



# September 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.



## Save the Date!

November 16, 2011

*SERC's 16<sup>th</sup> Annual Statewide Paraprofessionals as Partners Conference*

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*If you have any questions regarding this conference, feel free to contact **Stefanie Carbone, Consultant, 860-632-1485 X 306.***

*Educational Testing Service (ETS) Internet-Based ParaPro Assessment is being offered by LEARN at Southwest Computer Lab on the following dates from 12:30 P.M.- 3:30 P.M. There is a \$25.00 registration fee and \$45.00 test fee.*

*September 13, 2011*

*September 20, 2011*

*October 12, 2011*

*October 26, 2011*

*For more information and to register, please contact Irma Wilhelm by email at:*

*[iwilhelm@learn.k12.ct.us](mailto:iwilhelm@learn.k12.ct.us) or go online: [http://www.escweb.net/ct\\_learn/catalog/event.aspx?mode=subject&order=asc&scheduled=1&id=349&eventId=4529&referrer=browse.aspx](http://www.escweb.net/ct_learn/catalog/event.aspx?mode=subject&order=asc&scheduled=1&id=349&eventId=4529&referrer=browse.aspx).*

## Sample Meeting Topics for the Beginning

**The following are sample topics for teachers and paraprofessionals to discuss at the beginning of the year.**

### Time:

- When will the paraprofessional assist the teacher with instruction?
- Where will the paraprofessional deliver the instruction?
- What is the time frame for the lesson/activity?

### Roles:

- What students will the paraprofessional work with?
- What will be the format of the teacher-designed lesson plans?
- Who will prepare materials?
- What is the role of the teacher?
- What is the role of the paraprofessional?

### Management:

- When will the paraprofessional and teacher plan together?
- How will training in the instructional approach be provided?
- How and when will feedback be provided?
- What other responsibilities will the paraprofessional have and is there to complete them?

### Curriculum and Instruction:

- How will is the lesson to be taught?
- What is the instructional style?
- What skills and knowledge are necessary to teach it that way?
- What is the behavior management strategy to be followed?
- What is to be used to provide reinforcement and feedback to the students?
- What curriculum materials are to be used?
- What data will be collected on student progress and what procedures will be used?

*Adapted from: Gerlach, K. "Let's Team Up," 2002, NEA Professional Library*



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## Giving Directions:

When the teacher explains the job/assignment to the paraprofessional, the following may need to be addressed:

- What is to be done
- Why it needs to be done
- Who will do the job
- Where it will be done
- How it will be done
- How the progress of the students will be monitored
- How the duties of the paraeducator will be observed

**The roles of both the teacher and the paraprofessional need to be discussed and understood.**

### Teacher Checklist:

1. Am I making myself clear? Do I ask for specific actions, or do I phrase requests in ambiguous terms, such as, “I appreciate it if sometime you would...” or, “it might be a good idea to...”
2. Do I provide a written lesson plan and schedule?
3. Do I set a deadline (or better still, get a mutually agreed upon (deadline) whenever I delegate to another person.
4. Do I confirm important issues in writing?

Taken from *The Paraeducator and Teacher Team: Strategies for Success* by Kent Gerlach, Ed.D.

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

John, a student with special needs, has disrupted the classroom several times this semester. The teacher has just about given up on him. Today, the teacher said to Jane, the paraprofessional, “Take him, keep him busy. I want to work with students who really want to learn. I’m assigning you to work just with him.”

- A) How do you feel about paraprofessionals working with the most challenging students?
- B) What should have been done differently?
- C) What are the professional and ethical implications of this case?

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