DOCUMENT RESUME

ED 468 997 SP 041 109

TITLE	Paraeducator Instructional Institute Curriculum Outline.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2002-05-00
NOTE	71p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Classroom Techniques; Curriculum Development; Elementary Secondary Education; Mathematics Instruction; *Paraprofessional School Personnel; *Professional Training; Reading Instruction; *Staff Development; Teaching Methods; Teaching Skills; Teamwork; Writing Instruction
IDENTIFIERS	Elementary Secondary Education Act Title I; Montana; Professional Role

ABSTRACT

This curriculum outline represents the design framework for the development of a Paraeducator Instructional Institute Curriculum. The intent of the curriculum is to help Title I paraeducators in Montana meet the qualification requirements set forth under Title I, Section 1119(c) of the No Child Left Behind Act of 2001. The curriculum is organized into seven modules. The first three explore professional standards for Title I paraeducators based on guidelines developed by the National Resource Center for Paraprofessionals in Education; the fundamental roles, responsibilities, and functions of the teacher-paraprofessional instructional team; and an examination of effective classroom practices. The fourth module provides an overview of effective instructional practices, setting the stage for the last three modules. These last three focus on developing the knowledge and skills that paraeducators will need to assist their directing teachers in the instruction of reading, writing, and mathematics. The curriculum modules were developed to be delivered in a sequence of three 2-day institutes over the course of 1 year. This allows time for the application and practice of learning at the work site. (SM)

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PARAEDUCATOR INSTRUCTIONAL INSTITUTE CURRICULUM OUTLINE

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Paraeducator Instructional Institute

Overview of the NWREL's Paraeducator Instructional Institute Curriculum Outline

Background

The curriculum outline draft presented in the following pages represents the design framework for the development of the Paraeducator Instructional Institute Curriculum authorized by OERI under NWREL's Task 6 Paraeducator Preparation Program. The intent of the curriculum is to assist Title I paraeducators in Montana to the meet the qualification requirements set forth under Title I, Section 1119(c) of the No Child Left Behind Act of 2001. Although the primary audience is intended for all paraeducators, NWREL strongly encourages that school teams consisting of the paraeducator, the paraeducator's directing teacher and/or school administrator participate in the training. Teacher and administrator buy-in and support can greatly enhance the professional development opportunities for paraeducators at the local school district level.

The evolution of the present curriculum is the result of a threefold process:

1. Over the past three years NWREL identified model programs, policies, and standards for paraprofessionals at state and national levels. These will be adapted to serve as the foundation for the curriculum components that focus on the fundamental roles and responsibilities of teachers and paraprofessionals along with the functions of that instructional team.

2. NWREL recently organized a Paraeducator Institute Design Team representing a broad base of practitioners, experts, and paraeducators to provide guidance in the development of a curriculum that will meet the new qualification requirements for paraeducators serving under Title I. The design team includes representatives from five rural Montana school district teams (comprised of school administrators, teachers, and paraeducators); representatives of two and four year Institutions of Higher Education (IHEs); members of the Montana Paraprofessional Task Force; and a representative from the Montana Office of Public Instruction. Using the model standards and policies mentioned above this design team met on April 24th in Pablo Montana at the Salish-Kootenai College. Collectively they identified the major curriculum components and suggested a design framework for the development of the curriculum.

3. On May 17, 2002 the NWREL Task 6 Team conducted an internal review process within NWREL to provide further guidance and direction for the development of the current outline.

Please note that the draft of the curriculum outline presented here is intended to provide a sense for the topical organization of the curriculum and will need additional expansion as the curriculum development process progresses. At this point, there is no intent to identify training activities,

training resources, agenda, etc. In an attempt to provide the reader with a sense for its further expansion we have expanded Module II, Developing an Effective Instructional Team, to give a sense of what a more expanded outline might look like.

Curriculum Components

The curriculum is organized into seven modules. The first three modules explore professional standards for Title I paraeducators based on the guidelines developed by the National Resource Center for Paraprofessionals in Education; the fundamental roles, responsibilities, and functions of the teacher/paraprofessional instructional team; and an examination of effective classroom practices. The fourth module provides an overview of effective instructional practices, setting the stage for the last three modules. These last three modules focus on developing the knowledge and skills that paraeducators will need to assist their directing teachers in the instruction of reading, writing, and mathematics. The outline contains the following seven modules:

I. Professional Standards For Paraeducators
II. Developing an Effective Instructional Team
III. Using Effective Classroom Strategies
IV. Using Effective Instructional Strategies
V. Assisting in the Instruction of Reading
VI. Assisting in the Instruction of Writing
VII. Assisting in the Instruction of Mathematics

Framework for the Training Institutes

There was a consensus by the Design Team that the delivery of curriculum modules needed to be grounded in the methodology of effective adult learning principles. The idea of presenting week-long institutes covering all seven modules did not make sense to the design team as it would lead to information overload. Therefore, they suggested that the training delivery be divided into a sequence of three, two day institutes over the course of a year. This would allow time for the application and practice of learning at the work site. Our conceptual approach will allow paraeducators to be introduced to basic concepts during the training and then provides them with an opportunity to apply and practice new knowledge, information, and skills at the work site. This process is key to the paraeducator assessment process discussed below.

We know that knowledge and skills are reinforced if practice and reflection are integrated into the learning process. Our internal review panel expanded on this idea. They suggested that we build a sequence of training modules that would allow time for participants to discuss and reflect upon prior learning experiences in each of the previous modules. Therefore, we anticipate at this stage of the development that the curriculum will be presented in a series of one or two day institutes. This process will allow participants to learn new concepts and information, to apply new information, practice, and to integrate new skills at the work-site. Additionally when participants attend each subsequent institute they will be

provided with an opportunity to reflect and to share what they have learned in the previous institute. The institutes would be structured in the following fashion:

1. The first institute will require two days to cover basic concepts for all paraeducators. This will include the first three modules. Training activities will include work site assignments, development of lesson plans, logs, and teacher observations to be completed prior to the second institute.

2. The second institute will require one full day, using the morning for sharing and reflection on the learning from the previous module. Late morning through 3:30 p.m. will be used to cover Module IV: basic instructional strategies with participant assignments to be focused on the application and practice of fundamental instructional skills at the work site. This will also include effective instructional practices developed for ELL students that work well for all students. Additionally participants will be asked to identify particular questions and problems that they would like to pose during the subsequent institute related to assisting in the instruction of reading.

3. The third institute will be one full day, using the morning for sharing and reflection on the learning from the previous module. Late morning through 3:30 p.m. would be used to cover Module V: instructional strategies related to the teaching of reading. Participant work site assignments will focus on the application and practice of instructional skills related to assisting with the instruction of reading. Training activities will include assignments and lesson plans, logs, and teacher observations to be completed at the work site prior to the second institute. Additionally participants will be asked to identify particular questions and problems that they would like to pose during the subsequent institute related to instructional strategies for assisting in the instruction of writing.

4. The fourth institute will be one full day, using the morning for sharing and reflection on the learning from the previous module. Late morning through 3:30 p.m. will be used to cover Module VI: instructional strategies related to the teaching of writing. Participant work site assignments will focus on the application and practice of instructional skills related to assisting with the instruction of writing. Additionally participants will be asked to identify particular questions and problems that they would like to pose during the subsequent institute related to instructional strategies for assisting in the instruction of mathematics.

5. The fifth and final institute will be one full day, using the morning for sharing and reflection on the learning from the previous module. Late morning through 3:30 p.m. will be used to cover Module VII: instructional strategies related to the teaching of mathematics. Participant work site assignments will focus on the application and practice of instructional skills related to assisting with the instruction of mathematics. There will be a follow-up videoconference three months later with selected participants to allow participants to share and reflect with others about the results of their learning at the work-site.

Assessment of Paraeducator Competencies

Recommendations from both our design team and our peer review panel strongly recommended that we provide for an assessment process that can help school districts in the state of Montana with an assessment of paraeducator competencies that will be rigorous enough to satisfy the assessment requirements of 1119 (c). Using the knowledge and skills identified in each module, an portfolio assessment process will be developed. This will require paraeducators to develop a portfolio that will consist of pen and paper assessments related to content and concepts; an evaluation of participants' logs and/or reflection statements; directing teacher/administrator observations; and participant evaluations of the training activities. The portfolios will be cumulatively developed over the course of the institute work site assignments described above.

Paraeducator Instructional Institute

I. PROFESSIONAL STANDARDS MODULE

Goal Statement: The goal of this module is to provide paraeducators with the foundational theory, the background information, the knowledge, and the skills that serve as the basis for the professional and ethical conduct of all paraeducators.

The topics that will be explored in this module include:

- developing an awareness of the legal requirements that govern the care and education of children and youth
- understanding of school policies and procedures that govern the operation of the school program, personnel policies and procedures, student discipline, school safety and security issues
- understanding effective communication with directing teachers, school teams, parents and community
- understanding accountability requirements of federal educational programs (ESEA, IDEA, state, and district level)
- understanding individual responsibilities and commitment to continuous professional development: renewal and maintenance of certification requirements, demonstrated awareness of career ladders and educational opportunities

References utilized in the development of the Professional Standards Module include:

- Pickett's *Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation* (1999)
- Gerlach's *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals* (2001)

A. District/School Policies

1. Paraeducators must demonstrate awareness for the importance of personnel policies and procedures

   a. Administrative support
   b. School and staff handbooks as the basis for established procedures with respect to: school activities, schedules and calendar; leave and compensation policies; staff expectations; grievance protocols; etc.
   c. Importance of schoolwide collaboration and teacher/paraeducator team collaboration with respect to academic requirements.

2. Paraeducators must demonstrate knowledge of schoolwide health/safety issues

   a. School security and safety procedures, emergency plans, assigned role responsibilities
   b. Threats of violence and/or suicide
   c. School health regulations and requirements

3. Paraeducators must demonstrate an understanding of schoolwide discipline policies

   a. Substance abuse infractions
   b. Incidents of violence, fighting, vandalism

4. Understanding schoolwide prevention programs and student assistance programs

B. Legal Issues

1. Paraeducators must demonstrate awareness that children and youth have a right to a free public education

   a. Public education is a primary responsibility of the states
   b. The role of the Federal government in public education is a supportive one
   c. School boards exercise local control: educators are responsible to the local board of education and accountable to the public

2. Paraeducators must demonstrate an awareness of the importance of protecting the rights of children, youth, and their families

   a. Treating children youth and families with respect is a primary requirement of educators
   b. Children and youth under the care and supervision of adults must be protected from physical, mental, and emotional abuse
   c. Protecting the health, safety, and welfare of students under the care and supervision of the school: the school, the classroom, and school related activities

3. Paraeducators must demonstrate an awareness that schools have an obligation to abide by federal, state, and local regulations that pertain to the health, safety and welfare of all children

   a. Developing an awareness of Federal regulations with respect to zero tolerance, drug abuse, FERPA, Title I, IDEA, ESEA, English Limited Language legislation, etc.
   b. Developing an awareness of state regulations pertaining to educational settings

c. Developing an awareness of local regulations pertaining to educational settings

C. Professional and Ethical Conduct

1. Teachers

a. Teachers adhere to ethical and professional standards of conduct related to supervision and evaluation of paraeducators as established the representing professional organization and/or the district/State
b. Teachers model professional conduct for paraeducators (demonstrating respect for human, civil, and legal rights of students and others)

Knowledge:

- Aware of human, civil, and legal rights of students and others
- Understanding of professional and ethical standards of conduct established by State/district and/or professional organizations in selection, supervision, assessment, and preparation of paraeducators
- Aware of resources/professional development opportunities to improve team leadership skills

Skills:

- Ability to follow standards of professional and ethical conduct for supervision, assessment, and preparation of paraeducators established and State/district and/or professional organizations
- Ability to model standards of professional and ethical conduct
- Ability to evaluate and improve team-building and supervisory skills

2. Paraeducators

a. Paraeducators practice standards of professional and ethical conduct

1) Assist in protection of civil, legal and human rights of students and their families
2) Practice standards of professional and ethical conduct approved by the district/State
3) Perform tasks that are identified within the scope of responsibility of paraeducators in different position levels
4) Follow the chain of command established by the district to address various issues
5) Follow guidelines established by the district to protect the health, safety, and well-being of students and staff

Knowledge:

- Aware of human, civil, and legal rights of students and others
- Aware of district's professional and ethical conduct standards
- Aware of district's chain of command for decision-making and addressing policies, issues, and practices
- Aware of professional development opportunities
- Awareness and sensitivity to individual differences among students, their families, and school personnel

Skills:

- Ability to professionally and ethically perform assigned tasks under the teacher direction
- Willingness to identify strengths and needs and participate in professional development opportunities

D. Cultural, linguistic background, the heritage and the special needs of all children

1. Paraeducators will become sensitive to issues of diversity, language, and culture
2. Paraeducators will demonstrate an awareness of the special developmental needs of children
3. Paraeducators will maintain appropriate communication with parents and community members

E. Professional Development

1. Paraeducators understand the importance of professional development opportunities by attending regularly scheduled professional development training or workshops
2. Paraeducators commit to maintaining district and state requirements with regard to meeting mandated professional requirements for certification and/or professional requirements for paraeducators
3. Paraeducators commit to career development plans, through established career ladders or similar opportunities
4. Experienced paraeducators become mentors to beginning paraprofessionals and certain volunteers such as tutors, parent and community helpers

F. Paraeducator Assessment

Paraeducators will begin the development of a paraeducator portfolio designed to assess paraeducator awareness, or specific knowledge and skills relating to each module. For this module paraeducator portfolios will include completion of work-site assignments, selected writings, reflection logs, and teacher and/or administrator observations that reflect awareness and understanding of professional standards for paraeducators.

II. DEVELOPING AN EFFECTIVE INSTRUCTIONAL TEAM MODULE

Goal Statement: The goal of this module is to provide paraeducators (and their directing teachers) with an understanding of the delineation of roles and responsibilities for teachers and paraeducators that make for an effective instructional team in the classroom.

The topics to be explored include:

- Understanding essential roles and responsibilities of teachers and paraeducators
- Creating learner centered, supportive environments
- Planning and organizing learning experiences
- Maintaining effective communications between the directing teacher and the paraeducator

References utilized in the development of the Developing an Effective Instructional Team Module include:

- Pickett's *Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation* (1999)
- Gerlach's *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals* (2001)

A. Roles and Responsibilities of Teachers and Paraeducators

1. The Role of the Teacher in an Effective Instructional Team

   a. Teachers are leaders of program implementation teams with supervisory responsibility for paraeducators

      1) Prepare and direct work assignments for paraeducators centered on academic programs, student learning objectives, and paraeducator skills, knowledge, and education
      2) Provide clear direction, coaching, and on-the-job training for paraeducators

         Knowledge:

         - Understand value of team approach in education

- Understand role distinctions of teachers and administrators in employment, management, supervision, evaluation, and preparation of paraeducators
- Understand role and responsibility distinctions of teachers and paraeducators
- Aware of contributions paraeducators make to increase individualized and small group instruction
- Aware of problem-solving and decision-making techniques that build and maintain effective teams

Skills:

- Ability to plan work assignments based on needs of curriculum requirements and student learning objectives
- Ability to delegate work to paraeducators based on their qualifications
- Ability to share appropriate information with paraeducators in the development of learner goals
- Ability to monitor performance of paraeducators and to provide principal with relevant information on the paraeducator's strengths and professional development needs
- Ability to provide systematic on-the-job training and guidance to paraeducators

b. Teachers plan and organize student learning experiences

1) Utilize learning objectives to plan instruction
2) Align curriculum content with learning and performance standards that is age and developmentally appropriate as established by the State
3) Develop learning and behavioral plans to achieve learning objectives and performance standards
4) Prepare work assignments for paraeducators based on learning objectives, learning styles, and other characteristics of students
5) Communicate to paraeducators information that requires carrying out learning activities

Knowledge:

- Understand teacher and paraeducator role distinctions in diagnosing student needs and in developing and modifying learning activities
- Understand the contribution paraeducators can make based on their life experiences and cultural backgrounds

Skills:

- Ability to involve paraeducators in instructional planning

c. Teachers assess student needs, progress, and achievement

1) Administer and analyze results of standardized (formal) instruments that assess student achievement
2) Develop functional (informal) assessment tools to inform individual and group instruction
3) Involve paraeducators in assessment and record-keeping activities for which they are prepared

Knowledge:

- Aware of role distinctions of teachers and paraeducators in assessment process
- Understanding of skills required of paraeducators to assist in assessment process
- Aware of district protocol for developing and maintaining student records

Skills:

- Ability to appropriately involve paraeducators in administration of standardized (formal) assessments based on State/district policy and the paraeducator's qualifications
- Ability to provide training to prepare paraeducators to use functional (informal) assessment tools as appropriate
- Ability to share relevant information about student strengths and needs
- Ability to prepare paraeducators to assist in record-keeping activities

d. Teachers engage children in learning experiences

1) Prepare work assignments for paraeducators based on learning objectives, learning preferences, and other characteristics of students
2) Communicate information to paraeducator in carrying out academic activities

Knowledge:

- Understand differences in teacher/paraeducator roles and responsibilities in facilitating learning
- Aware of various learning strategies and resources required to meet the needs of individual students

Skills:

- Ability to share relevant information with paraeducators regarding student learning objectives
- Ability to provide on-the-job training to paraeducator to follow instructional plans developed by the teacher and the use of various resources

2. Role of the Paraeducator in the Instructional Team

a. Paraeducators assist teachers with building and maintaining effective teams

1) Participate in regularly scheduled team meetings and carry out team decisions as assigned by teacher
2) Share relevant information with other team members to facilitate problem solving, decision-making, program planning, and other activities
3) Assist teachers in implementing instructional plans

Knowledge:

- Understand value of team approach in education
- Understand role distinctions of teachers and administrators in employment, management, supervision, evaluation, and preparation of paraeducators
- Understand distinctions in roles and responsibilities among teachers, paraeducators, families, and other team members to identify student needs, develop instructional plans, and implement programs to achieve student goals
- Aware of problem-solving and decision-making strategies that strengthen instructional teams

Skills:

- Ability to follow teacher instructions and carry out team decisions
- Ability to positively and respectfully interact with students, families and school personnel
- Ability to contribute relevant information to teachers to facilitate planning, problem-solving, and decision-making

b. Paraeducators assist teachers with planning and organizing learning experiences

1) Assist with preparation of instructional/learning resources and other materials
2) Assist teachers to modify learning strategies to accommodate different student learning styles, abilities, and other needs

Knowledge:

- Understand value of organized environment to promote student learning
- Understand teacher/paraeducator role distinctions in developing curriculum content, learning strategies, and modifying instructional programs to meet the needs of diverse groups of students

Skills:

- Ability to use various office machines and computers to prepare instructional resources
- Ability to gather and report relevant student information to assist in planning process
- Ability to maintain accurate records
- Ability to carry out teacher plans to support family interactions and share information about community resources
- Ability to assist teachers in modifying learning materials and activities to accommodate needs of diverse groups of students
- Assist teachers with assessing student needs, progress, and achievements

c. Paraeducators assist teachers with assessing student needs and progress

1) Perform functional (informal) assessment activities to assist teachers in determining student strengths and needs
2) Assist in administration of standardized (formal) tests based on the paraeducator's qualifications to meet specific test standards and requirements
3) Assist teacher with maintaining student records

Knowledge:

- Understand teacher and paraeducator role distinctions in diagnosing student needs and in developing and modifying learning activities
- Aware of rationale for using differences in standardized and functional assessment tools
- Aware of State/district policies and procedures in maintaining student records

Skills:

- Ability to use functional (informal) assessment instruments

- Ability to administer standardized tests based on State/district policies
- Ability to assist teachers in maintaining student records

d. Paraeducators assist teachers in engaging students in learning experiences

1) Use lesson plans and strategies developed by the teacher
2) Review and reinforce learning activities initiated by the teacher to assist students in mastering concepts and skills
3) Provide monitoring duties as assigned in other parts of school (e.g., lunchroom, playground, library, buses)
4) Implement behavioral programs developed by the teacher
5) Assist students with individualized learning activities

Knowledge:

- Understand the rationale, mission, and goals of the program to which the paraeducator is assigned
- Proficiency in academic/curriculum areas based on student and program needs
- Aware of distinctions in teacher and paraeducator roles in engaging students in learning experiences
- Understand different strategies used by teachers to support students from different ethnic, cultural, and language backgrounds
- Understand major human development characteristics
- Physical Components
- Cognitive Components
- Emotional Components
- Communicative Components

Skills:

- Ability to develop and maintain effective interactions with all learners
- Ability to use developmentally and age-appropriate reinforcement and other learning activities developed by the teacher
- Ability to monitor and assist students in other learning environments (libraries, computer labs, lunchrooms, playgrounds, buses)
- Ability to follow and carry out teacher plans for increasing students' academic skills
- Ability to use teacher-developed learning strategies for English language learners

B. Effective Instructional Teams

1. Communication

   a. Teachers and paraeducators are knowledgeable about need to communicate clearly and regularly with paraeducators
   b. Teachers and paraeducators follow guidelines established by the district to protect confidentiality of students

2. Conflict Resolution

   a. Teachers and paraeducators are knowledgeable about techniques to resolve interpersonal conflicts

C. Student-Centered, Supportive Environments

1. Teachers create and maintain supportive learning environments

   a. Teachers implement, with the assistance of paraeducators, district policies and protocols regarding the safety, health, and well-being of students and staff
   b. Teachers involve paraeducators in learning activities that provide a supportive learning environment

Knowledge:

- Teachers understand contributions that paraeducators make in providing a supportive learning environment
- Aware of district and State protocols for reporting suspected child abuse
- Aware of effective strategies in involving families in a student's learning experiences
- Aware of distinctions in teacher and paraeducator responsibilities in sharing information with families about student performance
- Aware of district procedures for protecting safety, health and well-being of students and staff

Skills:

- Ability to share and reinforce information with paraeducators regarding Federal, State, and district policies and procedures that ensure safety, health, and well-being of students and staff
- Ability to appropriately involve paraeducators in activities that engage families in students' learning experiences

2. Paraeducators implement strategies developed by teachers that maintain supportive learning environments

   a. Paraeducators assist teachers in implementation of district policies that promote the safety, health, and well-being of students and staff
   b. Paraeducators assist teachers with involving families in students' learning experiences

      Knowledge:

      - Understand value of serving all children in supportive learning environment
      - Understand distinctions and similarities in teacher and paraeducator roles and responsibilities in providing supportive learning environment
      - Aware of district protocols for safety, health, and well-being of students and staff
      - Aware of district and/or State policies for reporting suspected child abuse
      - Aware of district policies for managing student behaviors
      - Aware of distinctions in teacher and paraeducator roles in involving families in a student's learning experiences
      - Understanding of strategies that support family involvement in a student's learning activities

      Skills:

      - Ability to implement proactive learning and behavior strategies developed by the teacher
      - Ability to follow and use district policies/procedures to ensure safety, health, and well-being of students and staff
      - Ability to use universal health precautions and proper body mechanics
      - Ability to carry out teacher plans to support and enhance family interactions and share information regarding community resources

D. Communication Skills

1. Effective Components of Communication

   a. Paraeducators are knowledgeable regarding various elements of effective communication, including being attentive, taking notes, and asking for clarification when necessary

2. Communication Differences
   a. Differences in communication styles and how this affects effective teamwork

3. Listening Skills
   a. Techniques to become an organized and effective listener

E. Paraeducator Assessment

Paraeducators will add to the development of a paraeducator portfolio designed to assess paraeducator awareness, knowledge and/or skills relating to the make up and functions of an effective instructional team. For this module paraeducator portfolios will include completion of work-site assignments, selected writings, reflection logs, teacher and/or administrator observations that reflect awareness and understanding of the topics presented above.

III. CLASSROOM MANAGEMENT MODULE

Goal Statement: The goal of this module is to provide the paraeducator (and the directing teacher) with the knowledge and skills to effectively manage the classroom environment.

The topics to be explored include:

- Establishing an effective school climate conducive to teaching and learning
- Understanding effective classroom organization techniques
- Using effective behavior management strategies
- Resolving student conflict
- Effective strategies for effective use of instructional time

References utilized in the development of the Classroom Management Module include:

- Pickett's *Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation* (1999)
- Gerlach's *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals* (2001)

A. School Climate

1. Mission Orientation

   a. Paraeducators are knowledgeable about the learning and other goals of the school and the classroom in which they are working
   b. Working in Various School Environments

      1) Lunchroom
      2) Playground
      3) Recess
      4) Buses

B. School Security

1. Paraeducators assist teachers in implementation of district policies and procedures for protecting safety and health of students and staff

C. Classroom Organization

1. Paraeducators are knowledgeable and understand the reasoning behind various classroom organizational practices such as seating arrangements, subject and activity timeframes, and classroom rules

D. Behavior Management

1. Paraeducators are knowledgeable about various techniques to ensure the smooth running of the classroom and an optimal learning environment for all students

E. Conflict Resolution

1. Paraeducators are knowledgeable about the methods for dealing with various types of student conflict

F. Time Management

1. Paraeducators are knowledgeable and skillful in assisting students to make wise use of class time

G. Technology Utilization

1. Paraeducators are knowledgeable and skillful in assisting teachers in the use of various types of technology, such as the use of CDs or audio devices.

H. Paraeducator Assessment

Paraeducators will add to the development of a paraeducator portfolio designed to assess paraeducator awareness, knowledge and/or skills relating to the use of effective classroom management strategies. For this module paraeducator portfolios will include completion of work-site assignments, selected writings, reflection logs, teacher and/or administrator observations that reflect awareness and understanding of the topics presented above.

IV. OVERVIEW OF EFFECTIVE INSTRUCTIONAL STRATEGIES MODULE

Goal Statement: The goal of this module is to provide paraeducators with an overview of effective and research based instructional strategies that augment student learning.

The topics to be explored include:

- Effective use of lesson plans
- Respecting individual learning differences
- Working with culturally and linguistically diverse groups of children
- Assisting teachers to modify individualized learning plans
- Assisting the directing teacher to review and reinforce learning activities

References utilized in the development of the Overview of Effective Instructional Strategies Module include:

- Pickett's *Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation* (1999)
- Gerlach's *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals* (2001)

A. Using Teacher Lesson Plans

1. Paraeducators are knowledgeable in understanding the distinctions in teacher and paraeducator roles in developing curriculum content, planning students' lessons based on various learning strategies, and modifying learning programs to meet the needs of all students

B. Understanding Specific Instructional Components for Special Needs Students

1. Title I students
2. IDEA students
3. ELL students

C. Effective Instructional Practices

1. Individual Learning Differences
   a. Paraeducator is knowledgeable about various learning styles of students, such as being visually or aurally oriented

2. Small Group Instruction
   a. Paraeducator understands best techniques in working with a small group to ensure each student participates and has individual learning needs met

3. Individualized Instruction
   a. Paraeducator understands the role of informal assessment by the teacher to guide the instruction for individual students

4. Direct Instruction
   a. Paraeducator understands the dynamics of direct or explicit instruction in guiding the student achieving academic goals

5. Cooperative Learning
   a. Paraeducator understands dynamics of cooperative learning strategies to ensure active participation by each team member

6. Modifying Learning Strategies
   a. Paraeducators are knowledgeable about techniques to modify a lesson plan and understand the need for flexibility when instructing

7. Reviewing and Reinforcing Learning Activities
   a. Paraeducators understand the importance of review and reinforcement to ensure reaching learning objectives.

D. Understanding Student Assessment in the School Improvement Process

1. Role Delineation for Teachers and Paraeducators
   a. Teachers assess student needs, progress, and achievements to formulate learning plans for students
   b. Paraeducators assist in informal assessment of students under the teacher's direction and communicate results to teachers

2. Rationale for Various Types of Assessment
   a. Paraeducators are knowledgeable about various types of assessment and their different purposes

3. Goals and Objectives of Formal (Standardized) and Informal (Functional) Assessment Tools
   a. Paraeducators understand the difference between standardized and functional (or authentic) types of assessment

4. Ability to Assist Teachers in Administering Standardized Tests
   a. Paraeducators understand the general regulations pertaining to the administration of standardized tests

5. Assisting Teachers in Maintaining Student Records Required by the District/State
   a. Paraeducators are knowledgeable in accurately assisting teachers to maintain student records

E. Resources

1. Paraeducator is knowledgeable about various school/district resources to augment student instruction

F. Adapting Instructional Strategies

1. Paraeducator is knowledgeable about the need to adapt a particular instructional strategy that is not working with a particular student(s)

G. Curriculum and Instruction

1. Paraeducator is knowledgeable about the school's curriculum in various subject areas and various instructional strategies used

H. Paraeducator Assessment

Paraeducators will add to the development of a paraeducator portfolio designed to assess paraeducator awareness, specific knowledge and/or skills relating to the use of effective instructional strategies. For this module paraeducator portfolios will include completion of work-site assignments, selected writings, reflection logs, teacher and/or administrator observations that reflect awareness and understanding of the topics presented above.

V. ASSISTING IN THE INSTRUCTION OF READING MODULE

Goal Statement: The goal of this module is threefold: to provide paraeducators with basic concepts in the teaching of reading through the use and application of the five components in *Put Reading First*; through the development of awareness of the IRA Standard for Reading Professionals; and through the development of an awareness of the Montana Reading Standards.

Topics to be explored include:

- The five reading components found in *Put Reading First*
- Recommended competencies for paraeducators established by the IRA
- An exploration of instructional vocabulary and resources
- Exploring the Montana Reading standards

References utilized in the development of the Assisting in the Instruction of Reading Module include:

- International Reading Association. (1998). *Standards for Reading Professionals Revised.* Newark, DE:Professional Standards and Ethics Committee of the International Reading Association. Retrieved May 23, 2002 from the World Wide Web: http://www.reading.org/advocacy/standards/appendixC.html

- Montana Office of Public Instruction Standards (2002). Retrieved May 23, 2002 from the World Wide Web:http://www.opi.state.mt.us/index.html

- Partnership for Reading (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read.* Washington, DC: Author

A. *Put Reading First* Components

1. Phonemic Awareness

2. Phonics

3. Fluency

4. Vocabulary

5. Text Comprehension

B. Standards for Reading Professionals: Competencies for the Paraprofessional from the International Reading Association

1. Knowledge

   a. Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition
   b. Understand the interaction of language and literacy acquisition
   c. Understand the principles of new language acquisition
   d. Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process
   e. Understand the interrelation of reading and writing and listening and speaking
   f. Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing and representing visually
   g. Understand the role of metacognition in reading and writing and listening and speaking
   h. Understand how factors such as grouping procedures, school programs, and assessment can influence student learning
   i. Know classic and contemporary children's and young adults' literature at appropriate levels
   j. Understand that goals, instruction, and assessment should be aligned

2. Understanding Individual Differences

   a. Recognize how differences among learners influence their literacy development
   b. Understand that spelling is developmental and is based on the student's knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstracted phonetic information from letter names
   c. Recognize the importance of creating programs to address the strengths and needs of individual learners
   d. Know Federal, State, and local programs designed to help students with reading and writing problems

3. Understanding Reading Difficulties

   a. Know the principles for diagnosing reading difficulties
   b. Understand individualized and group instructional interventions targeted toward those students in greatest need
   c. Know various reading programs and how to teach them as needed
   d. Know the instructional implications of research in education and other fields that deal with the treatment of students in reading/learning difficulties

4. Understanding Instruction and Assessment:

   a. Create a literate environment that fosters interest and growth in all aspects of literacy
   b. Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure and personal growth
   c. Model and discuss reading and writing as valuable, lifelong activities
   d. Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes
   e. Provide opportunities for creative and personal responses to literature, including storytelling
   f. Use instructional and information technologies to support literacy learning
   g. Implement effective strategies to include parents as parents in the literacy development of children

5. Understanding Word Identification, Vocabulary, And Spelling

   a. Teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations
   b. Use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning
   c. Teach students to recognize and use various spelling patterns in English as an aid to word identification
   d. Employ effective techniques and strategies for the development of vocabulary acquisition

6. Understanding Comprehension

   a. Provide direct instruction and model how to use multiple comprehension strategies
   b. Model questioning strategies
   c. Teach students to connect prior knowledge with new information

d. Teach students strategies for monitoring their own comprehension
e. Ensure students gain understanding of meaning and importance of conventions of standard written English, e.g., punctuation and usage

7. Understanding Study Strategies

   a. Provide opportunities to locate and use a variety of reference resources
   b. Teach students to vary reading rate according to the purpose and difficulty of the material
   c. Teach students effective time-management strategies
   d. Teach students to organize and remember information
   e. Teach test-taking strategies

8. Understanding Writing

   a. Teach students planning strategies appropriate for particular kinds of writing
   b. Teach students to draft, revise, and edit their writing
   c. Teach students the conventions of standard written English needed to edit their compositions

9. Understanding Assessment

   a. Conduct assessments that involve multiple indicators of learner progress
   b. Administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning

10. Organizing And Enhancing A Reading Program:

    a. Communicate with students about their strengths, areas that need improvement, and ways to achieve improvement
    b. Communicate with professionals and paraprofessionals in assessing student achievement and planning instruction
    c. Involve parents in cooperative efforts and programs to support students' reading and writing development

11. Professional Development:

    a. Participate in professional development programs

b. Initiate, implement, and evaluate professional development programs
c. Model ethical professional behavior

12. Professionalism:

a. Pursue knowledge of language arts processes by reading professional journals and publications and participating in conferences and other professional activities
b. Reflect on one's practice to improve instruction and other services to students
c. Interact and participate in decision-making with teachers
d. Participate in local, state, national and international professional organizations whose mission is the improvement of literacy

C. Instructional Vocabulary and Resources

D. Montana Reading Standards

1. Students construct meaning as they comprehend, interpret, and respond to what they read
2. Students apply a range of skills and strategies to read
3. Students set goals, monitor, and evaluate their progress in reading
4. Students select, read, and respond to print and nonprint material for a variety of purposes
5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences

E. Paraeducator Assessment

Paraeducators will add to the development of a paraeducator portfolio designed to assess paraeducator awareness, specific knowledge and/or skills relating to the use the Five Components in Reading, the Montana Reading Standards, and effective instructional practices in the teaching of reading. For this module paraeducator portfolios will include completion of work-site assignments, selected writings, reflection logs, teacher and/or administrator observations that reflect awareness and understanding of the topics presented above.

VI. ASSISTING IN THE INSTRUCTION OF WRITING MODULE

Goal Statement: The Goal of this unit is to provide the paraeducator with the foundational awareness of the Six Trait +1™ Writing Model, The International Reading Association and National Council of Teachers of English of English Standards for the English Language Arts, as well as the basic knowledge and skills that paraeducators will need to assist their directing teachers in the instruction of writing. Paraeducators will demonstrate specific knowledge and skills of grade level benchmarks for the grade levels with which work teach related to the six content standards for reading developed by the state of Montana.

Topics to be explored include the following:

- Developing an awareness of the concepts behind the Six Trait +1™ Writing Model
- Developing an awareness of the NCTE and IRA recommended standards for writing
- Developing an awareness of the Montana Writing Standards

References utilized in the development of the Assisting in the Instruction of Writing Module include:

- National Council of Teachers of English. (Date unknown). *IRA/NCTE Standards for the English Language Arts from the National Council of Teachers of English*. Retrieved May 23, 2002 from the World Wide Web: http://www.ncte.org/standards
- Northwest Regional Educational Laboratory. (1999). *Seeing with New Eyes: A Guidebook on Teaching & Assessing Beginning Writers Using the Six-Trait Writing ™Model*. Portland, OR:Author.
- Spandel, V. (1997). *Dear Parent: A Handbook for Parents of 6-Trait Writing Students*. Portland, OR:Northwest Regional Educational Laboratory.
- Montana Office of Public Instruction Standards (2002). Retrieved May 23, 2002 from the World Wide Web:http://www.opi.state.mt.us/index.html

A. Six-Trait Writing +1™ Model

1. Ideas are central to the purpose, theme, main topics, or main story line of the writing.

   a. Students must understand that writing has a message or theme that makes a point, that tells a story.
   b. Students at various levels must be able to supply details and focus on developing the main points.

2. Organization is essential to the writing process as it provides the framework for students to understand that writing has a beginning, middle, and an end.

   a. Helping students to understand how to begin how to combine thoughts and ideas so that there is a balance.
   b. Helping students to recognize that there is an order to the development of ideas, that there are transition and shifts from one idea to the next.

3. Voice in a piece of writing allows the personality and individuality of the writer to come through.

   a. Helping students to understand how voice may change depending on the audience that is reading or listening.
   b. Students must learn to understand how to develop their own style in various writing assignments: essays, letters, stories, etc.

4. Word choice is the mark of good writing because the careful selection of words and vocabulary provide focus and meaning.

   a. Helping students to recognize that words must be used correctly.
   b. Helping students to build their skills in widening vocabulary to develop variety and precision in word choice
   c. Helping students to develop a flair for using fresh, original, and precise verbs, adjectives, and adverbs and phrases.

5. Sentence fluency provides writing with flow, rhythm, and movement.

   a. Helping student to understand how sentences hang together.
   b. Helping students to understand variety of sentence length to establish rhythm and flow
   c. Helping students understand creative phrasing, parallel construction, alliteration and word order.

6. Conventions in writing focus on ensuring attention to correct use of spelling, grammar and usage, punctuation, paragraphing, and capitalization.

   a. Helping younger students to understand left, right, up and down orientation.
   b. Helping younger students to use proper spacing, and to use upper and lower case appropriately.
   c. Helping more advanced students to apply the use and recognition of correct grammar and usage, proper spelling, appropriate paragraphing structures, and correct capitalization in their writing.

B. International Reading Association and National Council of Teachers of English Standards for the English Language Arts

1. Paraeducators have knowledge of the 12 IRA/NCTE Standards for the Language Arts.

2. Paraeducators use developmentally and culturally appropriate teaching strategies to match the needs of the children with which they are working.

   a. Assist students to recognize the structures of various forms and apply these characteristics to their own writing
   b. Assist students to use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information

C. Instructional Vocabulary and Resources

D. Montana Writing Standards

1. Students write clearly and effectively
2. Students apply a range of skills and strategies in the writing process
3. Students evaluate and reflect on their growth as writers
4. Students write for a variety of purposes and audiences
5. Students recognize the structures of various forms and apply these characteristics to their own writing
6. Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information

E. Paraeducator Assessment

Paraeducators will add to the development of a paraeducator portfolio designed to assess paraeducator awareness, specific knowledge and/or skills relating to the IRA Writing Standards, the Montana reading Standards, and the Six Trait + 1 Writing Model. For this module paraeducator portfolios will include completion of work-site assignments, selected writings, reflection logs, teacher and/or administrator observations that reflect awareness and understanding of the topics presented above.

VII. ASSISTING IN THE INSTRUCTION OF MATH MODULE

Goal Statement: The goal of this module is to provide paraeducators with: an awareness of the national and state standards in mathematics; an awareness of the five strands for teaching mathematics; an awareness as well as an opportunity to practice effective teaching strategies and interventions in mathematics.

Topics that will be explored in this module include:

- Developing an awareness of the state and national standards
- Developing an awareness of how children learn mathematics
- Developing an awareness of the five strands in mathematics:
  - probability and statistics (data analysis)
  - geometric sense
  - number sense
  - algebraic reasoning
  - using measurements
- Developing awareness, knowledge on effective interventions and teaching strategies

References utilized in the development of the Assisting in the Instruction of Math Module include:

- Montana Office of Public Instruction Standards (2002). Retrieved May 23, 2002 from the World Wide Web:http://www.opi.state.mt.us/index.html
- The National Council of Teachers of Mathematics, Inc. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

A. Part One - Mathematics in the 21st Century: A Look at the New Math

1. Looking at State and National Standards
   a. How did you learn mathematics?
   b. What are the standards for mathematics in the state of Montana
   c. What are the national standards?
   d. What available resources exist for future reference?

2. The Five Content Strands in the Teaching of Mathematics
   a. Probability and statistics (and sample problem)
   b. Geometric sense (and sample problem)
   c. Number sense (and sample problem)
   d. Algebraic reasoning (and sample problem)
   e. Using of measurements (and sample problem)

3. Understanding Principles of Problem Solving
   a. Building mathematical understanding through problem solving
   b. The importance of learning mathematics in context
   c. The emphasis on writing and communication in problem solving

B. Part Two- How to Support Student Achievement in Mathematics

1. Video Presentation and Discussion

2. Some Effective Strategies and Interventions in Mathematics for Paraeducators
   a. Using manipulatives in the classroom setting
   b. Developing questioning strategies for students to approach problem solving
   c. Use of small group tutorials
   d. Working with individual students
   e. How to assist students to solve complex problems
   f. Strategies for ELL students

3. Scenarios and Case Studies for Paraeducators
   a. Practice strategies through scenarios and role playing
   b. Use of case studies to discuss and analyze most common problems that students face

C. Paraeducator Assessment

Paraeducators will add to their paraeducator portfolio through selected assignments in the following areas: awareness of state and national standards, awareness of the five strands in the teaching of mathematics, and awareness of the use of effective interventions and instructional strategies. Portfolios will include written reflection of the paraeducator's personal observations about the teaching of mathematics as well as personal growth of their understanding of math concepts, and their application to the teaching process.

References

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