



Update for District Contacts for Paraprofessional Issues

February 2012

New CREC COMPASS Module on School Climate

The Connecticut State Department of Education (CSDE), established the District Contacts for Paraprofessional Issues to disseminate information on the importance of paraprofessionals and their supervisors. The focus of this newsletter is to provide resources for more effective teacher and paraprofessional collaboration.

The Bureau of Accountability and Improvement at the CSDE and the Capitol Region Education Council (CREC) have collaborated to develop a new advanced module under the COMPASS Series. This module, *School Climate: Creating Environments that Are Safe For All*, was developed to educate paraprofessionals on their roles and responsibilities related to school climate. Understanding school climate is needed to develop and maintain learner-centered, supportive, safe environments. Participant outcomes for this module include:

- Define school climate;
- Recognize and support positive school climate;
- Understand the Connecticut Act Concerning the Strengthening of Bullying Laws;
- Understand reporting responsibilities;
- Identify roles and understand behavior of perpetrator, target, and witness;
- Learn strategies to intercede in bullying behavior; and
- Teach students to avoid mean behaviors.

District/agency personnel who have already had the COMPASS Basic Train the Trainer have been invited to attend a half day Train the Trainer session on this new module. We anticipate that this module will be available for in district professional development this spring.

The COMPASS is a comprehensive job embedded professional development curriculum developed specifically for paraprofessionals. This curriculum is research-based in both design and instructional outcomes. Elements of the design include:

- Evidence-based curriculum design model from the University of Kansas, Center for Research on Learning Strategic Instruction Model;
- Review by recognized experts in the field of paraprofessional training and support;
- Evaluation instruments created and analyzed by a nationally recognized program assessor; and
- Field testing in public school settings.

For more information regarding the *School Climate Module and COMPASS*, please contact: Scialdone, Janet [jscialdone@crec.org] or log onto: www.crec.org/paraprofessional.

30th National Conference For Paraeducators and Other Related Service Providers Paraeducator/Teacher Teams: Two-Steppin' in the Right Direction! March 1-3, 2012, Hilton Palacio Del Rio, San Antonio, Texas

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For over two decades, this conference has responded to the professional development needs of these varied individuals and provided the opportunity to bring together a broad range of audiences. It is anticipated that over 1,000 will attend this year's conference including paraeducators, policy makers and administrators, personnel developers and 2- and 4-year colleges and universities, parents, representatives of unions and professional organization. Participants will gain knowledge of new dimensions in the roles, preparation, supervision, and career mobility for the Paraeducator workforce.

Session topics will address:

- Research initiatives focusing on paraeducator effectiveness, training and supervision, one-to one use of paraeducators or other pertinent topics;
- Hands-on-training designed to strengthen on-the-job performance of paraeducators; and
- Standards and professional development models for preparing supervisors to work effectively with paraprofessionals and direct service providers.

For more information, please log onto: www.nrcpara.org

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CLASSROOM ROLES

A clear understanding of each team member’s role, couple with ongoing communication, is vital to effective collaboration. The following chart provides guidance on each team member’s role and the areas of communication involved.

	Teacher Role	Paraprofessional Role	Areas of Communication
Instruction	<ul style="list-style-type: none"> Plan all instruction, including small group activities Provide instruction in whole-class settings 	<ul style="list-style-type: none"> Work with small groups of students on specific tasks, including review or re-teaching of content 	<ul style="list-style-type: none"> Teachers provide specific content and guidance about curriculum, students and instructional materials Paraprofessionals note student progress and give feedback to teachers
Curriculum & Lesson Plan Development	<ul style="list-style-type: none"> Develop all lesson plans and instructional materials Ensure alignment with standards, student needs and IEPs 	<ul style="list-style-type: none"> Provide assistance in development of classroom activities, retrieval of materials and coordination of activities 	<ul style="list-style-type: none"> Mutual review of lesson plan components prior to class Teachers provide guidance about specific instructional methods
Classroom Management	<ul style="list-style-type: none"> Develop and guide class-wide management plans for behavior and classroom structures Develop and monitor individual behavior management plans 	<ul style="list-style-type: none"> Assist with the implementation of class-wide and individual behavior management plans Monitor hallways, study hall and other activities outside normal class 	<ul style="list-style-type: none"> Teachers provide guidance about specific behavior management strategies and student characteristics Paraprofessionals note student progress and activities and give feedback to teachers
Accommodations & Modifications	<ul style="list-style-type: none"> Determine (with IEP team) proper accommodations for students with disabilities Incorporate accommodations into all lesson plans Develop modified materials 	<ul style="list-style-type: none"> Guided by teacher and IEP, provide appropriate accommodations to material (enlarged print, taking notes, reading material aloud) 	<ul style="list-style-type: none"> Teachers guide paraprofessionals in the use of specific adaptations and ensure that paraprofessionals are aware of IEP goals and adaptations Paraprofessionals provide feedback about student progress and the success of adaptations
Assessment	<ul style="list-style-type: none"> Determine, create, and administer appropriate formal and informal assessments Determine modifications and accommodations to be used for formal assessments Use assessment results to inform future planning and curriculum development 	<ul style="list-style-type: none"> Assist in the administration of assessments Implement accommodations for assessments Collect anecdotal student information on a regular basis 	<ul style="list-style-type: none"> Teacher provides guidance about the content and implementation of all assessments Paraprofessional provides feedback about student progress Mutual conversations about anecdotal information and informal student data collection

Adapted from the Access Center: *Improving Outcomes for All Students K-8*.
http://www.k8accesscenter.org/training_resources/documents/Tchr-ParaCollaboration.pdf

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