



# “Effective Paraprofessional Supervision”

November 14, 2012

SERC Paraprofessionals as Partners Conference

Iris White  
Education Consultant  
Connecticut State Department of Education  
860-713-6794  
Iris.white@ct.gov

Rhonda Kempton  
Education Consultant  
Connecticut State Department of Education  
860-713-6924  
Rhonda.kempton@ct.gov



# Overview

- Paraprofessionals play an important role in supporting student achievement. But what exactly is their role and what components are necessary for their appropriate utilization? This session covers the differing roles of teachers and paraprofessionals and how administrators can support teacher-paraprofessional collaboration. It also includes an overview of current state and federal legislation and regulations regarding paraprofessionals.

# 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](http://www.cga.ct.gov/2006/pridata/Studies/School_Paraprofessionals_Final_Report.htm).



## Legislative Program Review and Investigations Committee Recommendations

- The State Department of Education 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. 10-155k. 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, at least quarterly, in accordance with the provisions of section 11-4a, 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. 10-155j. **Development of paraprofessionals**
- The Department of Education, 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. 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.



# No Child Left Behind (NCLB)

- Signed into law, January 2002
- Mandated requirements for Title I Paraprofessionals



# NCLB

- Paraprofessionals providing instructional support must work **under the direct supervision of a teacher**. A paraprofessional works under the direct supervision of a teacher if (1) the teacher prepares the lessons and plans the instructional support activities the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and (2) if the paraprofessional works in close and frequent proximity with the teacher. As a result, a program staffed entirely by paraprofessionals is not permitted.



# Individuals with Disabilities Education Act (IDEA)

- Part B, Section 612 State Eligibility  
Allows paraprofessionals and assistants who are appropriately **trained and supervised** in accordance with state law, regulation and policy in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.



DESPITE HAVING A MASTER'S AND 18 YEARS OF EXPERIENCE, MRS. SNIPPETT TRIES TO CONVINCe MR. MOODY THAT THE STUDENT WITH DISABILITIES IN HER CLASS WOULD BE BETTER SERVED BY AN ASSISTANT WITH NO EXPERIENCE.

2012



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





# Guidelines for Training and Support of Paraprofessionals

- The Connecticut State Department of Education (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.

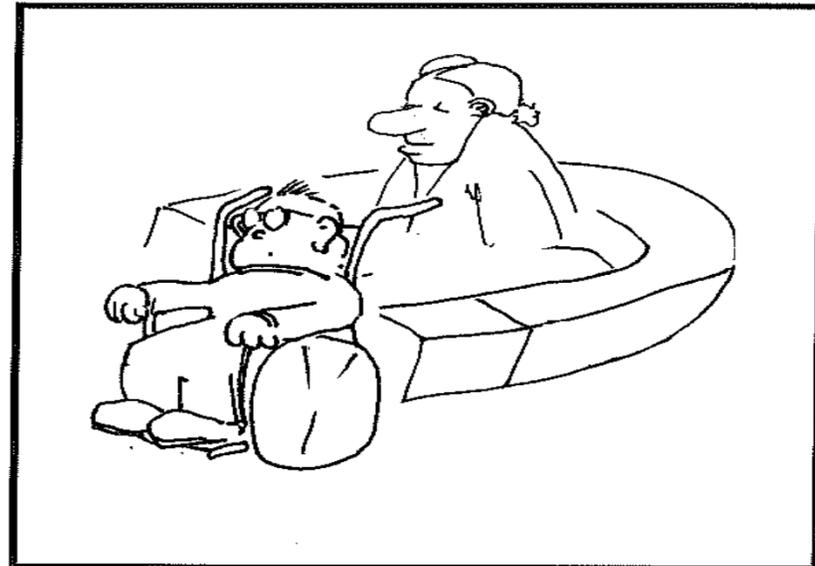


## Connecticut Guidelines for the Training and Support of Paraprofessionals

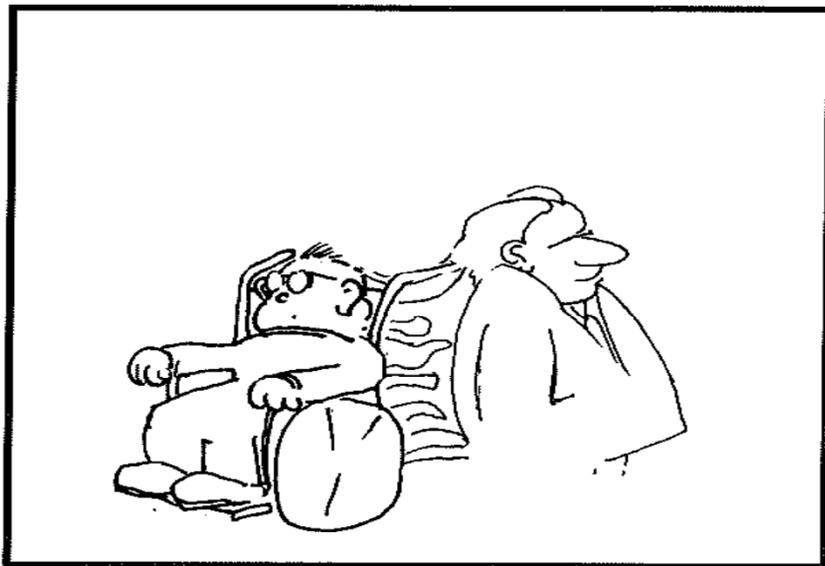
- Published and endorsed by the CT State Department of Education
- Revised March 2012
- Revised document adds:
- Questions supervisors should ask themselves when evaluating paraprofessionals
- Interview questions for teacher candidates
- Documents: SERC LRE Newsletter and Paraprofessional Briefs on: working with English Language Learners, Students With ADD/ADHD, and Challenging Behaviors



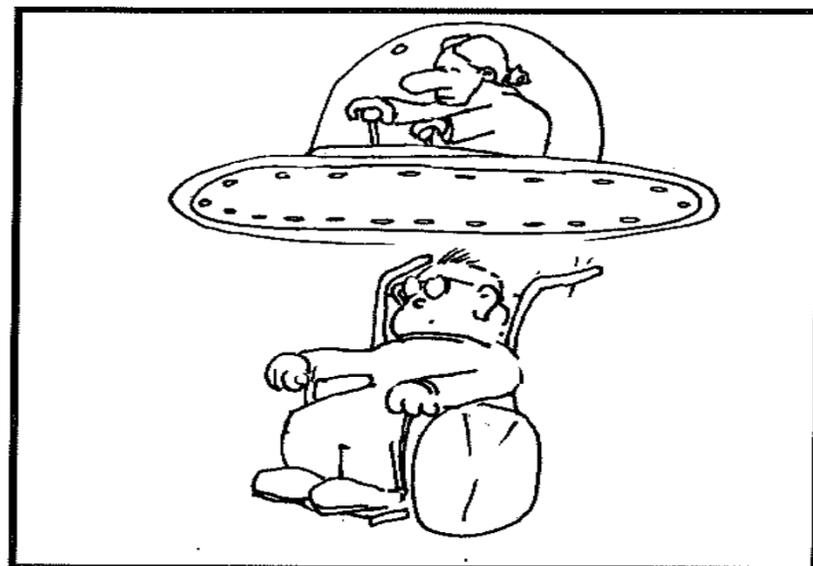
GUARDIAN ANGEL



SUPER-MAGNET



STUCK LIKE GLUE



HOVERCRAFT



## The CT State Department of Education 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.
- CT Guidelines for the Training and Support of Paraprofessionals page 3.



## 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)

[www.nrcppa.org](http://www.nrcppa.org)

Connecticut Guidelines for Training and Supervision of Paraprofessionals, pp. 17-23.



# 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).



According to these guidelines, paraprofessionals have the instructional responsibility to do the following

1. Assist professionals with building and maintaining effective instructional teams.
2. Assist professionals with maintaining learner-centered supportive environments.
3. Support professionals with planning and organizing learning experiences.
4. Assist professionals with engaging students in learning.
5. Assist professionals in instruction.
6. Assist professionals with assessing learner needs, progress and achievement.



# 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. 45.



## Participation in Individualized Family Service Plan Meetings or Planning and Placement Team Meetings

- Paraprofessional attendance at 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 not attending a student's PPT meeting, it is the responsibility of the student's teacher and the paraprofessional's supervisor to communicate in detail with the paraprofessional about the student, **before the PPT.**

CT Guidelines for the Training and Support of Paraprofessionals pg. 29



## 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
- 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
- Developing functional (informal) assessment tools to document and evaluate learner progress and instructional needs.

*Adapted from Strengthening and Support 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.



# Teacher/Supervisory Checklist

- The teacher supervisory checklist is an informal assessment of the knowledge and skills competencies of the teacher as supervisor within a school or program. Prior to utilizing the TSC, the user should be very familiar with Connecticut's Guidelines for Training and Support of Paraprofessional; all of the standards come from the Guidelines.



# Connecticut's Common Core of Teaching: Foundational Skills

## Domain 6.

### Professional Responsibilities and Teacher Leadership

#### 6.5

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

[http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/board\\_approved\\_cct\\_2-3-2010.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/board_approved_cct_2-3-2010.pdf)



## What Systems Can Teachers Use to Communicate with a Paraprofessional?

- Establish a firm 15-minute meeting time for each day.
- Set aside a longer (45-minute to 60-minute) meeting time for each week.
- Determine a monthly meeting to discuss progress of individual students.
- Meet when students do not need supports (such as during lunch, recess, or special-areas classes).
- Establish a communication notebook to be used by the teacher and paraprofessional.



## Keep in mind..

- When making plans or setting goals, the team needs to be aware of any laws, district policies, or negotiated agreements which affects students or employees.
- Discuss examples of laws, policies or negotiated agreement language that affects your work with paraprofessionals. Be prepared to share two possible solutions.



## Table 2: Sample Teacher-Paraeducator Planning Tool

Teacher: John Doe

Class: History

Paraeducator: Mary Smith

Week: February 8-11, 2005

	Time	Assigned Student's) & Task				
		Monday	Tuesday	Wednesday	Thursday	Friday
Period 1/History 200	Prior to 8 am class	All - 4, 3		All - 4		(group work) All - 4
	8-8:15	(group work) J. Doe, B. Roy, J. Port & C. John - 1		(ind. work) D. Close - 6		R. Clark, J. Doe, P. Brown - 5
	8:15-8:30	(pair work) J. Porter & C. John - 1		(lecture) C. John - 2		(ind.work) C. John - 7
	8:30-8:45	(ind. work) All - 5		(lecture) C. John - 2		(ind. work) All - 5
	8:45-9	P. Rich & M. Barnes - 6		All - 5		A. Smith, D. Jones, & L. Lee - 6
Period 4/History 1	7:55-8 am		All - 4, 3			
	8-8:30		(group work) D. Clort - 1			
	8:30-8:45		(lecture) C. James - 2			
	8:45-9		(ind. work) All - 5			
Period 6						

### Task Key

1 - Work with student(s) to re-teach longitude/ latitude, use text p. 54-55

3 - Enlarge print on longitude/latitude worksheet - make 5 copies

5 - Monitor student(s) - provide help/answer questions as needed

6 - Supervise student work on Excel spreadsheet project

7 - Sit with student, assist on ind. work

Teacher:

Class:

Paraeducator:

Week:

	Time	Assigned Student(s) & Task				
		Monday	Tuesday	Wednesday	Thursday	Friday

**Task Key**

- |           |           |            |
|-----------|-----------|------------|
| 1 - _____ | 5 - _____ | 9 - _____  |
| 2 - _____ | 6 - _____ | 10 - _____ |
| 3 - _____ | 7 - _____ | 11 - _____ |
| 4 - _____ | 8 - _____ | 12 - _____ |



## POINTS TO CONSIDER FOR ADMINISTRATORS

- ❖ What are the district policies you need to communicate to paraprofessionals
- ❖ What does the paraprofessional job description currently state and how might this be improved
- ❖ Are roles and responsibilities clear
- ❖ How does the district currently evaluate paraprofessionals
- ❖ How are teachers provided with tools/resources to guide paraprofessionals
- ❖ How are you communicating responsibilities of teachers with regards to paraprofessionals

## Additional Resources

- Bureau of Special Education:  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>.
- CREC Paraprofessional Page:  
[www.crec.org/paraprofessional](http://www.crec.org/paraprofessional)
- SDE Paraprofessional Information and Resources Page: [www.ct.gov/sde/para-cali](http://www.ct.gov/sde/para-cali)
- SERC Paraprofessional Page:  
[http://ctserc.org/s/index.php?option=com\\_content&view=category&id=90:paraprofessionals&Itemid=110&layout=default](http://ctserc.org/s/index.php?option=com_content&view=category&id=90:paraprofessionals&Itemid=110&layout=default).
- [www.nectac.org/topics/personnel/paraprof.asp](http://www.nectac.org/topics/personnel/paraprof.asp)