



Tips and Tactics for Working with Paraeducators

Strand: Professional Learning Communities

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Meeting All Learner Needs

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Explain the roles and responsibilities of a paraeducator.
- Identify the teacher’s duties in supervising and evaluating the paraeducator.
- Determine ways to effectively deal with problems involving paraeducators.
- Apply strategies and tips for working with paraeducators in the classroom.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout 1: Myths about Paraeducators
 - Handout 2: Examples of Specific Paraeducator Duties
 - Handout 3: Tips for Explaining a Paraeducator’s Presence in the Classroom
 - Handout 4: The Teacher’s Responsibilities During Supervision of Paraeducators
 - Handout 5: Paraeducator Evaluation Form
 - Handout 6: Paraeducator Duty Feedback List
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Knowing Paraeducators
2. Working with Paraeducators
3. Supervising Paraeducators
4. Evaluating Paraeducators

Subtopics:

1. Knowing Paraeducators

- a. Demystifying Paraeducator Myths
- b. Defining the Paraeducator's Role
- c. Explaining the Paraeducator's Duties

2. Working with Paraeducators

- a. The Paraeducator's Use of Accommodations
- b. The Paraeducator's Use of Modifications
- c. Classroom Orientation for the Paraeducator
- d. Strategies for Working with Paraeducators

3. Supervising Paraeducators

- a. The Teacher's Role in Supervision
- b. Tips for Effective Supervision

4. Evaluating Paraeducators

- a. Teacher Duties in Performance Evaluation
- b. Working Relationship with Paraeducators
- c. Troubleshooting



Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	25
Activity – Myth Busters	3-4	(15)
Topic 1 – Knowing Paraeducators	5-11	20
Discussion Point – How have you seen a paraeducator use his or her duties effectively?	11	(5)
Topic 2 – Working with Paraeducators	12-21	55
Activity – Mr. Scott's First Day	17	(20)
Activity – Think, Pair, Share	21	(15)
Break		
Topic 3 – Supervising Paraeducators	22-31	30
Discussion Point – How do you feel about supervising another adult?	23	(10)
Topic 4 – Evaluating Paraeducators	32-40	40
Activity – Write a Script	39	(25)
Closing Thoughts	41	5
Total of 2 hours and 55 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. The professional development session discussed common myths about paraeducators. Of these myths, which is the most prevalent at your school and why? How can you communicate to paraeducators and other staff in your school the accurate information related to the paraeducator’s role?

2. How is the difference between accommodations and modifications defined at your school? In what ways are these practiced by your school’s paraeducators? What can you do to help them improve these roles?

3. Think about your own classroom or department. Describe a situation where you have encountered or might experience a problem with a paraeducator. Specify the problem and include how you should address the problem.
