

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

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Norms for Professional Meetings

- Courtesy toward others and presenter
- Cell phones and pagers in off position
- Active listening and participation
- Collaboration

Introductions

- Name
- District
- Position
- Number of Years in Position
- Question You Have Regarding Paraprofessionals and Instruction

Objectives

Participants will:

- learn the current legislation regarding paraprofessionals;
- become familiar with the Connecticut Guidelines for Training and Support of Paraprofessionals;
- learn about the CALI Modules and why they are a priority of the Connecticut State Department of Education (CSDE);

Objectives

- explore how paraprofessionals can assist teachers with maintaining environments that create a physically, emotionally, and intellectually safe environment for all learners;
- understand the components of a balanced assessment system: interim, formative assessment tools and practices, and summative;
- examine the focus on adult actions (cause data) and the their impact on student outcomes (effect data); and
- understand the four principles of the differentiated classroom.

Paraprofessional Study

- The Legislative Program Review and Investigations Committee authorized a study of paraprofessionals in April 2006. The study focused on whether Connecticut should establish minimum standards for public school paraprofessionals who perform instructional tasks for students in kindergarten through twelfth grade (K-12). Findings and recommendations were made in several areas affecting paraprofessionals with instructional responsibilities.
- The full report can be downloaded at:
www.cga.ct.gov/2006/pridata/Studies/School_Paraprofessionals_Final_Report.htm

Legislative Program Review and Investigations Committee Recommendations

- The CSDE should encourage all local public school districts to provide training to teachers, particularly new teachers at the beginning of each school year, on the role and effective use of instructional paraprofessionals. The department should also encourage school districts to develop intradistrict methods and strategies whereby paraprofessionals, teachers, and administrators periodically discuss issues or concerns involving the use of paraprofessionals in providing effective student instruction.

Connecticut Paraprofessional Legislation

Sec. 10-155j. Development of paraprofessionals. The CSDE, through the State Education Resource Center and within available appropriations for such purposes, shall promote and encourage professional development activities for school paraprofessionals with instructional responsibilities. Such activities may include, but shall not be limited to:

- providing local and regional boards of education with training modules and curricula for professional development for paraprofessionals; and
- assisting boards of education in the effective use of paraprofessionals and the development of strategies to improve communication between teachers and paraprofessionals in the provision of effective student instruction.

Connecticut Paraprofessional Legislation

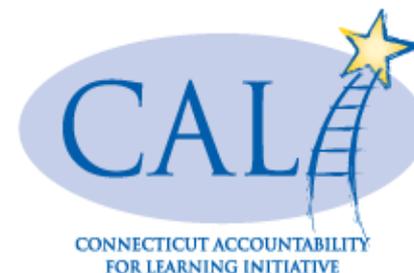
- Sec. 10-155k. School Paraprofessional Advisory Council. The Commissioner of Education shall establish a School Paraprofessional Advisory Council consisting of one representative from each statewide bargaining representative organization that represents school paraprofessionals with instructional responsibilities. The council, shall advise, at least quarterly, the Commissioner of Education, or the commissioner's designee, of the needs for the training of such paraprofessionals. The council shall report, annually, on the recommendations given to the commissioner, of the commissioner's designee, pursuant to the provisions of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

Connecticut Paraprofessional Legislation

- Sec. 2008. Not later than December 1, 2008, the department shall report and make recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education concerning professional development for paraprofessionals and the status and future of school paraprofessionals with instructional responsibilities.

Council's Accomplishments

- Assisted in the development of CSDE resource materials for educators, including the Scientific Research Based Interventions (SRBI) and Paraprofessionals brief and provided guidance on the publishing of a monthly newsletter that has included important resources and provided information on many key professional development topics (e.g., Assistive Technology, Creating Student Independence, and Paraprofessionals and Instructional Support).
- Assisted in the development of surveys to districts which identified the professional development needs of instructional paraprofessionals and problem areas that may exist. This information has been used to inform statewide professional development offerings that meet the needs of paraprofessionals.
- Developed the Connecticut Paraprofessional of the Year Program to recognize the important role of the paraprofessional in supporting student achievement.





GUIDELINES *for* **Training & Support** **of Paraprofessionals** *Working with Students Birth to 21*



Guidelines for Training and Support of Paraprofessionals

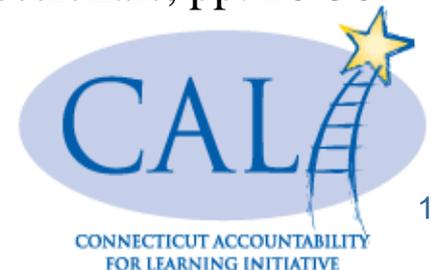
- The CSDE has endorsed and published this guideline document to inform and guide district personnel in the many important factors to consider in the use of paraprofessionals, specifically their training and effective use. It also clarifies the role of the paraprofessional as it is related to instruction.

National Resource Center for Paraprofessionals (NRCPP) Model Framework

Connecticut adopted a modified version of the NRCPP model framework to articulate key competencies for Connecticut paraprofessionals

National Resource Center for Paraprofessionals Model (1999)

Connecticut Guidelines for Training and Supervision of Paraprofessionals, pp. 28-36



The model defines six primary areas of responsibilities for paraprofessionals:

1. Assisting teachers/providers with building and maintaining effective instructional teams.
 2. Assisting teachers/providers with maintaining learner-centered supportive environments.
 3. Supporting teachers/providers with planning and organizing learning experiences.
 4. Assisting teachers/providers with engaging students in learning and assisting in instruction.
 5. Assisting teachers/providers with assessing learner needs, progress and achievement.
 6. Meeting standards of professional or ethical conduct.
- for each of these responsibilities (the model describes the scope).

Three Levels of Responsibilities

- Level 1: This individual is an entry-level paraprofessional, with a high school diploma or equivalent, but has little or no experience. This individual requires a high level of direct supervision.
- Level 2: This individual has multiple years of experience and training, typically on the job, and has the knowledge and skills to work more independently in the same setting as the supervisor.
- Level 3: This individual has participated in some type of postsecondary training, usually with a focus on a specialized set of skills. This person may work more independently, such as in the community or a student's home.

Where am I?

- What level do you think you are on?



The CSDE defines a paraprofessional as:

- An employee who assists teachers and/or other professional educators or therapists in the delivery of instructional and related services to students. The paraprofessional works under the direct supervision of the teacher or other certified or licensed professional. The ultimate responsibility for the design, implementation and evaluation of instructional programs, including assessment of student progress, is a collaborative effort of certified and licensed staff.

(Connecticut Guidelines for the Training and Support of Paraprofessionals, page 7).



The following are 10 examples of appropriate and effective utilization of paraprofessionals, taken from the model of roles, responsibilities and training of paraprofessionals identified in the Connecticut Guideline document.

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.

(Connecticut Guidelines for the Training and Support of Paraprofessionals, pg. 68)

Roles of Teachers in the Instructional Process

Teachers are responsible for the following:

- Developing lesson plans to meet curriculum requirements and education objectives for all learners;
- Adapting lessons, instructional methods, and curricula to meet the learning needs of individual students;
- Developing behavior management and disciplinary plans;

Roles of Teachers in the Instructional Process, cont.

- Creating learner-centered, inclusive environments that respect the cultures, religions, lifestyles, and human rights of children, youth, parents, and staff;
- Involving parents in all aspects of their child's education;
- Analyzing, with the assistance of other licensed (credentialed) professional personnel, results of standardized tests for assessing learner needs; and
- Developing functional (informal) assessment tools to document and evaluate learner progress and instructional needs.

Adapted from Strengthening and Supporting Teacher and Para educator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation by A.L. Pickett, 1999, New York: National Resource Center for Paraprofessionals in Education, Center for Advanced Study in Education, Graduate Center, City University of New York.

Teachers provide instructional support

- Provide regular feedback regarding paraprofessional's work performance, support paraprofessionals in providing instruction to students and provide support and direction to paraprofessionals who work in independent capacities.

Common Core of Teaching (CCT)

The CCT articulates the knowledge, skills and qualities that Connecticut teachers need in order to prepare students to meet the challenges of the 21st century.

Sixth Domain: Professional Responsibility and Teacher Leadership

Guiding and coaching paraprofessionals and collaborating with colleagues and administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions.

IEPs

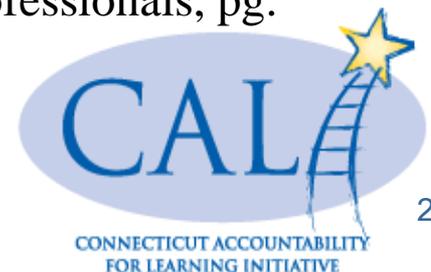
- In the case of paraprofessionals whose support includes students with disabilities, it is necessary for them to have an understanding of the IEP information that is pertinent to their role as an implementer.

(Connecticut Guidelines for Training and Support of Paraprofessionals, pg. 58.)

Paraprofessionals at the IEP Team Meeting

- Paraprofessional attendance at Pupil Placement Team (PPT) meetings is an individual district and school-based decision. It is important that district or school personnel explain their policy on the attendance of paraprofessionals at PPTs to both parents and school staff. If a paraprofessional is required in the IEP and is not attending a student's PPT meeting, it is the responsibility of the student's teacher and the paraprofessionals' supervisor to communicate in detail with the paraprofessional about the student, before the PPT.

(Connecticut Guidelines for the Training and Support of Paraprofessionals, pg. 42).



- The goal of CALI is to develop and offer a model of state support to districts and schools to support the process of continuous school improvement and to accelerate the closing of Connecticut's achievement gaps.

CSDE Partnerships

- Advisory Committee for Accountability Improvement
- CAS – Executive Coaching
- CABE – Assist local boards of education
- RESC Alliance/SERC– CALI trainers and data team facilitators
- CEA – AFT – Shared understandings
- Institutes of Higher Education

CALI Professional Development Includes:

FOR ALL EDUCATORS:

- School and Instructional Data Teams
- Culturally Responsive Education
- Best Practices for Educating our English Language Learners (ELLs)
- Using Differentiated Instruction to Implement the Common Core State Standards (CCSS)
- Getting Ready for the Next Generation of Assessments
- Improving School Climate (ISC)*
- Scientific Research Based Interventions (SRBI, also known as Response to Intervention)

**Certification Training Available*



CALI: 2004

CALI was initiated in 2004 in collaboration with an international expert on school and district improvement, Dr. Doug Reeves. The CALI theory of action focuses on the use of data-driven decision making and standards-based instruction to address the learning needs of each and every student in the classroom. This initiative has grown since 2004 in response to needs identified by schools and districts.



CALI: 2010

The goal of the CALI is to develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement and to accelerate the closing of Connecticut's achievement gaps.

1. Common Formative Assessments (CFAs)
2. Data Driven Decision-Making/Data Teams (DDDM/DT)
3. Engaging Classroom Assessments (ECA)
4. Effective Teaching Strategies (ETS)
5. Effective Tier I Support for English Language Learners (ELLs)
6. Improving School Climate (ISC)
7. Scientific Research-Based Interventions (SRBI)
8. Culturally Responsive Education (CRE)

CALI: 2011

The redesigned modules were developed in response to educator need to better understand the connections between assessment, data analysis, and differentiation of instruction to improve student achievement. It may be helpful to conceptualize these modules not as something new but more as a comprehensive approach to ensure successful student learning and an opportunity to refine and improve much of what districts are already doing.

1. Getting Ready for the Next Generation of Assessments
2. Improving School Climate
3. Using Differentiated Instruction to Implement the Common Core State Standards
4. School and Instructional Data Teams

Why Redesign?

- Align CALI with Connecticut's adoption of the Common Core State Standards (CCSS) and the national Smarter Balanced Assessment Consortium (SBAC) to deliver a consistent message across all programs and training delivered and supported by the department.
- Respond to district's requests to better understand the connections between assessment, data analysis and differentiated instruction to improve student achievement.
- Integrate major Connecticut educational initiatives into a more cohesive whole for the local districts.



How do paraprofessionals help students achieve?



*Improving School Climate to Support Academic Achievement**

- In this two-day basic training module, participants learn that the quality of school climate is all about relationships, which are determined by how well the people within the school treat each other physically, emotionally, and intellectually.
- This module offers practical strategies including data gathering on how to improve school climate to support student achievement.

*Developed by CSDE & RESC/SERC Alliance

What's Different Now?

- July, 2011: Public Act No. 11-232 An Act Concerning the Strengthening of Bullying Laws
- Immediate Changes
- Changes by 2012

Act Concerning the Strengthening of School Bullying Laws

Public Act. No. 11-232

July 1, 2011, bullying is defined as the **repeated use** by one or more students of a written, verbal, or electronic communication, such as cyber bullying, or a physical act or gesture directed at another student in the same school district that:

- (A) Causes **physical or emotional harm** to the student or damage to the student's property,
- (B) places the student in **reasonable fear of harm** to himself or herself, or of damage to his or her property,
- (C) creates a **hostile environment** at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate),
- (D) infringes on the **rights** of the student at school, or
- (E) **substantially disrupts the education process or the orderly operation** of a school.

Cyber Bullying



- Any act of bullying through the use of the internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications

Immediate Changes

- Safe School Climate Plans: completed by 1/1/12
- Student Safety Support Plans: completed on all verified acts of bullying: ongoing

Changes, July 2012

- Safe School Climate Coordinator (District Level)
- Safe School Climate Specialist (School Level)
- Safe School Climate Committee (School Level)
- Safe School Climate Surveys (School and District Level)

District Responsibilities

- Written policies and procedures in place that address bullying
- Districts must report the **number of verified** incidents of bullying to the CSDE

School Responsibilities

- School administrator or designee must complete an investigation to determine a verified act.
- Parents of perpetrator and target must be notified if verified act. **Separate** meetings must be held.
- Schools must have preventive approach to bullying in place.

‘BULLY’ and ‘BULLYING’ are OUT!!!

“Mean” Is A Better Term/Concept

- No one knows what “bullying” looks, feels and sounds like
 - We miss what is right under our noses
- Everyone knows what “mean” looks, feels and sounds like
 - If “mean” is the standard, we are much more likely to help make it safer

If it's mean...Intervene!!!

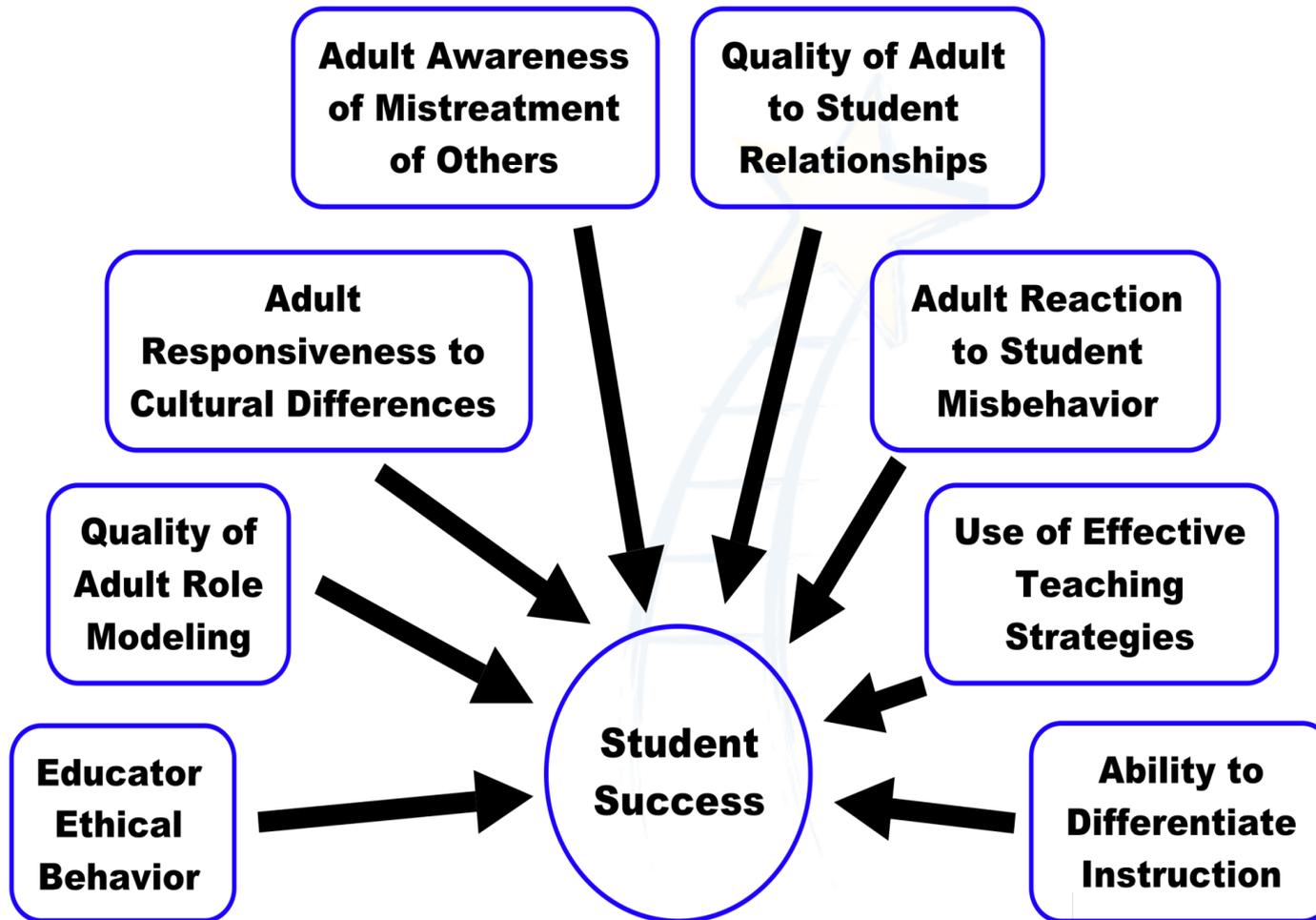
Solutions Through Conventional Wisdom: *Not Working*

- Peer Mediation/Conflict Resolution
- Simple “Advice” Interventions with Targets; telling them to:
 - Build confidence
 - Walk away
 - Be more assertive
 - Build self-esteem
- Simple “Advice” Interventions with those who are Mean
 - Counsel to explain and chastise (“you know better!”)
 - Discipline without educational intervention
- Ignore the Majority of the Middle: the Bystanders
 - Feel “stuck” and powerless

“Bullying” is about Abuses of Power

- One person’s “bullying” is another’s...
 - “Kids will be kids”
 - “They were only joking around”
 - “Oh, they’re really friends”
 - “It’s not bad enough yet”
 - They’re just roughhousing”
 - “That is just teasing”
 - And, so many more.....

Adult Actions and Reactions Determine Student Outcomes: *The Foundation* for Building Safe & Productive Learning Settings



The Responsibility Of the Adults in the School: Deal with It!!!

- Adults must accept responsibility not just for their own classes, classrooms and offices but for the entire school:
 - Buses
 - Halls and stairwells
 - Cafeterias
 - Bathrooms
 - Locker rooms
 - Playgrounds
 - Community

Modeling Behavior

The role of adults as moral agents and exemplars:

- Parents
- Teachers
- Administrators
- Support Staff
- Other School Personnel
- Community

Watch Video

What You Can Do to Prevent Bullying

- Be vigilant
- Monitor Hot Spots
- Identify patterns
- Encourage bystanders to report incidents of bullying
- Keep a watchful eye on isolated students
- Provide activities for students during recess
- Make available alternate activities to at-risk children

What to Do When Bullying Happens

- Make sure you understand your school's bullying policies and procedures.
- Respond quickly to all reports of bullying.
- Support the victim.
- Discipline the student but avoid harsh measures.
- Connect with the bully.
- Monitor the students.

Activity

- Think of a time when you participated, witnessed, or were the victim of a bullying incident.
- Discuss what the bullying looked like, what it felt like, and what possible interventions might be appropriate for the situation.

Why do we assess students?



Getting Ready for the Next Generation of Assessments

District teams will be able to formulate an action plan to improve the capacity of the district, school, and classroom to engage in practices that support and promote high quality learning. District teams will be able to recognize and understand the components of a balanced assessment system: interim, formative assessment tools and practices, and summative in alignment with SBAC.

What are the Next Generation of Assessments?



SMARTER

Balanced Assessment Consortium



PARCC

Partnership for Assessment of
Readiness for College and Careers



CAL
CONNECTICUT ACCOUNTABILITY
FOR LEARNING INITIATIVE

Assessment System Components

Assessment system that balances summative, interim, and formative components for ELA and mathematics:

- **Summative Assessment (Computer Adaptive)**
 - Mandatory comprehensive assessment in grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year) that supports accountability and measures growth
 - Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- **Interim Assessment (Computer Adaptive)**
 - Optional comprehensive and content-cluster assessment
 - Learning progressions
 - Available for administration throughout the year
 - Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- **Formative Processes and Tools**
 - Optional resources for improving instructional learning
 - Assessment literacy

Principles of Assessment

1. Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of an integrated system of standards, curriculum, assessment, instruction, and development.
2. Assessments include evidence of student performance on challenging tasks that evaluate Common Core Standards of 21st century learning.
3. Teachers are integrally involved in the development and scoring of assessments...so they deeply understand and teach the standards.
4. Assessments are structured to continuously improve teaching and learning.
5. Assessment, reporting, and accountability systems provide useful information on multiple measures that is educative for all stakeholders.

(Darling Hammond 2010)

The Purpose of a Balanced Assessment System

Purpose

To provide students, educators, parents and the public with a range of information about academic achievement, and to determine the best practices and policies that will result in improvements to student learning.

The “Black Box” Findings

- Black and Wiliam’s research indicates that improving student learning through assessments depends upon five factors:
 - Providing feedback to students
 - Students’ active involvement in their own learning
 - Adjusting teaching to take account for results of assessment
 - Recognizing influence of assessment on students’ motivation and self-esteem
 - Ensuring students assess themselves and understand how to improve

Inside the Black Box: Raising Standards through Classroom Assessment,” KAPPAN, 1998.

Formative Assessment

A second important part of the definition is its unequivocal requirement that the formative assessment process involve both teachers *and* students.

The students must be actively involved in the systematic process intended to improve their learning.

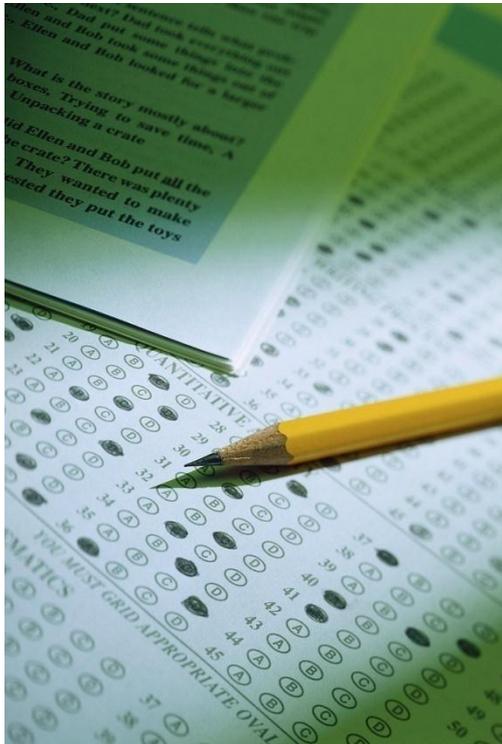
Assessment FOR Learning (Formative)



- Includes instructionally embedded activities
- Usually teacher/locally developed
- Yields rich diagnostic information
- Happens while material is being taught
- Informs and focuses instructional decisions
- Isn't used for grades

Assessment OF Learning

(Classroom Summative)



- Occurs after material is taught
- Includes unit tests and other graded performances
- Can be developed locally or purchased
- Counts toward grades
- Isn't diagnostic

Benchmark/Interim Assessments

- Are usually a form of summative assessment
- Can be used as an early warning of performance on later high stakes tests
- Often constructed by external sources
- Can cover some or all of a year's curriculum
- Provides broad domain or sub-domain coverage (minimally diagnostic)
- Results raise programmatic questions that require further investigation (*formative for program – not current student)

Three Types of Assessment

“(In)formative Assessments,” *Harvard Education Letter*, 2006

	Summative	Benchmark/ Interim	Formative
Key Questions	Do you understand?	Is this class on track for proficiency?	What do you understand?
When Asked	End of unit/term/year	3 – 4 times per year	On-going
Timing of Results	After instruction ends	Slight delay – within 72 hours	Immediate – within 24 hours

School and Instructional Data Teams

- In this two-day basic training module, participants will learn an explicit process that focuses on adult actions (cause data) and their impact on student outcomes (effect data). As a result of this training, School and Instructional Data Teams will understand how to use data to develop, implement, monitor, and adjust School and Instructional improvement plans designed to support effective teaching and learning.

Objectives

- Understand the definition of data is broadened to include scores, student work/products, and adult actions.
- Learn about the need to align instructional and assessment practices to address demonstrated student needs.
- Be able to use protocols for looking at student work.

Focus and Alignment

- District Data Team – *District Improvement Plan* (DDT→DIP)
 - Looks at the entire system: all students/all schools
 - Sets the directional course for the entire district
- School Data Team – *School Improvement Plan* (SDT→SIP)
 - Looks at the entire school: all students within the school
 - Sets the directional course for the school
- Instructional Data Team – *Instructional Improvement Plan* (IDT→IIP)
 - Looks at all students within a grade level or common course
 - Sets the directional course for the grade level or common course

SDT Purpose –

from the CT Standards for SDTs

- Purpose – Identify and carry out high priority, high leverage adult actions
- Part of a system of collaborative teams and continuous improvement cycle
- Focus efforts on common student outcomes
- Develop and align strategies; coherent/focused approach
- Developing school-wide strategies
- Thorough analysis of its (school's) performance

IDT Purpose –

from the CT Standards for IDTs

- Purpose – collect and analyze data relative to instruction and student learning at grade level or common course
- Part of a system of collaborative teams and continuous improvement cycle
- Focus efforts on effective teaching and improved student outcomes
- Identify research and evidence based strategies

Transition

Student deficit model

- Some will... Some won't
- Medical model ... identify deficits in student – “Handicapped”
- Data-driven decision-making as a student deficit model

Instruction focused model

- All will
- Combining true medical model and data-driven decision-making
- Data/diagnostics on student(s) only to inform the changes required in our treatment/practice.

A Subtle But Significant Difference

Teaching Comprehension skills

1. The development of comprehension skills is a challenge for ELLs.
2. There is a deficit in the ability of ELL students to learn comprehension skills.
3. Give ELL students extra help in learning comprehension skills.
4. Move on

Teaching Comprehension Skills

1. The development of comprehension skills is a challenge for ELLs.
2. *We don't know how to teach comprehension skills to students who do not have a foundation in English.*
3. Learn ways to teach comprehension skills to ELL students.
4. Implement new instruction.

Using Differentiated Instruction to Implement the Common Core State Standards

- In this two day training, participants will analyze a definition of differentiated instruction and come to understand that high-quality differentiation is a proactive, decision-making process. Multiple examples of ELA/Literacy and Math Common Core State Standards, as well as connections to other content areas will be provided.

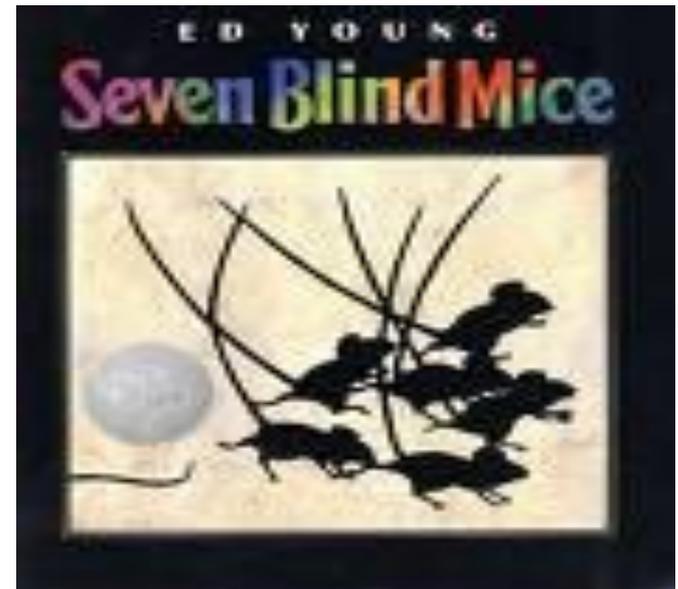
Using Differentiated Instruction to Implement the Common Core State Standards

Participants will look closely at four principles of the differentiated classroom:

- The teacher crafts an environment that actively supports each student in the hard work of learning.
- Teachers must have absolute clarity about the learning destination.
- Teachers must persistently know where students are in relation to the destination.
- The teacher adjusts instruction to accommodate a critical learning difference.

Myths About Differentiated Instruction

- Individualized instruction a la special education
- **Chaotic**
- **Homogenous grouping all the time**
- **Tailoring the same suit of clothes**
- **Expecting more of advanced learners and less of struggling learners**
- **New**
- **It's formulaic; there are a finite number of "correct" strategies that always work**



Differentiated Instruction Is...

A proactive decision-making process that considers critical student learning differences and the curriculum.

Differentiated instruction decisions are made by teachers and are based on: (1) formative assessment data, (2) research-based instructional strategies, and (3) a positive learning environment.



THE DI DECISION-MAKING PROCESS

- ✓CONTENT
- ✓INTRODUCTION
- ✓INITIAL INSTRUCTION
- ✓PREASSESSMENT
- ✓DIAGNOSIS

What are the CRITICAL DIFFERENCES in my students?

How can I MODIFY one or more of the 10 curriculum components to address difference?

CHOICE or
ALTERNATIVES
Adjusting the Breadth

TIERING
Adjusting the Depth

MANAGEMENT OF FLEXIBLE, SMALL GROUPS

POST ASSESSMENT: Impact of DI

THE DI DECISION-MAKING PROCESS

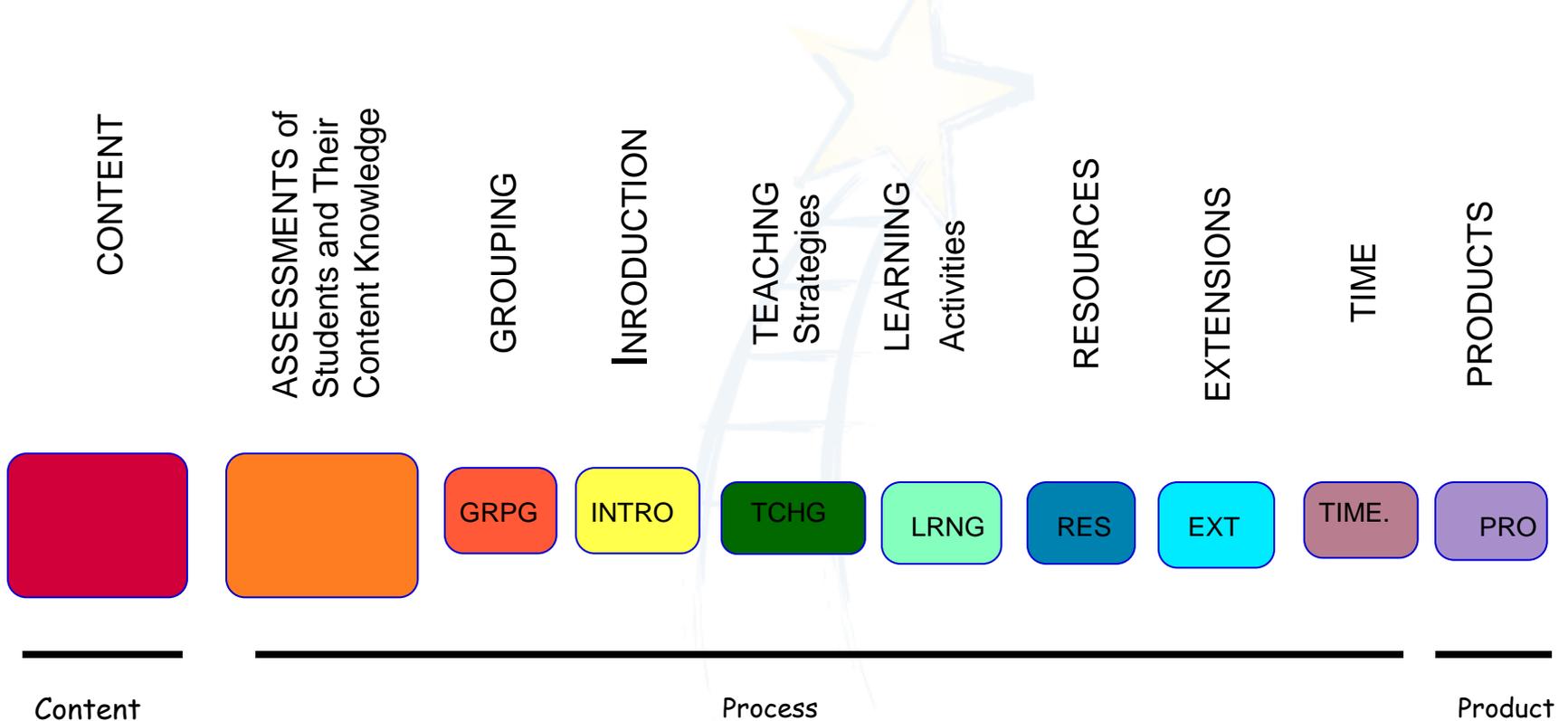
What are some **possible** CRITICAL DIFFERENCES in my students?

- ✓ Interests
- ✓ Learning styles
- ✓ Expression styles
- ✓ Questions
- ✓ Readiness to Learn
- ✓ Culture
- ✓ Race
- ✓ Gender
- ✓ Language
- ✓ Motivation



THE DECISION-MAKING PROCESS

How can I **MODIFY** one or more of the 10 curriculum components to address the **ONE** targeted learning difference?



Environment

The Predictive Power of Mindset

FIXED

- **Success comes from being smart**
- **Genetics, environment determine what we can do**
- **Some kids are smart—some are not**
- **Teachers cannot override student profiles**

GROWTH

- **Success comes from effort**
- **With hard work, most students can do most things**
- **Teachers can override student profiles**
- **A key role of the teacher is to set high goals, provide high support, ensure student focus—to find the thing that makes school work for a student**

Watch Mindset Video



What Are EASY Ways to Connect With Students?

- **LISTEN**
- **Talk at the door**
- **Complete interest assessments and use the data**
- **Use small group instruction**
- **Seek and use student input**
- **Invite examples, analogies, experiences**
- **Use student-led discussions**
- **Share your own stories**
- **Seek varied perspectives**
- **Go to student events**
- **Spend time in the café during lunch or study halls**
- **Keep student data cards**
- **Attend extra-curricular activities**
- **Build some of the curriculum on student interests and culture**

Activity:

Think of a student you developed rapport with. How did that rapport help you to assist the student academically?

What are some way you can assist teachers with connecting with students?

Activity

How do the four modules align/connect with the six primary areas of responsibility for paraprofessionals?

Professional Development Resources for Paraprofessionals

RESC Contacts for Paraprofessional Professional Development

- ACES: Patricia Hart-Cole, phart@aces.org
- CES: Dr. Christine Peck, cpeck@ces.k12.ct.us
- CREC: Donna Morelli, dmorelli@crec.org
- EASTCONN: Jim Huggins: jhuggins@eastconn.org
- EDUCATION CONNECTION: Jodiann Tenney, tenney@educationconnection.org
- LEARN: Tracey Lamothe, tlamothe@learn.k12.ct.us
- SERC: Stefanie Carbone, carbone@ctserc.org

Need Additional Information

■ Iris White, Education Consultant

CSDE, Bureau of Accountability and Improvement

(860) 713-6794 or Iris.white@ct.gov

General Information: www.ct.gov/sde/CALI

Registration: <http://sdecali.net>

CSDE Paraprofessional Information and Resources page:

www.ct.gov/sde/para-cali

