



3 R's: Roles, Responsibilities, and Relationships

2024 Paraprofessional Training: Session #2

October 17, 2024

Deana Smith

WELCOME



2024 Paraprofessional Training Schedule

- Session #1: The Ins and Outs of IDEA
 - October 3 from 4:00 – 5:30 p.m.
- **Session #2: 3 R's: Roles, Responsibilities, & Relationships**
 - **October 17 from 4:00 – 5:30 p.m.**
- Session #3: Supporting Students In and Out of the General Education Classroom
 - November 7 from 4:00 – 5:30 p.m.
- Session #4: Data & Instructional Strategies
 - November 14 from 4:00 – 5:30 p.m.
- Session #5: Maintaining a Healthy Balance for Success
 - December 5 from 4:00 – 5:30 p.m.

<https://wyominginstructionalnetwork.com/professional-development/waves/>

Training Session Information & Expectations

- Questions- please put in Q&A.
- 5 virtual training sessions – will be recorded.
- You may attend any live sessions and/or watch recordings.
- PTSB/STARs credit – attendance is mandatory for **ALL 5 live** sessions (watching the recordings do not count towards credits).
 - Must complete form at the end of each session.
 - There will be a final form to gather your information to send to PTSB/STARs - this must be completed to receive credit.

Objectives

- Enhance knowledge of educator ethics/code of conduct.
- Define the roles and responsibilities for both the supervising special education teacher and the paraprofessional.
- Determine strategies for creating collaborative and effective partnerships between paraprofessionals and teachers.
- Determine your “WHY”.

Determine your “WHY”



What Does a Paraprofessional Do?

Paraprofessionals are educational workers who support students in school under the supervision of a teacher.



Federal law outlines
3 qualifications for
paraprofessionals



They must:

- Have a high school diploma or equivalent
- Have at least 2 years of college studies or an associates degree, or
- Have passed an assessment to demonstrate they meet standards set by the state they work in





Paraprofessionals have a wide range of responsibilities and skills.

Some certifications include dual-language instruction ...



and special education.



LOGISTICAL SUPPORT

Paraprofessionals assist teachers with:

- taking attendance
- grading assignments
- administering tests
- following students' progress during the school year
- creating reports to help parents understand the curriculum
- supervising students in class, between classes, during recess, lunch, and on field trips



INSTRUCTIONAL ASSISTANCE

Paraprofessionals:

- Act as a nurturing influence on students during lessons
- provide one-on-one assistance to students
- encourage students with social difficulties or disabilities to speak up in class when they have the correct answer
- reinforce lesson plans to small groups



LANGUAGE SUPPORT

- Bilingual paraprofessionals can act as translators in the classroom



- Paraprofessionals may be asked to interpret for parents during open houses or assist with parent-teacher phone conversations

BEHAVIOR SUPPORT

Paraprofessionals can serve as a guide to students on proper classroom behavior. They:

- enforce school rules
- monitor the classroom
- minimize distractions and disruptions



BEHAVIOR SUPPORT

For students with a behavior intervention plan (BIP)* paraprofessionals can:

- provide coping strategies
- encourage positive behavior
- redirect off-task behavior
- minimize distractions and disruptions
- track and log behavior frequency



*This plan is put in place for students who need positive enforcement to maximize their ability to learn and reduce disruptive or inappropriate behavior.

YOU MIGHT BE THE ONLY
REASON A STUDENT COMES
TO SCHOOL EVERYDAY

Pink Tump
Creations

Code of Ethics

['kōd ōv 'e-thiks]

A set of rules and principles designed to encourage ethical conduct among a group of professionals.



Ethics

National Education Association



Preamble

*The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ **includes education support professionals.***

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

<https://www.nea.org/resource-library/code-ethics-educators>

Professional Code of Conduct

Professional Educator:

- Adhere to federal and state laws, professional licensure requirements, and local school policies.
- Ensure the workplace is free of sexual harassment or harassment of any kind. Any type of harassment should be reported immediately.
- Respect colleagues as fellow professionals and maintain civility when differences arise; resolve conflicts, whenever possible, privately and respectfully and in accordance with district policy.
- Reflect on and assess your professional skills, content knowledge, and competency on an ongoing basis and commit to ongoing professional learning and development.

For a full list, access here:

<https://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>

Professional Code of Conduct cont'd.

Technology:

- Know your district's policy on the use of technology and communication.
- Do not use your personal phone to text or call students.
- Be aware that once you post something, it may be there forever without any future control by you.

For a full list, access here:

<https://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>

Professional Code of Conduct

Healthy Boundaries:

- Respect students by taking into account their age, gender, culture, setting, and socioeconomic context.
- Communicate to students with transparency and in appropriate settings, such as leaving your classroom door open during a private conversation.
- Use caution in the way you touch students.
- Assigning or requesting students to do errands to meet personal needs is inappropriate.
- Model appropriate language for students.
- Dress professionally – regardless of current trends - choose practical/safe.

For a full list, access here:

<https://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>



Roles, Responsibilities & Expectations

- Clear and Definitive
- Purpose
- Trust & Accountability



Special Education Teacher

- Designs specially designed instruction for academic, behavior, and/or social emotional needs of the student.
- Delivers instruction of new concepts, skills, and each new classroom activity.
- Designs and adapts instructional materials; revises instructional programs.
- Responsible for behavioral management.
- Communicates with parents.
- Attends in-service workshops.
- Provides training and support to paraprofessionals e.g. classroom management and the academic, behavior, and/or physical needs of each student.
- Coordinates and participates in team meetings and parent meetings.
- Supervises paraprofessionals and other volunteers in accordance with district policies.

Paraprofessional

- Reinforces and reviews concepts and skills taught by the teacher.
- Assists students in performing activities initiated by the supervising teacher.
- Monitors student progress in instructional programs, collects data, and relates findings to supervising teacher.
- Helps develop instructional materials designed by the supervising teacher.
- Monitors and reinforces student performance concerning academic and/or behavioral interventions through observation, assumes data collecting, compilation, and record keeping duties.
- Attends in-service activities.
- Demonstrates knowledge of curriculum content for classes which he/she assists.
- Assists with the physical needs of students—feeding, toileting, dressing, etc..

Paraprofessionals **DO**:

- reinforce and review concepts taught by the teacher.
- assist students with IEP goals and/or activities.
- collect and report data to the teacher and/or supervisor.
- remember the supervisor has the ultimate responsibility for instruction and behavior management.
- engage only in non-instructional and instructional activities in which you have been trained.
- let the teacher communicate with the parents.
- report any concerns to the supervising teacher (para, parent, other staff).
- attend training to improve knowledge and skills.

Paraprofessionals may **NOT**:

- develop lesson plans
- introduce new material/content
- provide the direct instruction portion of the lesson
- select materials for the implementation of the lesson
- assign final grades
- be responsible for any IEP-related responsibilities without the supervision of a certified special educator
- develop IEP goals and objectives
- design the classroom management system
- be responsible for determining or reporting student progress (general class progress or IEP goal progress) (19 TAC §230.61)

10 Qualities of a Great Paraprofessional

1. Likes kids unconditionally
2. Calm
3. Organized
4. Team Player
5. Creative
6. Knowledgeable
7. Intellectually curious - lifelong learner
8. Knows when to back off
9. Knows when to step in
10. Positive attitude







26 academic strengths



- Accept and learn from mistakes
- Problem-solving skills
- Kindness
- Discipline
- Honesty
- Openness to experience
- Listening
- Planning skills
- Creativity
- Critical thinking
- Ability to accept constructive criticism
- Good command of language
- Collaboration
- Time management
- Follow instructions
- Emotional intelligence
- Debating skills
- Athletic abilities
- Storytelling skills
- Striving for excellence
- Digital literacy
- Coding
- Ethics
- Leadership
- Writing
- Adaptability



5 academic weaknesses



- Procrastination
- Lack of focus
- Fear of failure
- Disruptive
- Apathetic

SWOT ANALYSIS



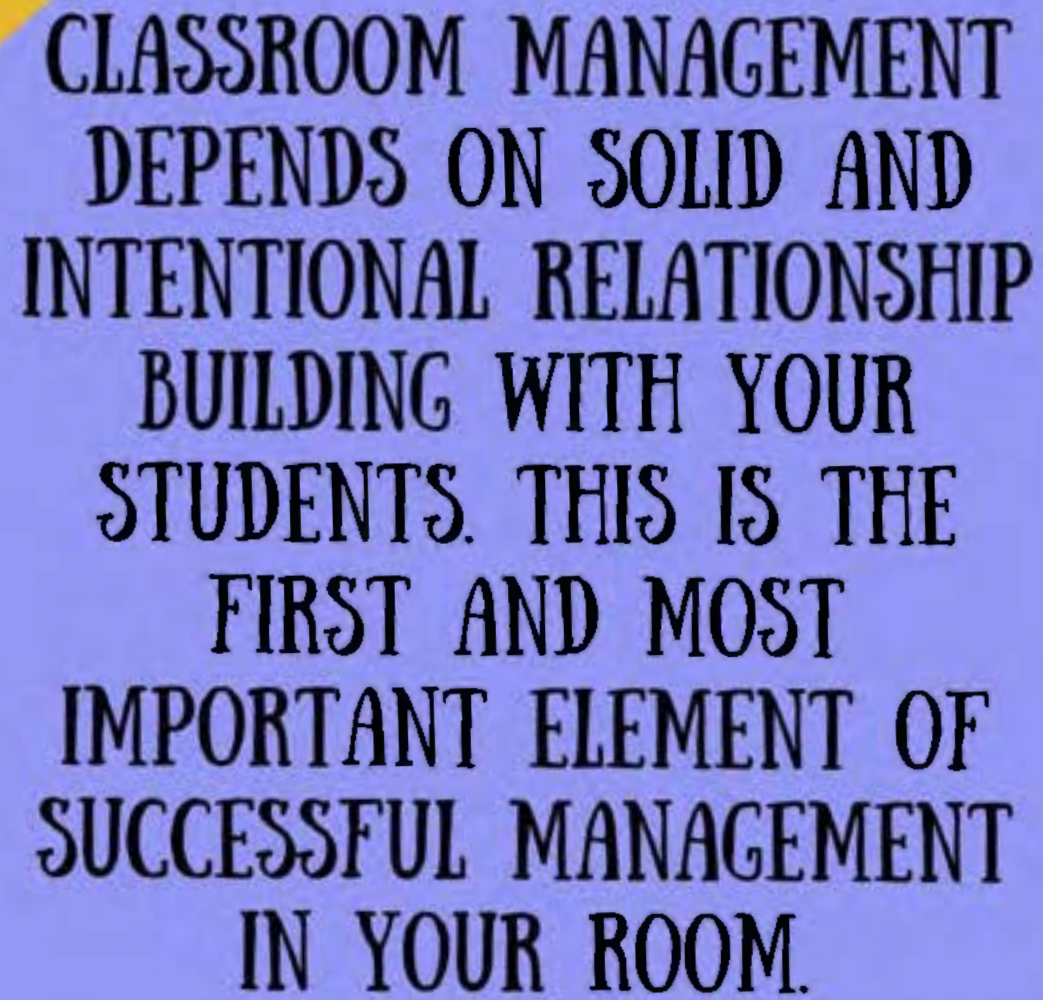
Classroom Management



A well-organized, well-run classroom
can make a significant difference for students,
regardless of their ability and background.

- Harry Wong





**CLASSROOM MANAGEMENT
DEPENDS ON SOLID AND
INTENTIONAL RELATIONSHIP
BUILDING WITH YOUR
STUDENTS. THIS IS THE
FIRST AND MOST
IMPORTANT ELEMENT OF
SUCCESSFUL MANAGEMENT
IN YOUR ROOM.**

Top 10 Strategies to Support Classroom Management



Build and maintain positive relationships with students and supporting staff.

No **significant learning**
can occur without a
significant relationship



Relationships

Students:

- Hello/Goodbye - SMILE
- Get to know them
 - likes/dislikes
 - strengths/weaknesses
- Listen to their needs
- Be responsive
- Validate feelings
- Believe in their abilities - with your support, they CAN
- Be authentic & have FUN

Teachers/Staff:

Relationships

Students:

- Hello/Goodbye - SMILE
- Get to know them
 - likes/dislikes
 - strengths/weaknesses
- Listen to their needs
- Be responsive
- Validate feelings
- Believe in their abilities - with your support, they CAN
- Be authentic & have FUN

Teachers/Staff:

- Hello/Goodbye - SMILE
- Get to know them
 - likes/dislikes
 - strengths/weaknesses
- Communicate well
- Be responsive
- Offer and accept input
- Provide necessary supports as directed
- Growth mindset
- Be authentic & have FUN

You know, kids don't learn from people
they don't like!

(Rita Pierson)



Top 10 Strategies to Support Classroom Management



Maintain a safe learning environment for all students.
Use proximity control.



Top 10 Strategies to Support Classroom Management



Use positive reinforcement - identify the behaviors you want to reinforce.

What is Positive Reinforcement?

Definition :

Rewarding good behavior to encourage repetition.

Benefits:

- Improves behavior
- Strengthens relationships
- Fosters development

Examples:

- Verbal praise: Compliments and acknowledging effort.
- Physical affection: Hugs, high-fives, pats on the back.
- Tangible rewards: Stickers, tokens, extra playtime.



Top 10 Strategies to Support Classroom Management



Know the classroom rules, model them, and help students follow them.

CLASS RULES

1

LISTEN CAREFULLY



2

KEEP YOUR HANDS AND FEET TO YOURSELF



3

FOLLOW DIRECTIONS



4

RAISE YOUR HAND IF YOU HAVE SOMETHING TO SAY



5

SHOW RESPECT AND KINDNESS TO YOUR CLASSMATES



6

DO YOUR BEST



Top 10 Strategies to Support Classroom Management



Be fair and consistent.

Firm. Fair. Consistent.

———— JUNE ARCHER ————

Yes! *Every Day Can Be a Good Day.*

Top 10 Strategies to Support Classroom Management



Provide clear and concise instructions.



1. Get their attention
2. Be realistic
3. Break down tasks
4. Be Positive
5. Use clear language
6. Use numbered steps
7. Use visual aids
8. Provide feedback

Top 10 Strategies to Support Classroom Management



Praise publicly and correct privately.



**Don't Poke
The Bear**

Top 10 Strategies to Support Classroom Management



Model behavior - Use a calm voice & body language.

Perspective
Shift

He's not
GIVING ME A
hard time.
He's having
a hard time.

Put on my
desk



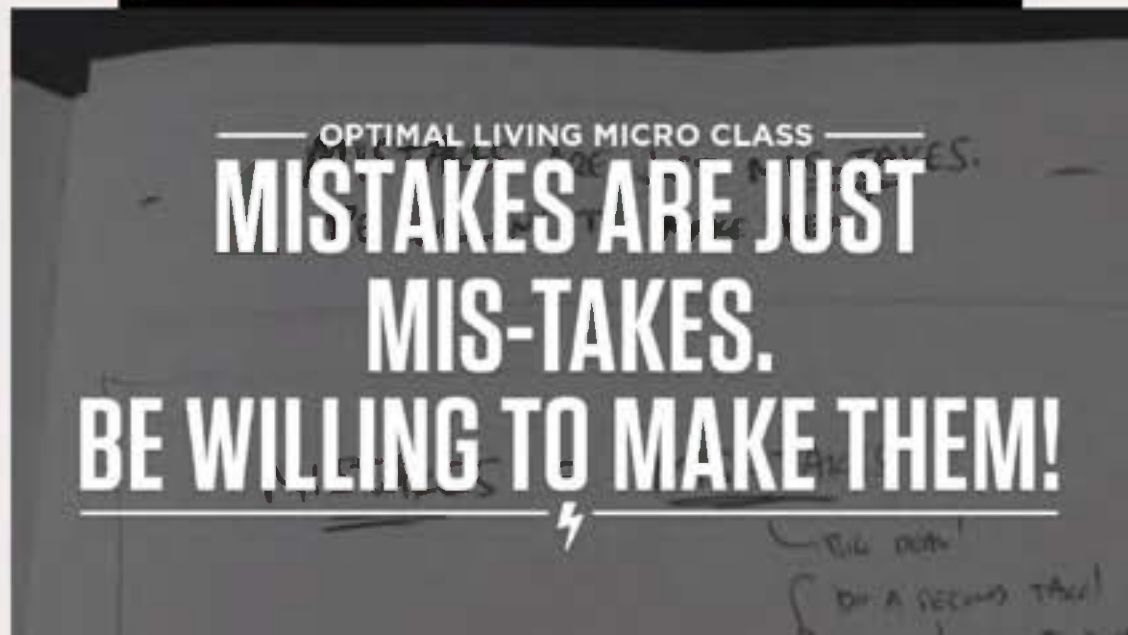
WOW

How can looking at
situations through
this type of lens
make a difference?

Top 10 Strategies to Support Classroom Management



Make mistakes a learning opportunity.



Top 10 Strategies to Support Classroom Management



Maintain high expectations and provide the “just right” amount of support for long-term success.



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AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.



Learned Helplessness

AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

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Collaboration & Communication





How to Listen “Actively”

- Maintain eye contact.
- Avoid interrupting or finishing other people’s sentences.
- Ask clarifying questions when necessary.
- Provide verbal cues: nod or paraphrase.
- Show genuine interest through non-verbal cues: lean forward, smiling.
- Don’t assume or jump to conclusions.
- Keep an open mindset (1 way is not always best)

Clear and Concise Language

- Use simple language that everyone can understand (ask for clarification - acronyms).
- Visual representation: charts, graphics
- Nonverbal language
- Relevant



Determine your “WHY”



Paraprofessionals Want Teachers to Know...

- **Be very explicit**
 - Give clear expectations, directions - don't assume I know
- **Offer support and training as needed**
 - Give me the necessary information and training - I want to learn and to support the kids I work with the best I can.
 - Please be respectful and meet me where I am regardless of how long I've been in the role - every student and their needs are unique - I am not a teacher
- **My input is valuable**
 - I usually see the student in classroom(s), specials, lunchroom, recess, before/after school

What top 3 tips of advice would you give to a new Special Education Teacher?

Click here:

<https://forms.gle/tvqTfPJnC6TyR5jx8>



Session #2 Attendance & Participation

<https://bit.ly/4evMDRI>



Recordings and Materials

To access all session recordings and materials, use the following link:

<https://wyominginstructionalnetwork.com/professional-development/waves/>

Join me for Session #3:

November 7, 2024 4:00 - 5:30 p.m.

Supporting Students In and Out of the General Education Classroom

- Accommodations vs. Modifications
- Independence/Fading
- Inclusion Practices

Zoom link: https://zoom.us/webinar/register/WN_nmWOmMEpRY6cp4xpeU6VRg

Thank You!