



# October 2011 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. The focus of this newsletter is to provide resources for more effective teacher and paraprofessional collaboration.

## TEAM SURVEY

This survey was developed to help paraprofessionals and teachers work together successfully.

After it is completed by each member of the team, you should review and discuss these surveys as a group. The information on the survey, along with the conversation between the team members, will help the team plan suitable and rewarding assignments for each member of the team.



### Save the Date!

November 16, 2011

### SERC's 16<sup>th</sup> Annual Statewide Paraprofessionals as Partners Conference: "Building the Future"

This annual conference is an opportunity for paraprofessionals to engage in professional development on a variety of topics while networking with colleagues. This year's conference with the theme "Building the Future," incorporates breakout sessions that will develop the skills of paraprofessionals to increase their effectiveness as educational partners with general and special education teachers, as well as with student support services professionals, administrators, and families.

Log onto: [www.ctserc.info](http://www.ctserc.info) for more information regarding this conference. If you have any questions, feel free to contact **Stefanie Carbone, Consultant, 860-632-1485 X 306.**

The COMPASS is a field tested, comprehensive, job-embedded professional development curriculum (developed by CREC) for paraprofessionals. A series of modules aligned with National Paraprofessional Standards are designed to enhance skills in working with students in the educational setting through SDE collaboration. The following modules have been scheduled at LEARN, 44 Hatches Hill Rd. Old Lyme, CT. For more information log onto: [www.learn.k12.ct.us](http://www.learn.k12.ct.us)

#### Managing Behaviors

October 12, 2011, 12:30—3:30 P.M.

#### Instructional Strategies

October 26, 2011, 12:30—3:30 P.M.

NAME \_\_\_\_\_

What do you want to be called by your partners?  
\_\_\_\_\_

How many years have you been in your profession?  
\_\_\_\_\_  
\_\_\_\_\_

What are your special interests?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In What Areas Do You Feel You have Special Skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In What Areas Have You Had Special Training?  
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\_\_\_\_\_  
\_\_\_\_\_

Do You Have Any Relationship With Community Groups? (i.e., Girl Scout Leader, Church Youth Group, etc.)  
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## 10 Examples of Appropriate and Effective Utilization of Paraprofessionals

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1. Participation in regularly scheduled meetings and sharing relevant information.
2. Implementation of proactive behavior and learning strategies.
3. Use of strategies that provide learner independence and positive self-esteem.
4. Assistance in accommodating and modifying learning strategies based on learning styles, ability levels and other individual differences.
5. Review and reinforcement of learning activities.
6. Assistance in engaging learners through an awareness of cognitive, physical, social, emotional and language development.
7. Use of developmentally and age-appropriate reinforcement and other learning activities.
8. Collection of data on learner activity.
9. Carry out functional (informal) assessment activities.
10. Participation in continuing professional development.

Taken From Connecticut Guidelines for Training and Support of Paraprofessionals

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### **A Problem-Solving Exercise: Each month, we will provide a case study and discussion questions to facilitate discussion among teachers, paraprofessionals, and administrators.**

Bobbie, a special education teacher in a Northwest school district, supervises three paraprofessionals in an inclusion program. When Bobbie was interviewed for the position, she wasn't told that she would be supervising three adults: two first-year paraprofessionals and one veteran paraprofessional, who is new to the district.

Even though Bobbie has had very little training on managing and directing the work of paraprofessionals, she reports that her group is doing well so far, because they have taken a team approach to working together and delivering instruction.

Bobbie often feels frustrated, however, that so much of the district paraprofessional training falls on teachers. One of her biggest concerns is the lack of communication and planning time. Bobbie says, "I was taught to plan for students, not other adults in my classroom." Bobbie wants to be an effective supervisor, but she's not always sure of the best approach to take.

- A.) What are Bobbie's major responsibilities and what does she need to know to supervise and direct the work of the paraprofessionals in her classroom?
- B.) ESEA and IDEA call for "appropriate" supervision of paraprofessionals. What does that mean?

*Taken from Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals, NEA Checklist Series*

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