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**PARAEDUCATOR SUPERVISION ACADEMY (PSA)**

**Division of Continuing and Professional Education, University of Colorado Denver**

**Optional Texts / Readings:**

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

**Handouts Provided by Instructors:**

Paraeducator Supervision Slides. University of Colorado at Denver.

Paraeducator Supervision Training Booklet. University of Colorado at Denver

**Selected Articles:**

Chopra, R. V., Sandoval-Lucero, E., French, N. K. (2011). Effective Supervision of Paraeducators: Multiple Benefits and Outcomes. *National Teacher Education Journal*, 4(2), 15-26.

French, N. K. & Chopra, R. V. (2006) *Teachers as Executives*. *Theory into Practice*, 45(3), 230-238.

Chopra, R. V., & French, N. K. (2004). Paraeducator relationships with parents of students with significant disabilities. *Remedial and Special Education*, 25(4), 240-251. 2006

French N. K. (2003). Paraeducators in special education programs. *Focus on Exceptional Children*, 36(2), 1-16.

**COURSE OVERVIEW:**

The purpose of this course is to provide the professional educator with core knowledge and skills to work effectively in teams composed both of professionals and paraeducators. Specifically, participants will refine their knowledge of the characteristics of paraeducators in education, the distinction between professional and paraeducator roles and responsibilities, liability and ethical issues. They will develop skills in: (1) establishing collaboration and working relationships (2) assessing personal supervisory skills; (3) building work schedules and instructional plans; (4) identifying career development areas for paraeducators through needs assessment; and (5) using feedback to improve the job performance of paraeducators.

**TOPIC OUTLINE:**

**I. Characteristics of Paraeducators in Education**

- Personal Characteristics
- Characteristics of Paraeducator Positions
- Contributions Paraeducators Make in Education

**II. Roles and Responsibilities of All Team Members**

- Changing Roles & Responsibilities of School Professionals
- Changing Roles & Responsibilities of Paraeducators
- Liability Issues
- Deciding Who Supervises the Paraeducator
- Collaboration among team members

### **III. Executive Functions of School Professionals Associated with Paraeducator Supervision**

- **Orienting Paraeducators into the Classroom, the School, the Program**
  - ❑ Introduce New Employees to Co-Workers, Policies, Procedures, Roles, Responsibilities
  - ❑ Understand Work Style Preferences
  - ❑ Clarify Program/Professional Needs
  - ❑ Recognize the Paraeducators Skills/Confidence
  - ❑ Develop Personalized Job Descriptions
- **Planning**
  - ❑ Setting Goals
  - ❑ Describing Activities, Methods
  - ❑ Set Expectations for Outcomes
- **Managing Schedules**
  - ❑ Identifying Task Importance/Urgency
  - ❑ Creating Schedules for All Program Personnel
- **Delegation**
  - ❑ Analyze Tasks
  - ❑ Deciding What to Delegate
  - ❑ Creating Work Plans
  - ❑ Selecting the Right Person
  - ❑ Directing Tasks
  - ❑ Monitoring Performance
- **Promoting Paraeducator Growth and Development**
  - ❑ Assess Current Skills/Confidence
  - ❑ Teach, Coach New Skills
  - ❑ Plan for Formal Growth Opportunities
  - ❑ Document Training
  - ❑ Monitor Performance of Skills After Training
  - ❑ Provide Formative Feedback on Performance of Skills
- **Monitoring Paraeducator Performance and Evaluation**
  - ❑ Track Performance of Duties Through Observation
  - ❑ Gain Feedback From Others Who Observe
  - ❑ Provide Summative Feedback About Job Performance
- **Managing the Work Environment**
  - ❑ Hold Meetings
  - ❑ Maintain Effective Communications
  - ❑ Manage Conflicts
  - ❑ Solve Problems

**ASSIGNMENTS: Complete the Special Education Paraprofessional Support Checklist** provided on pages 24 through 27 in the training booklet for one of your student who currently uses paraprofessional support. The checklist can also be retrieved from the PAR<sup>2</sup>A Center Website :

[http://assets.paracenter.org/63/SPED\\_Paraeducator\\_Support\\_Checklist.pdf](http://assets.paracenter.org/63/SPED_Paraeducator_Support_Checklist.pdf)

### **1. Action Plan for Effective and Collaborative Paraeducator Supervision Outline**

Write a 2-3 page double spaced paper that includes an outline for an Action Plan for Effective and Collaborative Paraeducator Supervision. The following information needs to be included in this assignment:

Based on the information you received in this class, create an action plan with

- Short term and long term objectives.
- State which of the seven components of paraeducator supervision you will use first and why and which components you will implement later and why.
- State how you'll collaborate with other school professionals to jointly implement a "system of paraeducator supervision" in your school
- List obstacles you expect in implementing this system of paraeducator supervision and how will you overcome these obstacles
- List the supports you need from your building administrators to make your action plan successful.

### **GRADES:**

- An "A" will be assigned to those participants who have attended all sessions and completed both assignments.
- A "B" will be assigned to those participants who have attended all sessions and have completed only assignment #2 i.e. the outline for an action plan.
- A "C" will be assigned to those participants who have attended at all sessions but did not complete assignments.

## **SCHEDULE FOR FIRST DAY OF PSA TRAINING**

<b>TIME</b>	<b>SCHEDULED TOPIC</b>
<b>8:30-8:45</b>	<input type="checkbox"/> Sign-In <input type="checkbox"/> Registration <input type="checkbox"/> Coffee
<b>8:45-9:15</b>	<input type="checkbox"/> Welcome <input type="checkbox"/> Introductions (Presenters, Audience, terms) <input type="checkbox"/> Overview of the Syllabus
<b>9:15-10:15</b>	<input type="checkbox"/> Characteristics of Paraeducators <input type="checkbox"/> Laws and Legislation <input type="checkbox"/> Contributions of Paraeducators <input type="checkbox"/> Review of Research
<b>10:15-10:30</b>	~~BREAK~~
<b>10:30-12:00</b>	<input type="checkbox"/> Shifting Roles and Collaboration <input type="checkbox"/> Differentiating Professional & Paraprofessional Roles
<b>12:00-1:00</b>	~~LUNCH~~
<b>1:00: 2:30</b>	<input type="checkbox"/> What gets in the way, time management <input type="checkbox"/> Seven functions of Paraeducator Supervision <input type="checkbox"/> Orientation
<b>2:30-2:45</b>	~~BREAK~~
<b>2:45-4:15</b>	<input type="checkbox"/> Orientation continued.....
<b>4:15-4:30</b>	<input type="checkbox"/> Wrap-Up
<b>SCHEDULE FOR SECOND DAY OF PSA TRAINING</b>	
<b>TIME</b>	<b>SCHEDULED TOPIC</b>
<b>8:30-8:45</b>	<input type="checkbox"/> Sign-In <input type="checkbox"/> Registration <input type="checkbox"/> Coffee
<b>8:45-9:15</b>	<input type="checkbox"/> Recap –Day 1 <input type="checkbox"/> Planning
<b>9:15-10:15</b>	<input type="checkbox"/> Delegation
<b>10:15-10:30</b>	~~BREAK~~
<b>10:30-12:00</b>	<input type="checkbox"/> Promoting paraeducator growth
<b>12:00-1:00</b>	~~LUNCH~~
<b>1:00: 2:30</b>	<input type="checkbox"/> Monitoring performance
<b>2:30-2:45</b>	~~BREAK~~
<b>2:45-4:15</b>	<input type="checkbox"/> Managing the workplace <input type="checkbox"/> Explanation of the Assignments
<b>4:15-4:30</b>	<input type="checkbox"/> Wrap-Up <input type="checkbox"/> Post-then Pre Self Assessments & Course Evaluations