



Teacher Supervisory Checklist

Preschool-Grade 12



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2007

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A Checklist of Knowledge and Skills for Teachers Supervising Paraprofessionals in Preschool-12



2007



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ACKNOWLEDGEMENTS

In May 2004, the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students Birth to 21*, developed by the State Advisory Committee (SAC) on Special Education and CT's Comprehensive System of Personnel Development (CSPD) Council, was published by the State Education Resource Center (SERC). This document surfaced many questions regarding *how* to train and support paraprofessionals in light of budget crunches and the paucity of relevant materials. Kjell Fenn, Consultant at SERC and Trainer of paraprofessionals throughout Connecticut, initiated the development of a self-assessment checklist based on the Guidelines which were revised in 2007. Marianne Kirner, SERC, Peg Hayden, Rhode Island Department of Education, Iris White, American Federation of Teachers, Rosemary Tralli, and Perri Murdica, Connecticut State Department of Education, provided consultation as the content and language of the checklist were refined. After many revisions, edits, and changes, the **Assessment Checklist for Paraprofessionals** was completed.

This same group of individuals collaborated to create the **Teacher Supervisory Checklist** as a companion document to the **Assessment Checklist for Paraprofessionals**. Their goal was to develop an informal assessment of the knowledge and skills competencies of the teacher as supervisor of paraprofessionals within a school or program.

Special thanks to the Connecticut State Department of Education for their continuing encouragement and assistance in the development of this document. Thanks also to Debbie Williams, Education Services Specialist, SERC, Jodylynn Talevi, Technology/Media Associate, SERC, and Erin McNamee, Consultant, SERC, for their diligence in bringing the resource to publication.

INTRODUCTION

The *No Child Left Behind Act* (NCLB) of 2001 states that paraprofessionals are to be “under the direct supervision of a teacher” (NCLB Non-Regulatory Guidance, U.S. Dept. of Ed., Title I: Paraprofessionals, D-1, p.10, (March 1, 2004)) and the *Individuals With Disabilities Education Act* (IDEA) indicates that “a state may allow paraprofessionals and assistants who are appropriately trained and supervised” (34 CFR Section 300.136 (f)) to be used in the provision of special education services. Further, the *IDEA Partnerships Paraprofessionals Initiative* states that a paraprofessional “performs tasks as prescribed and supervised by the licensed/certified professional/practitioner. Paraprofessionals perform specific duties as directed by the licensed/certified professional/practitioner. The licensed/certified professional/practitioner maintains responsibility for assessing the learner and family needs, and for planning, evaluating, and modifying programs” (Report to the U.S. Department of Education, Office of Special Education Programs (OSEP), December 2001. The Connecticut *Guidelines for the Training and Support of Paraprofessionals Working with Students Birth to 21* (2007) reasserts that “a paraprofessional is 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” (page 13).

Paraprofessionals are an important part of the early intervention and educational workforce. As articulated in the introduction of the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21* (2007), “paraprofessional roles and responsibilities continue to grow and systems must work diligently to ensure high quality personnel and services” (page 5). This **Teacher Supervisory Checklist (TSC)** is designed to aid teachers and administrators in supporting and enhancing the skills of paraprofessionals through effective supervision. This checklist is also intended to be used as a guide for teachers in their own self-assessment regarding supervisory skills and competencies; a collaborative informal assessment between the teacher supervisor and paraprofessional; a needs assessment regarding teachers as supervisors of paraprofessionals in a school or district; and/or a guide in the design of professional development for teachers as supervisors of paraprofessionals.

The **Teacher Supervisory Checklist**, which is based on the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students Birth to 21* (2007), 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*; all of the standards in this document come from the Guidelines. This checklist is not an evaluation or a judgment of the teacher as supervisor or the performance of the teacher as supervisor; it is a means of identifying, enhancing, and articulating the knowledge competencies and skills of the teacher as supervisor for use by the teacher, paraprofessional, and administrator.

DEFINITIONS

Paraprofessional is used as a general term to indicate any non-certified school personnel working with students, Preschool to 21, on a regular basis. For the purposes of the **Teacher Supervisory Checklist**, a paraprofessional refers specifically to instructional paraprofessionals - those who work in classrooms and work with teachers and students.

The term **supervisor** refers to a certified professional, typically a teacher, with whom the paraprofessional works on a regular basis.

SUGGESTED USES OF THE TEACHER SUPERVISORY CHECKLIST:

- 1. Self-assessment tool for individual teacher supervisors of paraprofessionals.**
- 2. Collaborative informal assessment between a paraprofessional and teacher supervisor.**
- 3. Needs assessment regarding teacher supervisors of paraprofessionals in a school or district.**
- 4. Guide in the design of professional development for teacher supervisors of paraprofessionals.**

STEP BY STEP GUIDE FOR SUGGESTED USES OF THE TEACHER SUPERVISORY CHECKLIST:

- 1. Self-assessment tool for individual teacher supervisors of paraprofessionals.**
 - a) Select one standard.
 - b) Complete all the items listed under that standard.
 - c) Choose up to three (3) items that have been scored at a two or below.
 - d) Use the *First Steps* form (page 9-10) to set goals to increase competence, knowledge, and/or skills in those areas.
- 2. Collaborative informal assessment between paraprofessional and teacher supervisor.**
 - a) The teacher supervisor and paraprofessional obtain separate copies of the *Teacher Supervisory Checklist*.
 - b) Choose a particular standard for each to complete.
 - c) After the checklist is completed by both the teacher supervisor and paraprofessional, the two of them should review each other's checklist, remembering that this is an assessment tool, not an evaluative measurement or judgment.
 - d) Any discrepancies between any items should be discussed with a rationale from each partner as to how he/she scored the standard.
 - e) The objective of this assessment is to support and provide professional development for the teacher supervisor. He/she should not be expected to work on more than three items during one period of time (as mutually agreed upon by both the teacher supervisor and the paraprofessional).
 - f) The teacher supervisor and paraprofessional should create, set, and plan goals and first steps (see page 9-10) to achieve success on those particular focus items.
 - g) The teacher supervisor and paraprofessional should set regular meeting times (informal or formal) in order to monitor progress, challenges, and small and large successes.
 - h) When the items have been successfully mastered, the teacher supervisor and paraprofessional may decide to complete another checklist or reevaluate the already completed checklist to identify other items to consider for continued growth and improvement.
- 3. Needs assessment regarding teacher supervisors of paraprofessionals in a school or district.**
 - a) Choose a particular standard for each teacher supervisor to complete.
 - b) Gather and analyze the results.
- 4. Professional development designed for teacher supervisors.**
 - a) Choose a particular standard.
 - b) Have each participant complete the chosen standard.
 - c) Gather materials/information regarding the standard.
 - d) Form a study group or hold discussions regarding the chosen standard, recording the salient points.

STANDARD 1:

To Serve As Leaders Of Program Implementation Teams And To Supervise Paraprofessionals

Teachers Demonstrate The Following Knowledge And Skill Competencies:

		5	4	3	2	1	N/A
1	Understanding of the value of a team approach in the delivery of services.						
2	Understanding of the distinctions in teacher and administrator roles in the employment, management, supervision, evaluation, and preparation of paraprofessionals.						
3	Understanding of distinctions in the roles and responsibilities of teachers and paraprofessionals.						
4	Awareness of the contributions that paraprofessionals make to increasing the availability of individualized learning experiences and services.						
5	Awareness of Federal and State laws and regulations and district / agency policies and practices that influence the employment, roles and responsibilities, supervision, and preparation of paraprofessionals.						
6	Understanding of the responsibilities of teachers for supervising paraprofessionals in program implementation teams.						
7	Awareness of district / agency policies that may require paraprofessionals to participate in program planning teams.						
8	Awareness of interactive, problem-solving, and decision-making techniques that build and maintain effective program planning and program implementation teams.						
9	Ability to plan work assignments for paraprofessionals based on program requirements and learning objectives for individuals and groups.						
10	Ability to appropriately delegate tasks to paraprofessionals based on their qualifications to carry out an assignment.						
11	Ability to share information with paraprofessionals about their roles as members of program planning teams, if required by district / agency policies, as well as the roles of other team members, including families, in the development of learner goals.						
12	Ability to monitor the day-to-day performance of paraprofessionals and to provide principals / agency administrators with relevant information about the strengths and professional development needs of paraprofessionals.						
13	Ability to provide systematic on-the-job training and mentoring to paraprofessionals.						

Rating Scale: **5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable**
(If there are any statements for which the answer is unknown, check the box marked N/A.)

STANDARD 2:

To Ensure That Paraprofessionals Contribute To Learner-Centered, Supportive Environments

Teachers Demonstrate The Following Knowledge And Skill Competencies:

		5	4	3	2	1	N/A
14	Understanding of the contributions that paraprofessionals make to serving children and youth in supportive, learner-centered environments.						
15	Awareness of district / agency and/or State / local government policies and procedures for reporting suspected physical, sexual, and psychological child abuse.						
16	Awareness of effective strategies for involving families in all aspects of their child's learning experiences.						
17	Awareness of distinctions in teacher / provider and paraprofessional responsibilities for sharing information with families about learner performance, and/or engaging families in their child's learning experiences.						
18	Ability to share and/or reinforce information with paraprofessionals about Federal, State, and local policies and procedures that ensure the safety, health, and well-being of children, youth, and staff.						
19	Ability to plan paraprofessional activities that help to maintain supportive learner-centered environments and protect the safety, health, and well-being of children, youth, and staff.						
20	Ability to appropriately involve paraprofessionals in activities that engage families in their child's learning experiences.						
21	Ability to model skills that demonstrate respect for the views, rights, and contributions of children and youth, families, and school / agency personnel.						

Rating Scale: **5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable**
(If there are any statements for which the answer is unknown, check the box marked N/A.)

STANDARD 3:

To Appropriately Involve Paraprofessionals In Assisting With Planning And Organizing Learning Experiences

Teachers Demonstrate The Following Knowledge And Skill Competencies:

		5	4	3	2	1	N/A
22	Understanding of the distinctions in teacher / provider and paraprofessional roles in diagnosing learning needs, modifying learning activities for individuals, and identifying appropriate materials, equipment, and technology systems.						
23	Understanding of how the life experiences of paraprofessionals who come from diverse cultural, ethnic, and language heritages may contribute to planning and organizing learning experiences and environments.						
24	Understanding of how paraprofessional familiarity with the needs and circumstances of families whose children have disabilities or other special needs may contribute to planning and organizing learning experiences and environments.						
25	Ability to appropriately involve paraprofessionals in the planning of individualized learning experiences and organizing environments to promote learning.						

Rating Scale: **5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable**
(If there are any statements for which the answer is unknown, check the box marked N/A.)

STANDARD 4:

To Appropriately Involve Paraprofessionals In Learning Experiences

Teachers Demonstrate The Following Knowledge And Skill Competencies:

		5	4	3	2	1	N/A
26	Understanding of differences and similarities in teacher and paraprofessional roles and responsibilities in facilitating the learning process.						
27	Understanding of how different cultural heritages, ability / developmental levels, and other characteristics of children and youth impact their learning styles / preferences.						
28	Awareness of various learning strategies, materials, adaptive equipment, and assistive technologies that are required to meet the needs of individual children and youth.						
29	Ability to share information with paraprofessionals about characteristics and learning objectives for individual children and youth.						
30	Ability to provide on-the-job training to prepare paraprofessionals to follow learning plans developed by the teacher / provider and to use methods, materials, adaptive equipment, and assistive technology selected or developed by the teacher.						

Rating Scale: **5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable**
(If there are any statements for which the answer is unknown, check the box marked N/A.)

STANDARD 5:

To Appropriately Involve Paraprofessionals In Assessing The Strengths and Learning Needs Of Children And Youth

Teachers Demonstrate The Following Knowledge And Skill Competencies:

		5	4	3	2	1	N/A
31	Awareness of the distinctions among teacher / provider, other licensed district / agency professionals, and paraprofessional roles and responsibilities in the assessment process.						
32	Understanding of the skills required by paraprofessionals to objectively gather information and report on the performance and achievements of individual children and youth.						
33	Awareness of district / agency policies and procedures for preparing and maintaining all learner records.						
34	Ability to appropriately involve paraprofessionals in administering standardized achievement tests based on State / district / agency policies, the protocol for conducting the tests, and the paraprofessional's qualifications to carry out the task.						
35	Ability to provide on-the-job training to prepare paraprofessionals to use functional (informal) assessment tools and to objectively share relevant information about learner strengths and needs.						
36	Ability to prepare paraprofessionals to assist with record-keeping activities based on district / agency policies and procedures.						

Rating Scale: **5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable**
(If there are any statements for which the answer is unknown, check the box marked N/A.)

STANDARD 6:

To Ensure That Professional And Ethical Standards Connected With The Supervision Of Paraprofessionals Are Met

Teachers Demonstrate The Following Knowledge And Skill Competencies:

		5	4	3	2	1	N/A
37	Awareness of the human, civil, and legal rights of all children and youth and their families and the responsibility of all district / agency staff for respecting and protecting these rights.						
38	Understanding of the ethical and professional standards of conduct established by the professional organization representing their discipline and/or the State / agency for the selection, supervision, assessment, and preparation of paraprofessionals.						
39	Awareness of resources and opportunities for professional development to improve team leadership and supervisory skills of paraprofessionals.						
40	Ability to follow standards of professional and ethical conduct for the supervision, assessment, and preparation of paraprofessionals established by the professional organization representing their discipline and/or the State / district / agency.						
41	Ability to model standards of professional and ethical conduct for paraprofessionals (i.e., maintaining confidentiality, respecting rights of children, youth, and families, and demonstrating sensitivity to diversity in culture, ethnicity, family structure, learning styles, and abilities).						
42	Ability to evaluate one's own skills to improve paraprofessional supervision.						

Rating Scale: **5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable**

(If there are any statements for which the answer

FIRST STEPS WORKSHEET

Setting goals is the first step to successful growth. Upon completion of the *Teacher Supervisory Checklist*, the *First Steps* form should be used as a means to set and accomplish appropriate goals. Three goals are suggested as a beginning point in the journey to growth. A good formula to follow when creating first steps is SMART:

- Specific - make the step specific, not vague
- Measurable – determine how are you going to know when you have accomplished the step
- Attainable – the step must be something that can actually be attained
- Realistic – realistic does not mean small or easy; it simply means that it must be within your means to achieve
- Timely – have a timeline for when the step should be accomplished.

Directions for First Steps worksheet:

Enter your *name* in the space provided.

Enter the *date* of the completion of this worksheet.

In the box to the right of *Checklist #*, write the line item number from the *Checklist* you have chosen to work on.

Write a brief *Description of the Checklist* item to the right.

The *Done by* space is for the date of anticipated success of attainment of the goal.

The *First Steps* are those individual tasks or activities that will accomplish the goal. The *Done by* space is provided here as well.

The box to the left of the *First Steps* spaces is for a check mark when that step has been completed.

Strengths refers to your strengths.

People who can help refers to those people who can help attain the goal and/or steps. A box to the right is for a check mark for completion of contact with the particular person.

Learning is designated for any learning that you need to do in order to complete the goal and/or steps. A box is provided for a completion check mark.

Notes is for any notes or comments as the teacher supervisor is attaining the goals and/or steps.

Monitoring Meeting Dates is to indicate the dates when the teacher supervisor and the administrator, if appropriate, monitor progress toward attaining the goals and/or steps.

First Steps Worksheet is reprinted with permission from Interactive Seminars.

Name:	Date:
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	Checklist Item #:	Description:	Done by:	Strengths:
✓	First Steps:			

	Checklist Item #:	Description:	Done by:	People who can help:	
✓	First Steps:				✓

	Checklist Item #:	Description:	Done by:	Learning:	
✓	First Steps:				✓

Notes:	Monitoring Meeting Dates:

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FURTHER LEARNING AND READING

French, N. K. (2003). *Managing Paraeducators in Your School: How to Hire, Train, and Supervise Non-certified Staff*. Thousand Oaks: Corwin Press, Inc.

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