DR. FRANCES STESTON
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PARAEDUCATORS IN INCLUSIVE SCHOOLS

THE ROLE OF LEADERSHIP

Access your tools and handout online! https://tinyurl.com/y5278wzt
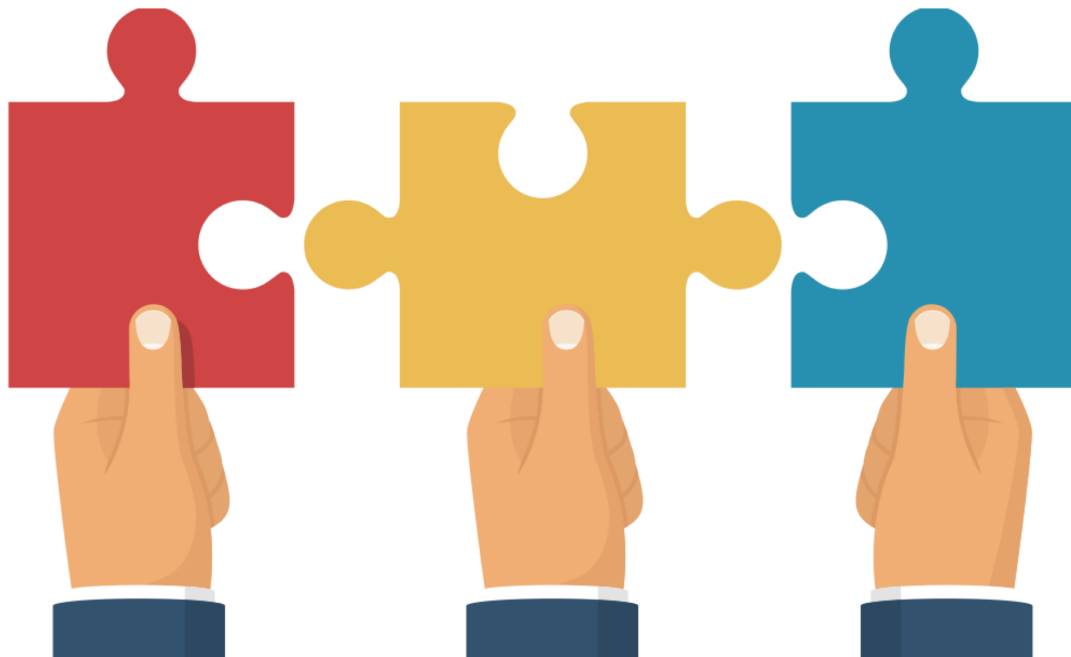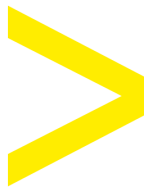
Session Agenda

- Evolution of para support
- Why the difficulty? What is broken and why?
- Five Solutions
- Quality standards for para support
- What's a leader to do? A Focus on Relationships and Results

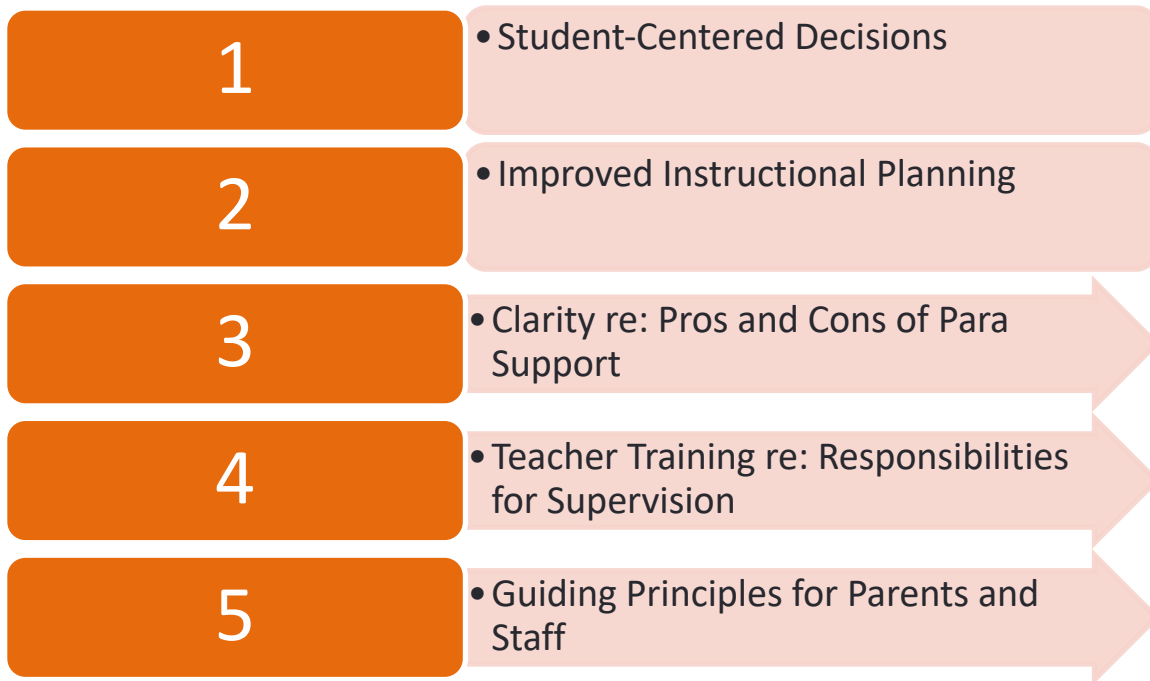| Paraeducator	Supervising Teacher
A paraeducator is an individual who provides instructional or related support to students under the direction and supervision of a certified teacher.	In very broad terms, the supervising teacher is responsible for providing support and direction to the paraeducator.

Evolution of Paraedcuator Support
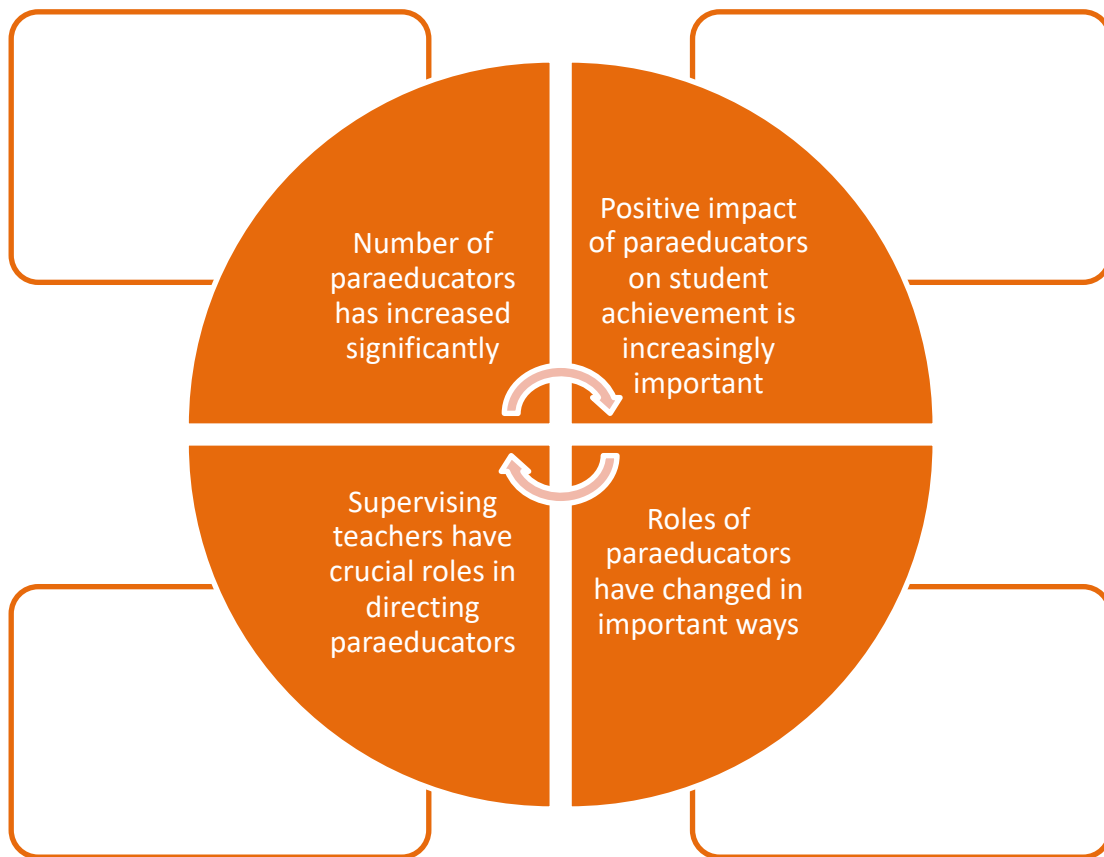
WHY? At Least 7 Reasons...

Opting for adult proximity rather than application of instructional expertise

Lack of an objective decision-making approach that is defensible

Acquiescing to parental pressure in absence of school advocacy for student needs

Responding to pressures from teachers who believe that inclusion equals more staff in their classrooms

With budget woes, some employed 2 para-educators in exchange for 1 certified teacher

Inappropriate decisions that paraeducators will exclusively serve in inclusive classrooms – special education teachers will remain in pull-out settings

An adaptive challenge <u>and</u> a technical problem

Five Solutions

| 1 | • Student-Centered Decisions |
2	• Improved Instructional Planning
3	• Clarity re: Pros and Cons of Para Support
4	• Teacher Training re: Responsibilities for Supervision
5	• Guiding Principles for Parents and Staff

Solution #1

Student-Centered Decisions

- Legal and ethical challenges
- Need a defensible decision-making process
- Need consistency across all schools in the district
- Not new – framework has been in place since 1975
- Must involve Budget Office

We Have Evolved

General Education

Special Education
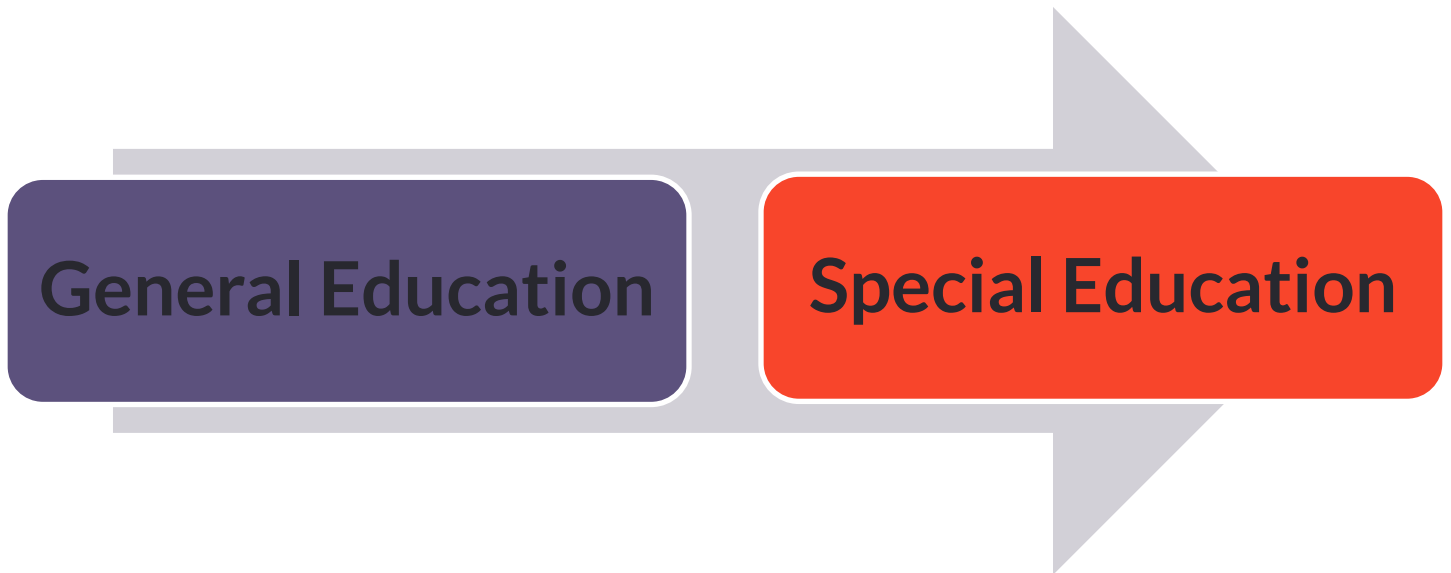
Consequences...

- Limited progress
- Separate curriculum
- Less academic learning time
- Repeat IEP goals
- Low grad rates
- >10% employed
- Cradle to Prison pipeline

"...removal occurs only when... regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily."

Inclusive Education Means...

- All students are educated in the general education classroom to the greatest extent appropriate
- Expectations are high
- The curriculum is the general education curriculum
- Instruction is standards-based
- Decisions are made on the basis of student needs and not labels and places
- Instructional and behavioral supports first – then decision about personal support

1. General Education Classroom

Neighborhood School

2.

3. General Education Curriculum

CONTINUUM
OF SUPPORTS

TIER 1
Research-based
Available to All

ADVANCE SUPPORT

IN-CLASS SUPPORT

SPECIALIZED SUPPORT

General Education

In Partnership with Special Education

Personnel Implications

TIER 1 (NO PERSONAL SUPPORT)	ADVANCE SUPPORT	IN-CLASS SUPPORT	SPECIALIZED SUPPORT
N/A	Certified Teacher, Paraeducator, Related Service Personnel, Instructional Specialists, Trained Volunteers	Student Peers, Cross-Age Peers Certified Teacher, Paraeducator *(not co-teaching),* Instructional Specialists, Related Service Personnel, Licensed Related Service Personnel	Certified Teachers, Paraeducator, Licensed Related Service Personnel

In-Class Support: Support Facilitation: When a Paraeducator is Assigned

Instructional/behavioral support provided on the basis of student needs in the general education classroom; may vary from one, two or three days each week to one-half of the class time each day of the week. The role of a teaching assistant conforms to the restriction from instructing students in new concepts and content. The teaching assistant carries out the responsibilities specified by a certified teacher.

Level 3 Excellence	The teacher and teaching assistant are comfortable with and follow the guidelines related to their individual roles.
	Team teaching is not an option that is implemented in a classroom in which support facilitation is provided.
	The teaching partners model a positive working relationship for the class.
	The roles of alternative teaching, one teach/one assist and one teach/one observe and station teaching are the predominant approaches in use.
	The opportunity to reduce the amount of support provided by the teaching assistant is reviewed regularly.
Level 2 Implementation	The class receiving support facilitation from a teaching assistant is composed of no more than the natural proportion of students with IEPs in the school, (typically 8-12%).
	The teacher finds a regular opportunity to plan with the teaching assistant re: his or her specific role in the classroom.
	The teacher ensures that the classroom management approach is consistent and followed as prescribed by the teaching assistant.
	The teaching assistant does not "over-support" or provide services that are stigmatizing to any student.
Level 1 Initiation	The teacher is responsible for creating lesson plans and for designating the specific role(s) the teaching assistant is expected to fulfill for each student/lesson.
	The teacher provides instruction and job-embedded training for the teaching assistant as needed.
	The teacher provides initial instruction in new concepts and content.
	The teaching assistant provides supportive services such as review, practice, re-teach, etc.

Solution #2

Improved Instructional Planning

The Hechinger Report (2017) suggests that … <u>at least 90% </u>of all students with disabilities should be able to master on-grade level content.	This is also the assertion of John Hattie, author of *Visible Learning: A synthesis of over 800 meta-analysis related to achievement (2017)* and educational researcher focusing on the most effective instructional strategies.

One Instructional Strategy, 6 Easy Questions

As designed?

Tier 1 in place?

With accommodations?

With modifications?

With behavioral supports?

With personal supports?

A Format to Guide Instructional Planning

Using the General Education Classroom as a Reference Point for Planning

Student _____

Teacher _____

Date _____

Sequence of Instruction						
Objective 1						
Objective 2						
Objective 3						
Objective 4						
Objective 5						

Objectives

FORM 2: ANALYSIS OF INSTRUCTIONAL AND PERSONAL SUPPORT NEEDS

Q: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

Current School: _____
Receiving School: _____
Student: _____
Case Manager (if applicable): _____
Grade (upcoming school year): _____
ID #: _____

SUBJECT/COURSE	INSTRUCTIONAL SUPPORT — Attach Accommodations Sheet or BIP										PERSONAL SUPPORT					
	As Designed	Are there aspects of Tier 1 instruction that can be incorporated to enable the student to be successful?			With Accommo-dations		With Curricular Modifications		With Assistive Technology	Behavior Intervention	Advance Support	In-Class Support			Specialized Support	
		YES		NO	YES	NO	YES	NO			Supports Prior to Instruction	Peers	Support Facilitation	Co-Teach	Outside Gen Ed Classroom	
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															

Accommodation: A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create and equal opportunity to demonstrate knowledge and skills. **Modification:** A change in WHAT the student is expected to learn and/or demonstrate. **Co-Teacher (CT):** A formal, yearlong or semester-long commitment between a general education teacher and a special education teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers) **Support Facilitator (SF):** An individual who provides a variety of supports, either to students and/or the general education teacher, which meets the needs identified through collaborative planning. (WHO? certified special populations teachers; licensed personnel, such as OT, PT, Speech, Paraprofessionals) **Behavior Interventions** that apply across the school day (if any). **Peer Support** refers to peers who have been formally trained as part of a school-wide peer support or peer assistance program.

Example of potential for adding detail to decision-making re: ACCOMMODATIONS (Source: https://tinyurl.com/o2t5nbb)

Presentation: A change in the way information is presented. Text-to-speech software, graphic organizers, color coded materials, chapter outline, vocabulary bank, sentence starters, large print textbooks, flow charts

Response: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, smaller segments of the test questions, questions presented in a different format (short essay, true/false, etc.)

Setting: A change in the learning environment. Preferential seating, structured learning centers, a quiet time space, fewer visual distractions

Timing and Scheduling: Change in the timing for an activity or test, providing more time to complete a task, use of a timer to establish appropriate pace, etc.

Example of potential for adding detail to decision-making re: MODIFICATIONS

Partial Modification: The student is able to master selected components, but not the entire grade level objective

Complexity Modified: The student masters the entire objective but at a different level of complexity (Bloom's Taxonomy)

Level Modified: The student is able to achieve a below-level objective related to the concept(s) or "big idea(s)" of the lesson

Alternative Objective: The student is able to meet an alternative objective that is aligned to the concepts of the grade-level objective.

Functional Objective: The student is able to master an objective that is designed to increase the student's level of independence in a functional life skill?

Example of potential for adding detail to decision-making re: BEHAVIOR

Have typical behavior management techniques (contracts, location of seating, explicit instruction in appropriate behaviors, etc.) been tried?

Has the school social worker or counselor visited the student and observed in the classroom to suggest Tier One strategies for improving behavior for this student?

If a BIP has been developed, is it implemented as designed and with fidelity?

© Revised 2015, Stetson and Associates, Inc. Adapted from: Thousand, J.S. Project Director. The Homecoming Model: Educating Students Who Present Intensive Educational Challenges Within Regular Education Environments, September 1986 -- and -- Grand Prairie ISD

Instructional Design Tool

Learner Objective/Unit Objective (What am I teaching?)

Evidence of Student Success (Observable/Measureable)

Pre-Assessment Tool/Information: (What do the students know about this learning objective? Their interests? Motivations?)

As Designed

Instructional Strategies/Activities	Grouping				Assessment/Product
	Whole Group	Individual	Partner	Small Group	

If needed, proceed to this section.

Additional Instructional Decisions
If needed, determine instructional supports for individual students.

Students who Require Instructional Supports	Instructional Accommodations?	Curricular Modifications?	In-Class Support?	Differentiated Assessment?	Per IEP (✓)
1.					
2.					
3.					
4.					

Accommodation: A change made to teaching or testing procedures in order to increase the student's access to information and to create an equal opportunity to demonstrate knowledge and skills. It is "how" instruction is delivered and/or learning is assessed. **Modification:** A change in what the student is expected to learn and/or demonstrate. It is "what" the student is expected to learn. **In-Class Supports** include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.

97% of all teachers indicate they differentiate lessons and apply accommodations and modifications as indicated in IEPs.

Typical Observations Reveal...

- Instruction is typically whole group and is not differentiated in the general education classroom – even with the presence of special education staff added for support;
- One-teach/One sit and One-teach/One gone
- Remedial approaches to instruction are used in special education settings that focus on skills missed rather than accelerated instruction that focuses on providing new strategies for learning and retaining essential knowledge;
- Resource delivery models are traditional in nature and do not reflect the standards for specially designed instruction;
- Paraprofessionals were observed providing initial instruction, rather than the appropriate role of instructional support following initial instruction by a certified teacher;
- Schedules and instructional strategies did not demonstrate a concerted effort to move students with disabilities to less restrictive environments;
- Students with disabilities are rarely "exited" from special education;
- Instructional technology/adaptive/assistive technology were not often in evidence.

Solution #3

Clarity re: Pros and Cons of Para Support

Unintended Detrimental Effects of Over-Support

Category of Effect	Description
Separation from Classmates	Student with a disability and paraprofessional are seated together in the back or side of the room, physically separated from the class.
Unnecessary Dependence	Student with a disability is hesitant to participate without paraprofessional direction, prompting or cueing.
Interference with Peer Interaction	Paraprofessional can create physical or symbolic barriers that interfere with interactions between a student with disabilities and classmates.
Insular Relationships	Student with a disability and paraprofessional do most everything together, to the exclusion of others (i.e., teachers and peers).
Feeling Stigmatized	Student with a disability expresses embarrassment/discomfort about having a paraprofessional because individual attention is already available.
Limited Access to Competent Instruction	Paraprofessionals are not necessarily skilled in providing competent instruction; some do the work for the students they support.
Interference with Teacher Engagement	Teachers tend to be less involved when a student with a disability has a paraprofessional because individual attention is already available.
Loss of Personal Control	Paraprofessionals do so much for the students with disabilities that they do not exercise choices that are typical for other students.
Loss of Gender Identity	Student with a disability is treated as the gender of the paraprofessional (i.e., male student taken into the female restroom).
May Provoke Problem Behavior	Some students with disabilities express their dislike of paraprofessional support by displaying inappropriate behaviors.

Solution #4

Teacher Training re: Responsibilities for Supervision
- Role clarity for both
- Annual training re: roles
- Add job-embedded training on continuous basis
- Protected time to collaborate
- Facilitate the teachers' evaluation/coaching roles

Responsibilities of Teachers Supervising Paraprofessionals

✔ **Clarify the roles of the teacher and the paraprofessional**
✔ **Explain the teaching philosophy and teaching style for the classroom including the paraprofessional's role in instruction.**
✔ **Delegate specific tasks**
✔ **Teach and model skills and techniques**
✔ **Monitor performance and provide feedback**
✔ **Build time in the schedule to plan and communicate**
✔ **BE FLEXIBLE!**

What is my Role as a Paraprofessional?

Directions: Working with a partner, indicate with an "X" the responsibilities you have been assigned and their frequencies.

Responsibility	Daily	Weekly	Monthly	Never	When Requested By Teacher/ Administrator
Provide input to daily/weekly lesson plans					
Develop students' schedules					
Provide input into choices of specific paraprofessional tasks					
Schedule volunteers					
Chart student data					
Monitor and correct students' behaviors					
Plan with general education teachers					
Plan with other paraprofessionals					
Coordinate related services for individual students					
Document student progress on report cards					
Adapt student assignments/tests					
Plan with grade level teams					
Provide support in the general education classroom					
Provide direct instruction to students					
Provide student support during testing					
Assist students with eating, dressing, personal care, and toileting					
Adapt instructional materials					
Assist with selection of technology for student use					
Provide training to other faculty members					
Provide training to peer tutors/assistants					
Observe students to give input					
Supervise peer supports					
Locate, arrange, or make instructional materials					
Supervise volunteers					
Participate in parent conferences					
Score tests and papers using keys					
Provide input into IEPs					
Attend IEP meetings					
Maintain student files or records					
Supervise playground, halls, lunchroom, busses, and loading zones					
Provide specific health needs as designated and trained by nurse or other professionals					
Assist students with adaptive devices or equipment					
Physically move students or assist students with movement from one place to another					

Enhancing the Role of the Paraprofessional

Directions: Indicate by a 3 the appropriate person(s) to complete the responsibilities listed in the left column.

Responsibilities	Para	Teacher	Shared
Preparing daily/weekly lesson plans			
Developing student and paraprofessional schedules			
Delineating specific paraprofessional tasks			
Determining support staff assignments			
Evaluating students			
Scheduling volunteers			
Developing data sheets			
Developing classroom behavior			
Planning with general education teachers			
Planning with paraprofessionals			
Coordinating related services			
Documenting student performance on report card			
Modifying student assignments/tests			
Planning with grade level teams			
Observing in the classroom			
Providing support in classroom			
Providing testing support			
Providing co-teaching instruction			
Providing behavioral intervention			
Providing personal assistance			
Modifying materials			
Selecting technology			
Providing faculty training			
Providing training to peer students			
Providing training to paraprofessionals			
Supervising peer supports			
Supervising paraprofessionals			
Supervising volunteers			
Conducting parent conferences			
Conducting evaluations			
Planning for ARD/IEPs			
Attending ARD meetings			

Support Roles for Teachers Supervising Paraeducators

Directions for **Paraeducator**: Your task is to think about this support role and to indicate your perceptions of its level of importance to you and your success. Use the scale from 1-10, with 1 being "not important" and 10 being "essential to your success" as a paraeducator. Indicate whether you wish to have more or less of each type of support from your supervising teacher.

Directions for **Supervising Teacher**: Your task is to consider each of these support roles from your perspective of an educator responsible for supervising one or more paraeducators. Use the scale from 1-10 to indicate how important you feel each support role is to the success of your paraeducator(s). Decide whether you feel that you should provide more or less of each type of support to increase the impact of paraeducator services.

Once this form has been completed by the supervising teacher and paraeducator, use your results as a discussion tool for meeting with your paraeducator partner.

Supervising Teacher Support Role	Completed by Paraeducator				Completed by Teacher				Notes
	Importance to Success of Paraeducator (1-10)	Current Level of Need for this Support Role			Importance to Success of Paraeducator (1-10)	Current Level of Need for this Support Role			
		More	Less	None		More	Less	None	
1. Communication with the paraeducator									
2. Assigning appropriate tasks									
3. Planning and scheduling									
4. Directing instructional support provided to students									
5. Providing on-the-job training and modeling for skill development									
6. Monitoring performance									
7. Providing effective feedback									
8. Including the paraeducator as a valued member of the team									

Discussion Section

Are we in agreement regarding the importance of each of the roles assigned to supervising teachers? Discuss your level of agreement with each task and any area(s) in which your perceptions of the level of importance of the task is not consistent.

Are we in agreement regarding the current level of need for this support role? Discuss your level of agreement regarding the need for more or less support. On the format provided below, record your action steps to increase or decrease the level of support provided to the paraeducator in his or her role of providing instructional support to students.

Action Steps

Supervising Teacher Role	Collaborative Decision re: Level of Support Needed			Action Steps
	More	Less	None	
1. Communication with the paraeducator				
2. Assigning appropriate tasks				
3. Planning and scheduling				
4. Directing instructional support provided to students				
5. Providing on-the-job training and modeling for skill development				
6. Monitoring performance				
7. Providing effective feedback				
8. Including the paraeducator as a valued member of the team				

Key Areas for Teacher/Para Communication:
A Guide to Starter Questions

Lesson Planning	*Instruction*
• How will the paraprofessional participate in the planning process? Will he/she provide input for specific students? How will teacher get the necessary information? • What will the paraprofessional need in order to be prepared to work with students? • What does the teacher need to know about the para in order to delegate instructional tasks?	• What will it look like for the para when implementing a part of the lesson plan? • How will this be communicated to the para? • How will information on IEP goals and objectives be addressed? • Has the para been trained in any specialized intervention programs that might be part of the IEP?
Student Behavior	*Communication*
• Does the para have a copy of behavioral expectations and guidelines? Has he/she been provided with a copy of the classroom guidelines? • How do we want to communicate to the students the para's authority to implement behavioral expectations and rules? • Is the para comfortable with implementing the behavior management plan? • Who will train the para in behavior management if needed?	• How will teacher and paras communicate about student needs, interventions, and progress? • Will the para communicate with parents? If so, are there any guidelines and cautions with which they need to be aware? • Is there a communication protocol that should be followed? If so, is para aware of the protocol? • Will the para need to document any communications that are part of his/her role?

Adapted from Paraprofessionals and Teachers Working Together, S. Fitzell, 2007

Schedule for Paraprofessional Staff

School: _____   Date Prepared: _____   Schedule for: _____

Use information from the Activity Analysis Worksheet (Form 2) to prepare the daily schedule for each paraprofessional on the staff.

Time	Class/Subject	Student(s)	Supervising Teacher	Support Type External In-Class Spec Support	Details re: Support Acc Modif Behav Other	Skills Required	Observation Schedule ∨
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							

Time/Days per Week	Duty	Responsible for:	Skills Required	Observation Schedule ∨

Remember: To make best use of instructional paraprofessionals, eliminate or significantly limit the amount of time spent on duties outside the classroom.

Paraeducator Weekly Log

Paraeducator: _____

Student(s) Assisted: _____

Subject: _____

Week of: _____

Day	Classroom Activity Lecture, Group, Video, etc.	Student's Reaction To teacher, students, and subject/activity	Behavior Does student pay attention, participate, etc.?	Modification	Tutor Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Paraprofessional Task Preparation

Directions for the paraprofessional: Complete this form by considering your own preparation and confidence to perform each task. Decide how prepared and confident you feel for each task / duty. Circle 1 if you are unprepared to do the task and want / need training in order to begin. Circle 2 to show that you may begin doing the task, but need further instruction. Circle 3 or 4 to show that you want more training to improve your skill. Circle 5 if you feel well prepared and confident.

Supervision of Groups of Students

1. Teach appropriate social behaviors in common areas 1 2 3 4 5
2. Carry out behavior management 1 2 3 4 5
3. Participate in classroom behavioral system as directed 1 2 3 4 5
4. Provide reinforcement /support in IEPs / behavior plans 1 2 3 4 5
5. Mediate interpersonal conflicts between students 1 2 3 4 5
6. Provide cues, prompts to students who are mediating conflicts 1 2 3 4 5
7. Provide physical proximity for students with behavior problems 1 2 3 4 5
8. Circulate in classroom to provide behavioral supports where needed 1 2 3 4 5
9. Enforce class and school rules 1 2 3 4 5
10. Assist students who are self-managing behavior (e.g provide cues, prompts) 1 2 3 4 5
11. Help students develop / self-monitor organizational skills 1 2 3 4 5
12. Provide cues, prompts to students to use impulse / anger control strategies 1 2 3 4 5
13. Provide cues, prompts to students to employ specific prosocial skills 1 2 3 4 5
14. Teach pro-social skill lessons 1 2 3 4 5
15. Facilitate appropriate social interactions among students 1 2 3 4 5
16. Assist other students in coping with the behaviors of specific students...................1 2 3 4 5

Support Instruction

17. Conduct drill & practice activities (e.g. vocabulary, math facts, ...1 2 3 4 5
18. Read / repeat tests or directions to students 1 2 3 4 5
19. Read with students (specify techniques e.g. guided oral reading, etc.) 1 2 3 4 5
20. Help students complete written assignments 1 2 3 4 5
21. Give objective tests (e.g. spelling, math) 1 2 3 4 5
22. Assist students to compose original work (e.g. stories, essays, reports) 1 2 3 4 5
23. Tape record stories, lessons, assignments 1 2 3 4 5
24. Read to students...1 2 3 4 5
25. Listen to students reading orally..1 2 3 4 5
26. Help students' work on individual projects 1 2 3 4 5
27. Facilitate students' active participation in cooperative groups 1 2 3 4 5
28. Help students select library books / reference materials 1 2 3 4 5
29. Help students use computers...1 2 3 4 5
30. Monitor student performance as directed...1 2 3 4 5
31. Re-teach/reinforce instructional concepts introduced by teachers 1 2 3 4 5

Data Collection / Reporting

32. Observe and record student progress in academic areas 1 2 3 4 5
33. Observe and record individual student behaviors 1 2 3 4 5
34. Observe and record student health needs 1 2 3 4 5
35. Observe and record student food / liquid intake 1 2 3 4 5
36. Observe and record student bathroom use / needs 1 2 3 4 5
37. Observe and record student communication skills, adaptive equipment 1 2 3 4 5
38. Observe and record student social interactions / initiative, etc. 1 2 3 4 5
39. Observe and record behavior of classes, large, or small groups 1 2 3 4 5

Activity Preparation / Follow-up

40. Find / arrange materials / equipment (e.g. mix paints, set up lab materials) 1 2 3 4 5
41. Adapt materials / equipment as specified for particular student 1 2 3 4 5
42. Construct learning materials as directed 1 2 3 4 5
43. Prepare classroom displays 1 2 3 4 5
44. Organize classroom supplies / materials 1 2 3 4 5
45. Operate equipment (e.g. tape recorders, VCRs, overhead projectors) 1 2 3 4 5
46. Make audio and/or visual aids (transparencies, written notes, voice notes etc.) ... 1 2 3 4 5
47. Help prepare and clean up snacks 1 2 3 4 5
48. Help students clean up after activities 1 2 3 4 5
49. Distribute supplies / materials / books to students 1 2 3 4 5
50. Collect completed work from students / return papers to students 1 2 3 4 5

Ethical Practice

51. Maintain confidentiality of all information regarding students 1 2 3 4 5
52. Respect the dignity of every child at all times 1 2 3 4 5
53. Report suspected child abuse according to the law, local policies, procedures 1 2 3 4 5
54. Abide by school district policies, school rules, and team standards in all areas 1 2 3 4 5
55. Communicate with parents and families only as directed by the teacher 1 2 3 4 5
56. Carry out all assigned duties responsibly, in a timely manner 1 2 3 4 5
57. Protect the welfare and safety of students at all times 1 2 3 4 5
58. Maintain composure / emotional control while working with students 1 2 3 4 5
59. Demonstrate punctuality, good attendance, and report absences as directed 1 2 3 4 5
60. Maintain acceptable hygiene and appearance 1 2 3 4 5
61. Protect the privacy and dignity of school staff members/adults in the school 1 2 3 4 5
62. Accept assigned tasks graciously 1 2 3 4 5
63. Request direction, instruction, or guidance for new or unfamiliar tasks 1 2 3 4 5

Team Participation / Membership

64. Meet with team as scheduled / directed 1 2 3 4 5
65. Participate in team meetings by contributing information, ideas, and assistance .. 1 2 3 4 5
66. Participate in team meetings by listening carefully to the ideas of others 1 2 3 4 5
67. Engage in appropriate problem-solving steps to resolve problems 1 2 3 4 5
68. Engage in mature conflict management steps / processes 1 2 3 4 5
69. Use appropriate communication actions in adult-adult interactions 1 2 3 4 5
70. Respect the dignity of other adults 1 2 3 4 5
71. Participate in learning activities as specified in growth and development plan 1 2 3 4 5
72. Participate in school wide growth and development activities as specified 1 2 3 4 5

Clerical Work

73. Take attendance 1 2 3 4 5
74. Type reports, tests, IEPs, assessment reports 1 2 3 4 5
75. Make copies 1 2 3 4 5
76. Sort and file student papers 1 2 3 4 5
77. Record grades 1 2 3 4 5
78. Inventory materials and fill out routine forms 1 2 3 4 5
79. Maintain files for IEPs, assessment reports, other program reports 1 2 3 4 5

Documentation of Task Independence

Assigned Task	Level of Independence				
(Taken from personalized job description)	Independent	Developing	Emerging	Unable	Unwilling

Definitions

Independent   paraeducator is able to perform task, as taught, without guidance

Developing   paraeducator can perform task, as taught, but relies on cues or prompts for portions of the performance

Emerging   paraeducator performs parts of task or tries to perform but requires substantial guidance to complete all aspects

Unable to Perform   paraeducator does not know how to perform the task

Unwilling to Perform   paraeducator is unwilling to perform the task

Solution #5
Guiding Principles for Parents and Staff

The First IEP Meeting (and for periodic review):
Building a Strong Foundation for the Many IEP Meetings to Come

Frequent Areas of Tension	Guiding Principles
1. When 'adult' issues on the part of educators or parents become more important than 'student-centered' issues.	1.1 The student is at the center of all of our discussion and decisions.
	1.2 Each IEP developed in our school is unique and based on the needs and strengths of each student.
2. The ideal is our standard. We will load the IEP with features and services that may not be needed but we will list them 'just in case'.	2.1 Success for students with disabilities is the eventual decrease, whenever appropriate, of external supports such as time with special education teachers, paraeducators and related service personnel. 2.2 Success for students with disabilities is the decrease in the amount of time the student spends outside of the general education classroom. 2.3 Success for students with disabilities is a decrease in the type and number of instructional accommodations and curricular modifications. 2.4 Success for some students with disabilities may mean the opportunity to exit special education service altogether. 2.5 These goals are only accomplished with great attention to the success of the student, both in school and in their adult lives.
3. The student is moving from elementary to middle school or from middle school and since that is a very different environment, we should add more time with special education personnel.	3.1 The supports a student currently needs is the best consideration for determining supports needed in the 'next environment', such as from elementary school to middle school or middle school to high school. If a different level of support is needed at the next level, the new school will be quickly convened a new IEP meeting to discuss needed revisions.
4. A paraeducator is frequently requested out of parental concern for safety or from a belief that continuous adult support is the most beneficial for their child.	4.1 The need for paraeducator support is a highly individualized decision and must follow explicit statements of needed instructional and/or behavioral supports. 4.2 It is important to rule out 'unintended detrimental effects' of paraeducator support. 4.3 Paraeducator support for an individual student is one of the most intensive and potentially intrusive supports schools can provide and the opportunity to fade this support should be frequently reviewed. 4.4 Avoid assigning a 1:1 paraeducator – rather stipulate when and where paraeducator support should be scheduled. The para may vary.
5. Ask parents to add their thoughts too.	

Guiding Principles for Successful IEP Meetings

The _____ Independent School District is committed to IEP meetings that Build Positive **Relationships** *and* Achieve Positive **Results** for the Student.

With this in mind, our Guiding Principles are:

1. The student is at the center of all of our discussion and decisions.

2. Each IEP developed in our school is unique and based on the needs and strengths of each student.

3. Success for students with disabilities is the eventual decrease, whenever appropriate, of external supports such as time with special education teachers, paraeducators and related service personnel.

4. Success for students with disabilities is an increase in the amount of time the student spends in the general education classroom with his peers.

5. Success for students with disabilities is a decrease in the type and number of instructional accommodations and curricular modifications.

6. Paraeducator support for an individual student is one of the most intensive and potentially intrusive supports schools can provide and the opportunity to fade this support should be frequently reviewed.

7. Success for some students with disabilities may mean the opportunity to exit special education service altogether.

8. These goals are only accomplished with great attention to the success of the student, a strong partnership involving educators and parents, and every meeting, phone conversation, or email is an opportunity to continue to build this positive relationship.

9. The supports a student currently needs is the best consideration for determining supports needed in the 'next environment', such as from elementary school to middle school or middle school to high school. If a different level of support is needed at the next level, the new school will be quickly convened a new IEP meeting to discuss needed revisions.

And so on.....

Quality Standards for Each Level of Support for Staffing Inclusive Schools
In-Class Support: Support Facilitation
When a Teaching Assistant is Assigned

Instructional/behavioral support provided on the basis of student needs in the general education classroom; may vary from one, two or three days each week to one-half of the class time each day of the week. The role of a teaching assistant conforms to the restriction from instructing students in new concepts and content. The teaching assistant carries out the responsibilities specified by a certified teacher.

Level 3 Excellence	The teacher and teaching assistant are comfortable with and follow the guidelines related to their individual roles.
	Team teaching is not an option that is implemented in a classroom in which support facilitation is provided.
	The teaching partners model a positive working relationship for the class.
	The roles of alternative teaching, one teach/one assist and one teach/one observe and station teaching are the predominant approaches in use.
	The opportunity to reduce the amount of support provided by the teaching assistant is reviewed regularly.
Level 2 Implementation	The class receiving support facilitation from a teaching assistant is composed of no more than the natural proportion of students with IEPs in the school, (typically 8-12%).
	The teacher finds a regular opportunity to plan with the teaching assistant re: his or her specific role in the classroom.
	The teacher ensures that the classroom management approach is consistent and followed as prescribed by the teaching assistant.
	The teaching assistant does not "over-support" or provide services that are stigmatizing to any student.
Level 1 Initiation	The teacher is responsible for creating lesson plans and for designating the specific role(s) the teaching assistant is expected to fulfill for each student/lesson.
	The teacher provides instruction and job-embedded training for the teaching assistant as needed.
	The teacher provides initial instruction in new concepts and content.
	The teaching assistant provides supportive services such as review, practice, re-teach, etc.

<div style="background:#F5B800">**PARAPROFESSIONAL**</div>

Budget Analysis: Efficient, Effective, Appropriate Use of Staff

This checklist will enable leaders to analyze the degree to which special education paraprofessionals are assigned and used effectively so that time and talents are maximized.

	Yes	No	If no, provide explanation or exceptions	Recommendation to address this factor if warranted
1. What is the proportion of 1:1 paraprofessionals to total number of paraprofessionals in the district? Is it limited to 5% or less?				
2. What is the proportion of paraprofessionals to teachers in the district? Is it less than 60%?				
3. Is there a structured process for determining need for paraprofessionals?				
4. Are paraprofessionals spending at least 95%* of their time providing instructional supports?				
5. Do the paraprofessionals schedules match the needs of special education students?				
6. Does the district provide training and monitoring of positive behavioral supports to ensure that staff are not used to provide proximity control when behavioral strategies would be most appropriate?				

Suggestions for Increasing the Effectiveness and Efficiency of Paraprofessional Staff

The following is a list of suggestions supported by best practice and may be used as a guide to increase efficiency and effectiveness of paraprofessional staff.:

		In Place?	Suggestions
Schedules Based on Student Need	1. IEP decisions re: the need for **paraprofessionals** supports are made only after instructional supports are considered.		
	2. The **paraprofessionals** schedule reflects the student, times, types of service, supervising teacher throughout the school day.		
	3. A minimum of 95%* of the school day is spent on instructional support tasks.		
Role Clarify	4. Supervising teachers clarify the **paraprofessionals** job tasks at the beginning of the school year and at regular intervals throughout the school year.		
	5. Supervising teachers ensure that the roles of **paraprofessionals** are both legal and appropriate (i.e. **paraprofessionals** are not assigned roles reserved for certified teachers).		
Skill Development	6. All **paraprofessionals** are highly skilled in the positions assigned.		
	7. Throughout the school year, the supervising teachers and **paraprofessionals** monitor and adjust, as needed, their skill development needs of **paraprofessionals**.		
	8. These skill development needs are met through formal professional development and/or job-embedded training.		
	9. **Paraprofessionals** who are not able or do not meet the requirements for their role assignments are dismissed or are reassigned to other positions for which they are suited.		
Supervision & Monitoring to Promote Quality	10. A formal planning time is scheduled to enable teachers and **paraprofessionals** to prepare responsibility for the delivery of appropriate services.		
	11. Supervising teachers are trained in their roles to provide direction, model expected **paraprofessional** competencies, and provide coaching, and regular evaluation and feedback to **paraprofessionals**.		

*These figures are not legally based but are recommended practice by Stetson and Associates, Inc.

Checklist for Principals Scheduling Special Education Services

When asked to name the most challenging aspect of inclusive education, most administrators and teachers name 'staffing and scheduling' for successful inclusion as their top concern. This is particularly understandable if the school does not have an objective, student-centered process in place for guiding these key decisions. Often, schools find that they do not need more staff in order to meet student needs appropriately; they need to use the staff they have more effectively and efficiently.

Indicator	✓
1. Staffing and scheduling decisions are based solely on the needs of individual students through an objective, student-centered process. Decisions are not made on the basis of labels, places, or available services.	
2. In-class support options, such as co-teaching, support facilitation, and use of peers, are the predominant service delivery options for special needs students in our school.	
3. No single approach, such as co-teaching, is used as the model for inclusive education. This defies the notion of individualized decision-making for each student.	
4. Scheduling for special needs students is addressed before the master scheduling process.	
5. Resources are used effectively and efficiently. This includes proper selection, training, and support of paraprofessionals, non-categorical staffing, peer tutoring models, etc.	
6. Speech/language pathologists, occupational and physical therapists, and other typically itinerant personnel promote the use of their services within the context of the general education classroom when appropriate. An inclusive model for these staff positions has replaced the traditional medical model and professional development and systems-level support for this shift in perspective and practice are provided.	
7. Special populations teachers and para-educators are not assigned to cover classrooms in the event of a faculty member's absence. Principals and others understand that the support that these individuals provide to special needs students and to general education teachers cannot be compromised.	
8. Special populations teachers recognize that they may serve in multiple roles throughout the day on the basis of student needs. Their roles are no longer defined by place or by a specific disability category.	
9. The principal recognizes that schedules must flex as students move in and out of the school and as individual student needs change over time.	
10. Special education personnel understand that their roles must flex on the basis of student needs. In one day, a special education teacher may provide advance support, in-class support, and support outside of the general education classroom.	

WORKING WITH PARAEDUCATORS
A Supervising Teacher's Plan of Action

AREA FOR DISCUSSION	TOOLS THAT WILL BE HELPFUL	NOTES
Role Clarity		
Monitoring Student Progress		
Explaining IEP Goals		
Building a Collaborative Partnership		
FERPA		
Discussing Ways to Work with Students		
Communicating Effectively with Students		
Accommodations vs. Modifications		
Understanding Accommodations		
In-Class Support		

Review your handout to identify those tools you want to use when you meet with your paraeducator support. Under notes identify any areas you want to clarify with your campus administrator.