



## **PARAEDUCATOR SUPERVISION ACADEMY (PSA)**

*(offered in one or two-day format)*

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### **Handouts Provided by Instructors:**

[Paraeducator Supervision Slides.](#)

[Paraeducator Supervision Training Booklet.](#)

### **Selected Articles and Book chapters:**

Chopra, R. V. & Giangreco, M. F. (2019). Effective utilization of teacher assistants in inclusive classrooms. In M. J. Schuelka, C. Johnstone, G. Thomas, & A. Artiles (Eds.), *Handbook of inclusion and diversity in education* (pp. 193–207). Thousand Oaks, CA: SAGE

Chopra, R.V., Carroll, D., & Manjack, S. (2018) Utilizing Paraeducators: Issues and Strategies for Supporting Students with Disabilities in Arts Education. In J. B. Crockett & S. M. Malley, *Handbook of Arts Education and Special Education*, (pp, 105-128). New York: Routledge

Chopra, R. V., & Uitto, D. J. (2018) Programming and planning within a multifaceted classroom. In D.K. Chambers (Ed.), *Working with teaching assistants and other support staff for inclusive education*, (pp.175-194). Bingley, United Kingdom: Emerald Group Publishing Limited.

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.

### **COURSE OVERVIEW:**

The purpose of this highly interactive training is to provide the professional educator with core knowledge and skills to work effectively in teams composed both of professionals and paraeducators and effectively utilize 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 learn about seven research-based components of paraeducator supervision. 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. Legal and Ethical Roles and Responsibilities of All Team Members**

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- 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 Policies, Procedures, Roles, Responsibilities; confidentiality
  - ❑ Understand Work Style Preferences
  - ❑ Clarify Program/Professional Needs
  - ❑ Recognize the Paraeducators Skills/Confidence
  - ❑ Develop Personalized Job Descriptions
- **Instructional Planning**
  - ❑ Setting Goals
  - ❑ Describing Activities, Methods
  - ❑ Set Expectations for Outcomes
  - ❑ Designing Instructional Plans for Paraeducators to Ensure Fidelity of the Instructional Process
- **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
  - ❑ Problem solving