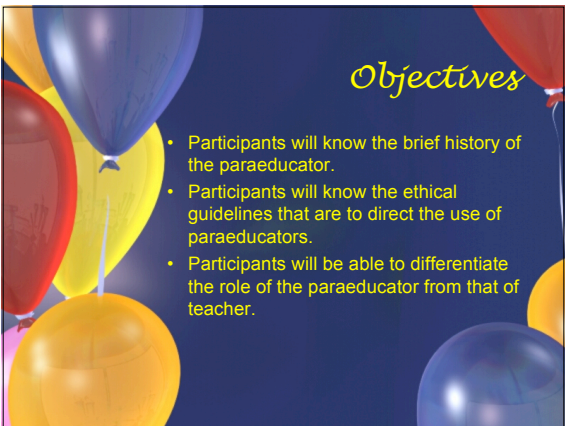


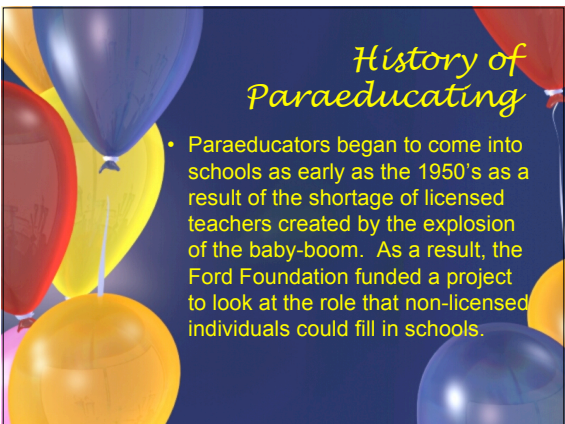
Supervision and Training of Paraeducators

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KISN, funded through the Kansas State Department of Education's Special Education Services



Objectives

- Participants will know the brief history of the paraeducator.
- Participants will know the ethical guidelines that are to direct the use of paraeducators.
- Participants will be able to differentiate the role of the paraeducator from that of teacher.



History of Paraeducating

- Paraeducators began to come into schools as early as the 1950's as a result of the shortage of licensed teachers created by the explosion of the baby-boom. As a result, the Ford Foundation funded a project to look at the role that non-licensed individuals could fill in schools.

Roles of Paraeducators

- Initially, paraeducators were delegated to non-instructional tasks, they were playground supervisors and lunchroom monitors. Some provided clerical type services, such as duplicating materials. It wasn't until the early 1970's that paraeducators were given an instructional role in the schools. That role developed directly out of the the influx of learners with disabilities and the recognition that these learners required a great deal of direct instruction and supervision.

The Workforce

- This workforce has steadily grown over the past decades to its current estimated level of 1.4 million paraeducators nationwide. As this workforce grew, very little thought was given to the services they provided, the supervision required and the training that was offered.

Buzz Term: "Team and Management Function of Teachers"

- Professional literature suggests that teachers are now "managers" of educational teams, that may include many disciplines and many support staff. Yet, Minnesota and Washington are the only two states require training in the supervision of paraeducators; and only 4 others have established standards for supervision of paraeducators.

What about the other disciplines?

- The fields within Allied Health (Speech and Language, Occupational and Physical Therapy) have established standards of, not only training, but the supervision of paratherapists; education has lagged behind in the development of standards, not only for paraeducators, but for those who supervise them. Less than 30% of teachers report having had training in the supervision of paraeducators, yet nearly 95% report that they work in classrooms supported by paraeducators for at least part of their professional day.

Supporting Paraeducators in Educational Settings, A Team Approach, Pickell and Gerlach, PRU-ED 2003

Alarming Statistics

- Today, just like in the 1950's, we have a significant shortage of licensed teachers. In fact, schools in Kansas opened this year with over 100 teacher positions unfilled.
- In any given year, an estimated 6 percent of the nation's teaching force leaves the profession and more than 7 percent change schools. In the next 5 years, we will lose to retirement over 2 million certified teachers. Source: National Center for Education Statistics
- Twenty percent of all new hires leave teaching within three years. Source: National Center for Education Statistics
- About 50,000 special education positions either remained vacant or were newly filled in 1997 by teachers who lacked full state certification. Source: Council for Exceptional Children

How does that impact students?

- More and more students are being served by paraeducators or by teachers who are filling positions without the proper training. Clearly, this sets up a huge issue in the area of retention of teachers and paraeducators. In one LEA here in Kansas, an administrator shared with me that they have already had a 24% turnover in paraeducators this year; another director shared that his coop employs a little over 300 people, but sent out over 500 W-2's. Students are being served (in some cases) by a transient population.

What can we do to improve services to kids?

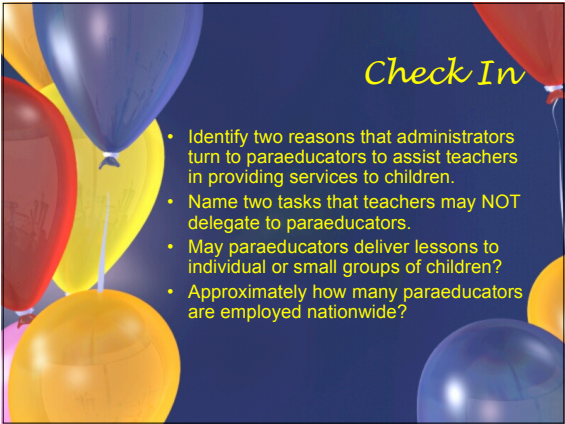
- Develop knowledge in the area of teacher versus paraeducator responsibilities
 - Teachers are responsible for:
 - Developing lesson plans that meet the curricular requirements and objectives
 - Selecting lessons and materials
 - Developing Behavior Management Plans
 - Engaging learners in instructional environments
 - Involving parents in their child's education
 - Seeking assistance from other licensed professionals who provide related services
 - Analyzing the results of standardized tests
 - Developing informal assessment tools to document progress and instructional need

Paraeducator Responsibilities

- Engaging individuals and small groups in instructional activities developed by teachers
- Carrying out BIP and recording data
- Documenting information that the teacher can then use to modify/adapt assignments and demands
- Assisting teachers with informal assessments
 - spelling tests, math quizzes, etc
- Performing clerical tasks and monitoring tasks as assigned by the teacher

Activities that may NOT be delegated to Paraeducators

- We may not delegate
 - The identification of learner need and instructional goals
 - Planning of lessons to meet those goals
 - The modification of instructional strategies to meet the needs of learners
 - The evaluation of the effectiveness of instruction
 - Paraeducators are NOT the entity responsible for involving parents in the education of their children.



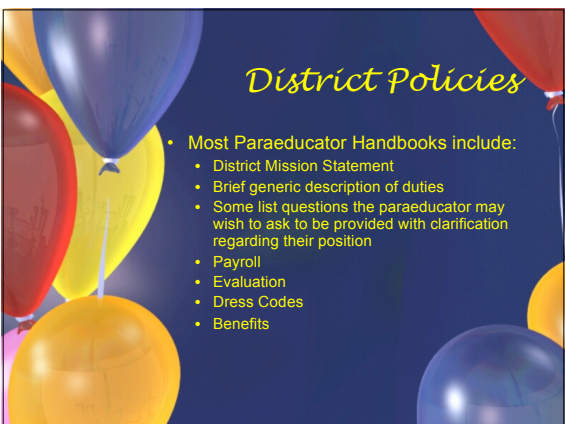
Check In

- Identify two reasons that administrators turn to paraeducators to assist teachers in providing services to children.
- Name two tasks that teachers may NOT delegate to paraeducators.
- May paraeducators deliver lessons to individual or small groups of children?
- Approximately how many paraeducators are employed nationwide?



Training

- What training needs do paraeducators that serve students with ASD and Related Disorders have?
 - District Policies and Procedures
 - Disability Specific Training
 - Children Specific Training



District Policies

- Most Paraeducator Handbooks include:
 - District Mission Statement
 - Brief generic description of duties
 - Some list questions the paraeducator may wish to ask to be provided with clarification regarding their position
- Payroll
- Evaluation
- Dress Codes
- Benefits



Disability Specific Information

- For those paraeducators who are working with students with Autism Spectrum Disorders and Related Disabilities, they need to have the following information or if your district has developed something, plug it in here.
