage the paraprofessional to participate in training opportunities to improve skills or for personal growth?

In addition to providing regular informal evaluation do I set aside time throughout the year for giving the paraprofessional formal feedback/or evaluation?

Do I give the paraprofessional opportunity to evaluate our team relationship and our work with students?

When evaluating the paraprofessional, do I begin by letting him/her know what I think he/she does well; do I give him/her suggestions for improvement?

Do I tell the paraprofessional how I appreciate his/her help and compliment him/her on specific things he/she is contributing to the program?

Do I inform the paraprofessional in advance of scheduled changes that alter activities in which he/she is involved?

Do I meet with the paraprofessional at a designate time each week?

What are some ways a paraprofessional could give feedback to a supervisor?

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The CSDE along with the State Education Resource Center (SERC) has finalized a frequently asked questions document to answer common questions that educators have regarding paraprofessionals. In each update, we will include one question and its answer. The full document can be downloaded from the CSDE Paraprofessional Information and Resources page: *www.ct.gov/sde/para-cali*.

Is the teacher the paraprofessional's supervisor?

Yes, but there is a difference between the person responsible for hiring and evaluation of performance (an administrator) and the person directing day-today work with students (the teacher). Often the teacher provides the day-to-day supervision of the paraprofessional, while an administrator, such as a principal, program manager, or special education director, completes the evaluation. According to the Guidelines, "Teachers should have supervisory functions as to program implementation, including planning, assigning duties, and checking with paraeducators as to their comprehension of their assigned duties. Teachers must not be expected to have administrative management duties such as the hiring or firing of paraeducators. Those duties belong to the administration."

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Providing Feedback to the Paraprofessional—Supervisor Checklist

Instructions: This form is to be completed by the supervisor in order to provide feedback after observing the paraprofessional conducting an instructional activity.

Date:_____ Activity:_____

Skills	Well Developed	Needs Improvement	Comment
Organizes for the session	☐	☐	☐
Establishes rapport with the student(s)	☐	☐	☐
Give clear instructions	☐	☐	☐
Uses appropriate questions and cues	☐	☐	☐
Uses materials effectively	☐	☐	☐
Keeps lesson focused on objective	☐	☐	☐
Keeps student on task	☐	☐	☐
Give appropriate feedback to student	☐	☐	☐
Uses reinforcement effectively	☐	☐	☐
Records student responses	☐	☐	☐
Follows lesson as planned	☐	☐	☐
Stays on tasks and uses allotted time effectively	☐	☐	☐

Note: ALL tasks assigned are under the supervision of a teacher or other licensed or certified staff

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