

Professional Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

		Disagree		Agree
1. I supervise paraeducators closely.....	1	2	3	4 5
2. I like a flexible work schedule.	1	2	3	4 5
3. I let paraeducators know exactly what is expected.....	1	2	3	4 5
4. I provide (or at least determine) all the materials that will be used.....	1	2	3	4 5
5. I provide a written work schedule.....	1	2	3	4 5
6. I expect the paraeducator to think ahead to the next task.	1	2	3	4 5
7. I determine the instructional methods that will be used	1	2	3	4 5
8. I encourage the paraeducator to try new activities independently.....	1	2	3	4 5
9. I give explicit directions for each task	1	2	3	4 5
10. I always do several things at one time.	1	2	3	4 5
11. I like working with paraeducators that willingly take on new challenges.....	1	2	3	4 5
12. I like taking care of details.....	1	2	3	4 5
13. I require the paraeducator to be very punctual.....	1	2	3	4 5
14. I like to get frequent feedback on how I can improve as a supervisor.....	1	2	3	4 5
15. I like to bring problems out in the open	1	2	3	4 5
16. I like to give frequent performance feedback to the paraeducator.....	1	2	3	4 5
17. I like to discuss activities that do not go well	1	2	3	4 5
18. I like working with other adults	1	2	3	4 5
19. I encourage paraeducators to think for themselves.....	1	2	3	4 5
20. I am a morning person	1	2	3	4 5
21. I speak slowly and softly.....	1	2	3	4 5
22. I work best alone with little immediate interaction	1	2	3	4 5
23. I need a quiet place to work without distractions	1	2	3	4 5
24. I prefer that no one else touches my things.....	1	2	3	4 5
25. I prefer to work from a written plan.....	1	2	3	4 5

Paraeducator Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree		Agree		
1. I like to be supervised closely.....	1	2	3	4	5
2. I like a flexible work schedule.....	1	2	3	4	5
3. I like to know exactly what is expected.....	1	2	3	4	5
4. I prefer to decide which materials to use	1	2	3	4	5
5. I like having a written work schedule	1	2	3	4	5
6. I need time to think ahead on the next task.....	1	2	3	4	5
7. I like to determine the instructional methods I use	1	2	3	4	5
8. I like to try new activities independently.....	1	2	3	4	5
9. I like to be told how to do each task	1	2	3	4	5
10. I like to do several things at one time.	1	2	3	4	5
11. I like to take on challenges and new situations.....	1	2	3	4	5
12. I like taking care of details.....	1	2	3	4	5
13. I like to be very punctual	1	2	3	4	5
14. I like to give frequent feedback on how I prefer to be supervised.....	1	2	3	4	5
15. I like to bring problems out in the open.....	1	2	3	4	5
16. I like to get frequent feedback on my performance	1	2	3	4	5
17. I like to discuss when activities do not go well	1	2	3	4	5
18. I like working with other adults.....	1	2	3	4	5
19. I like to think things through for myself.....	1	2	3	4	5
20. I am a morning person	1	2	3	4	5
21. I like to speak slowly and softly	1	2	3	4	5
22. I like to work alone with little immediate interaction.....	1	2	3	4	5
23. I need a quiet place to work without distractions	1	2	3	4	5
24. I prefer that no one else touches my things.....	1	2	3	4	5
25. I prefer to work from a written plan.....	1	2	3	4	5

Work Style Score Comparison Sheet

Directions: Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no "correct" scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement. Write out your decisions on each item that poses an area of difficulty for you.

Disagree	Agree	<u>Item Content</u>	Disagree	Agree
1 2 3 4 5	1. Closeness of supervision.....	1 2 3 4 5	
1 2 3 4 5	2. Flexibility of work schedule .	1 2 3 4 5	
1 2 3 4 5	3. Preciseness of expectations.....	1 2 3 4 5	
1 2 3 4 5	4. Decisions on which materials to use.....	1 2 3 4 5	
1 2 3 4 5	5. Written work schedule	1 2 3 4 5	
1 2 3 4 5	6. Time to think ahead on the next task.	1 2 3 4 5	
1 2 3 4 5	7. Decisions on instructional methods	1 2 3 4 5	
1 2 3 4 5	8. Trying new activities independently.....	1 2 3 4 5	
1 2 3 4 5	9. Specifying how to do each task	1 2 3 4 5	
1 2 3 4 5	10. Doing several things at one time.....	1 2 3 4 5	
1 2 3 4 5	11. Taking on challenges .	1 2 3 4 5	
1 2 3 4 5	12. Taking care of details.....	1 2 3 4 5	
1 2 3 4 5	13. Punctuality	1 2 3 4 5	
1 2 3 4 5	14. Giving /getting feedback on supervision	1 2 3 4 5	
1 2 3 4 5	15. Dealing with problems out in the open.....	1 2 3 4 5	
1 2 3 4 5	16. Giving / getting frequent feedback	1 2 3 4 5	
1 2 3 4 5	17. Discussing activities that do not go well.....	1 2 3 4 5	
1 2 3 4 5	18. Working with other adults	1 2 3 4 5	
1 2 3 4 5	19. Thinking things through for myself	1 2 3 4 5	
1 2 3 4 5	20. I am a morning person	1 2 3 4 5	
1 2 3 4 5	21. Speak slowly and softly	1 2 3 4 5	
1 2 3 4 5	22. Working alone - little interaction.....	1 2 3 4 5	
1 2 3 4 5	23. Quiet place to work / no distractions	1 2 3 4 5	
1 2 3 4 5	24. Touching others' things.....	1 2 3 4 5	
1 2 3 4 5	25. Working from a written plan.....	1 2 3 4 5	

Master List of Tasks & Duties

Directions: Create a master list of all the tasks you need completed for your program and students to succeed. The items in this list are merely suggestions. Feel free to revise or replace items with tasks or duties that are more relevant to your program. Specify details as needed for clarity.

Supervision of Groups of Students

1. Assist individual students on arrival or departure (specify _____)
2. Supervise groups of students during lunch
3. Supervise groups of students during recess
4. Supervise groups of students loading / unloading buses
5. Monitor students during hall passing periods
6. Escort groups of students to bathroom, library, gym, etc.
7. Accompany students to therapy sessions, individual appointments, etc.
8. Teach appropriate social behaviors in common areas
9. Carry out behavior management
10. Participate in classroom behavioral system as directed
11. Provide reinforcement and support according to IEPs / Individualized Behavior Plans
12. Mediate interpersonal conflicts between students
13. Provide instruction to students on how to mediate their own conflicts
14. Provide cues, prompts to students who are mediating conflicts
15. Provide physical proximity for students with behavior problems
16. Circulate in classroom to provide behavioral supports where needed
17. Enforce class and school rules
18. Assist students who are self-managing behavior (e.g. provide cues, prompts)
19. Help students develop / self-monitor organizational skills
20. Provide cues, prompts to students to use impulse / anger control strategies
21. Provide cues, prompts to students to employ specific prosocial skills
22. Teach pro-social skill lessons
23. Facilitate appropriate social interactions among students
24. Assist other students in coping with the behaviors of specific students (e.g. bullies)

Delivery of Instruction / Therapy / Services

25. Conduct drill & practice activities (e.g. vocabulary, math facts, articulation protocols)
26. Read / repeat tests or directions to students
27. Read with students (specify techniques _____ [e.g. guided oral reading, neurological impress, repeated readings, choral reading])
28. Help students complete written assignments
29. Assist students to compose original work (e.g. stories, essays, reports)
30. Tape record stories, lessons, assignments
31. Carry out adapted instruction according to the adaptation list provided or specific directions (e.g. lesson plans, IEPs)
32. Read to students (specify _____ [e.g. texts material, stories])
33. Listen to students reading orally
34. Help students' work on individual projects
35. Facilitate students' active participation in cooperative groups
36. Help students select library books / reference materials
37. Help students use computers (specify purpose _____ [e.g. keyboarding, drill & practice, composing written assignments, printing, finding resources on Internet])

Master List of Tasks & Duties: page 2

38. Translate instruction / student responses (e.g. sign or other language)
39. Translate directions into other language for student(s) (e.g. ASL)
40. Translate teacher made materials / text materials into another language
41. Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been taught in English
42. Carry out lessons on field trips as directed
43. Monitor student performance as directed
44. Re-teach / reinforce instructional concepts introduced by teachers to small groups or individual students

Data Collection / Reporting

45. Observe and record student progress in academic areas
46. Observe and record individual student behaviors
47. Observe and record student health needs
48. Observe and record student food / liquid intake
49. Observe and record student bathroom use / needs
50. Observe and record student use of communication skills, adaptive equipment or devices
51. Observe and record student social interactions / initiative, etc.
52. Observe and record behavior of classes, large, or small groups

Activity Preparation / Follow-up

53. Find / arrange materials / equipment (e.g. mix paints, set up lab materials)
54. Adapt materials / equipment as specified for particular student
55. Construct learning materials as directed
56. Construct adapted learning materials according to IEP or other adaptation directions provided by teachers, related services providers
57. Prepare classroom displays
58. Order materials and supplies
59. Organize classroom supplies / materials
60. Operate equipment (e.g. tape recorders, VCRs, overhead projectors)
61. Make audio and/or visual aids (transparencies, written notes, voice notes etc.)
62. Schedule guest speakers / visitors as directed
63. Help prepare and clean up snacks
64. Help students clean up after activities
65. Distribute supplies / materials / books to students
66. Collect completed work from students / return papers to students
67. Make field trip arrangements (e.g. schedule buses, notify cafeteria)

Ethical Practice

68. Maintain confidentiality of all information regarding students
69. Respect the dignity of every child at all times
70. Report suspected child abuse according to the law, local policies, procedures
71. Abide by school district policies, school rules, and team standards in all areas
72. Communicate with parents and families only as directed by the teacher
73. Provide accurate and timely information about the student to those who have the right to know [e.g. team members]
74. Carry out all assigned duties responsibly, in a timely manner
75. Protect the welfare and safety of students at all times

Master List of Tasks & Duties: page 3

76. Maintain composure / emotional control while working with students
77. Demonstrate punctuality, good attendance, and report absences as directed
78. Maintain acceptable hygiene and appearance
79. Protect the privacy and dignity of school staff members, team members, co-workers, other adults in the school
80. Accept assigned tasks graciously
81. Request direction, instruction, or guidance for new or unfamiliar tasks

Team Participation / Membership

82. Meet with team as scheduled / directed
83. Participate in team meetings by contributing information, ideas, and assistance
84. Participate in team meetings by listening carefully to the ideas of others
85. Engage in appropriate problem-solving steps to resolve problems
86. Engage in mature conflict management steps / processes
87. Use appropriate communication actions in adult-adult interactions
88. Respect the dignity of other adults
89. Participate in learning activities as specified in growth and development plan
90. Participate in school wide growth and development activities as specified

Clerical Work

91. Take attendance
92. Type reports, tests, IEPs, assessment reports
93. Make copies
94. Sort and file student papers
95. Record grades
96. Collect fees, i.e. lab, book, milk, activity, etc.
97. Correct assigned student-lessons / homework
98. Grade tests
99. Help with paperwork to facilitate parent-teacher appointments
100. Inventory materials and fill out routine forms Maintain files for IEPs, assessment reports, other program reports
101. Maintain databases of student information

Health / Personal Related Services

102. Assist students using the restroom
103. Change diapers
104. Clean up after student accidents
105. Help students with health related services as directed by school nurse (e.g. trach tube suction, nebulizer treatments)
106. Help student(s) eat, mix food, feed (e.g. G-tube)
107. Transfer, turn, position, lift students
108. Assist student to use wheelchair, stander, other mobility devices
109. Check functioning of assistive equipment (e.g. hearing aid batteries, oxygen tank, tubing)
110. Dispense medication to students according to health plan, as directed by nurse

Master List of Tasks & Duties: page 4

Other

111. Attend IEP meetings
112. Participate in unit, lesson, and individual student planning sessions with teacher
113. Attend parent-teacher conferences
114. Communication with families (specify _____)
115. Contribute unique skills and talents (specify _____)
116. Attend after school activities (specify _____)

Paraeducator Task Preparation / Confidence Inventory

Directions for the Paraeducator: Complete this form by considering your own preparation and confidence to perform each task. Decide how prepared and confident you feel for each task / duty. Circle 1 if you are unprepared to do the task and want / need training in order to begin. Circle 2 to show that you may begin doing the task, but need further instruction. Circle 3 or 4 to show that you want more training to improve your skill. Circle 5 if you feel well prepared and confident.

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1. Assist individual students on arrival or departure (specify _____) 1 2 3 4 5
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3. Supervise groups of students during recess 1 2 3 4 5
4. Supervise groups of students loading / unloading buses..... 1 2 3 4 5
5. Monitor students during hall passing periods 1 2 3 4 5
6. Escort groups of students to bathroom, library, gym, etc. 1 2 3 4 5
7. Accompany students to therapy sessions, individual appointments, etc. 1 2 3 4 5
8. Teach appropriate social behaviors in common areas 1 2 3 4 5
9. Carry out behavior management 1 2 3 4 5
10. Participate in classroom behavioral system as directed 1 2 3 4 5
11. Provide reinforcement /support in IEPs / behavior plans 1 2 3 4 5
12. Mediate interpersonal conflicts between students 1 2 3 4 5
13. Provide instruction to students on how to mediate their own conflicts 1 2 3 4 5
14. Provide cues, prompts to students who are mediating conflicts 1 2 3 4 5
15. Provide physical proximity for students with behavior problems..... 1 2 3 4 5
16. Circulate in classroom to provide behavioral supports where needed 1 2 3 4 5
17. Enforce class and school rules 1 2 3 4 5
18. Assist students who are self-managing behavior (e.g provide cues, prompts) 1 2 3 4 5
19. Help students develop / self-monitor organizational skills 1 2 3 4 5
20. Provide cues, prompts to students to use impulse / anger control strategies 1 2 3 4 5
21. Provide cues, prompts to students to employ specific prosocial skills 1 2 3 4 5
22. Teach pro-social skill lessons 1 2 3 4 5
23. Facilitate appropriate social interactions among students 1 2 3 4 5
24. Assist other students in coping with the behaviors of specific students 1 2 3 4 5

Delivery of Instruction

25. Conduct drill & practice activities (e.g. vocabulary, math facts,
 i. articulation protocols) 1 2 3 4 5
26. Read / repeat tests or directions to students..... 1 2 3 4 5
27. Read with students (specify techniques _____[e.g. guided oral reading, neurological
 impress, repeated readings, choral reading]) 1 2 3 4 5
28. Help students complete written assignments 1 2 3 4 5
29. Give objective tests (e.g. spelling, math) 1 2 3 4 5
30. Assist students to compose original work (e.g. stories, essays, reports) 1 2 3 4 5
31. Tape record stories, lessons, assignments 1 2 3 4 5
32. Create individualized instructional materials according to the adaptation list provided or specific
 directions (e.g. lesson plans, IEPs) 1 2 3 4 5
33. Read to students (specify _____ [e.g. texts material, stories]) 1 2 3 4 5
34. Listen to students reading orally 1 2 3 4 5
35. Help students' work on individual projects 1 2 3 4 5
36. Facilitate students' active participation in cooperative groups 1 2 3 4 5
37. Help students select library books / reference materials 1 2 3 4 5
38. Help students use computers (specify purpose _____[e.g. keyboarding, drill & practice,
 composing written assignments, printing, Internet) 1 2 3 4 5
39. Translate instruction / student responses (e.g. sign or other language) 1 2 3 4 5

Paraeducator Task Preparation / Confidence Inventory: page 2

- 40. Translate directions into other language for student(s) (e.g. ASL) 1 2 3 4 5
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- 42. Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been taught in English 1 2 3 4 5
- 43. Carry out lessons on field trips as directed 1 2 3 4 5
- 44. Monitor student performance as directed 1 2 3 4 5
- 45. Re-teach / reinforce instructional concepts introduced by teachers to small groups or individual students 1 2 3 4 5

Data Collection / Reporting

- 46. Observe and record student progress in academic areas 1 2 3 4 5
- 47. Observe and record individual student behaviors 1 2 3 4 5
- 48. Observe and record student health needs 1 2 3 4 5
- 49. Observe and record student food / liquid intake 1 2 3 4 5
- 50. Observe and record student bathroom use / needs 1 2 3 4 5
- 51. Observe and record student communication skills, adaptive equipment 1 2 3 4 5
- 52. Observe and record student social interactions / initiative, etc. 1 2 3 4 5
- 53. Observe and record behavior of classes, large, or small groups 1 2 3 4 5

Activity Preparation / Follow-up

- 54. Find / arrange materials / equipment (e.g. mix paints, set up lab materials) 1 2 3 4 5
- 55. Adapt materials / equipment as specified for particular student 1 2 3 4 5
- 56. Construct learning materials as directed 1 2 3 4 5
- 57. Prepare classroom displays..... 1 2 3 4 5
- 58. Order materials and supplies 1 2 3 4 5
- 59. Organize classroom supplies / materials 1 2 3 4 5
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- 62. Schedule guest speakers / visitors as directed 1 2 3 4 5
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- 65. Distribute supplies / materials / books to students 1 2 3 4 5
- 66. Collect completed work from students / return papers to students 1 2 3 4 5
- 67. Make field trip arrangements (e.g. schedule buses, notify cafeteria) 1 2 3 4 5

Ethical Practice

- 68. Maintain confidentiality of all information regarding students 1 2 3 4 5
- 69. Respect the dignity of every child at all times 1 2 3 4 5
- 70. Report suspected child abuse according to the law, local policies, procedures 1 2 3 4 5
- 71. Abide by school district policies, school rules, and team standards in all areas 1 2 3 4 5
- 72. Communicate with parents and families only as directed by the teacher 1 2 3 4 5
- 73. Provide accurate and timely information about the student to those who have
 - i. know [e.g. team members] 1 2 3 4 5
- 74. Carry out all assigned duties responsibly, in a timely manner 1 2 3 4 5
- 75. Protect the welfare and safety of students at all times 1 2 3 4 5
- 76. Maintain composure / emotional control while working with students 1 2 3 4 5
- 77. Demonstrate punctuality, good attendance, and report absences as directed 1 2 3 4 5
- 78. Maintain acceptable hygiene and appearance 1 2 3 4 5
- 79. Protect the privacy and dignity of school staff members, team members,
 - i. co-workers, other adults in the school 1 2 3 4 5

Paraeducator Task Preparation / Confidence Inventory: page 3

- 80. Accept assigned tasks graciously 1 2 3 4 5
- 81. Request direction, instruction, or guidance for new or unfamiliar tasks..... 1 2 3 4 5

Team Participation / Membership

- 82. Meet with team as scheduled / directed 1 2 3 4 5
- 83. Participate in team meetings by contributing information, ideas, and assistance 1 2 3 4 5
- 84. Participate in team meetings by listening carefully to the ideas of others 1 2 3 4 5
- 85. Engage in appropriate problem-solving steps to resolve problems 1 2 3 4 5
- 86. Engage in mature conflict management steps / processes 1 2 3 4 5
- 87. Use appropriate communication actions in adult-adult interactions 1 2 3 4 5
- 88. Respect the dignity of other adults 1 2 3 4 5
- 89. Participate in learning activities as specified in growth and development plan 1 2 3 4 5
- 90. Participate in school wide growth and development activities as specified 1 2 3 4 5

Clerical Work

- 91. Take attendance..... 1 2 3 4 5
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- 98. Grade tests 1 2 3 4 5
- 99. Help with paperwork to facilitate parent-teacher appointments 1 2 3 4 5
- 100. Inventory materials and fill out routine forms Maintain files for IEPs,
 - i. assessment reports, other program reports 1 2 3 4 5
- 101. Maintain databases of student information..... 1 2 3 4 5

Health / Personal Related Services

- 102. Assist students using the restroom 1 2 3 4 5
- 103. Change diapers..... 1 2 3 4 5
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- 108.Assist student to use wheelchair, stander, other mobility devices 1 2 3 4 5
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Other

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- 112.Participate in unit, lesson, individual student planning sessions with teacher 1 2 3 4 5
- 113.Attend parent-teacher conferences 1 2 3 4 5
- 114.Communication with families (specify _____) 1 2 3 4 5
- 115.Contribute unique skills and talents (specify _____) 1 2 3 4 5
- 116.Attend after school activities (specify _____)..... 1 2 3 4 5

Paraeducator Training Needs Assessment

Regarding the topics below, I need training (put ✓ in appropriate box)	Now	In The Future	Never
Team Roles			
Team communication and functioning			
Roles and responsibilities			
Ethical and legal responsibilities			
Adult communication			
Effective working relationships			
Conflict management			
Problem solving steps and processes			
Stress management			
Instruction			
Following lesson plans			
Implementing curricular adaptations			
Levels of support for students			
Getting the attention of students			
Maintaining active student participation			
Basic mathematical concepts			
Math computation skills			
Using public transportation systems with groups of students			
Math standards			
Creating instructional materials			
Helping students select reading material			
Make arrangements for field trips.			
Create forms for parental permission and fee collection			
Techniques for reading to and with students			
Facilitating reading comprehension			
Reading standards at the state and district level			
Written language skills			
Developmental process of written language			
Engaging students in organizing and producing written language			
Written language standards at the state and district level			
Instructional Technology			
Operate audio/visual equipment, copy machines, fax machines, computer			
Augmentative communication systems			

Recognize high and low tech speech devices			
Create low-tech communication devices			
Behavior			
Principles of behavior modification			
Functions of behavior			
Teaching rules, procedures and routines			
Data recording and reporting			
Principles of communication with students			
Management strategies for minor behavior problems			
Facilitating friendships among students			
Define behavior in terms that students can understand			
Direct instructional methods to teach behavior			
Contingency reinforcement			
Teach rules, routines and procedures for small or large groups			
Of students			
Behavior management techniques			
Antecedents, behaviors and consequences			
Logical and natural consequences that are positive and non-aversive			
Redirect, reframe and reinforce behaviors			
Purposes for data collection			
Use data recording forms			
Duration and frequency data			
Special Education			
Special education laws			
Legal rights of students with disabilities			
How students qualify for special education services and 504 plans			
Steps and processes of special education services			
Values and rationale for inclusion of students with disabilities			
Disability categories			
Needs of students with disabilities			
Distinguishing facts from myths about people with disabilities			
People first language			
Accessing information about disabilities, syndromes and medical conditions on the Internet			
Human Growth And Development			
Concepts of human learning			
Students at risk			
Typical language development			
Health & safety			
Health, safety and emergency procedures and practices			
Maintaining physical health and safety of students			

Reporting child abuse, suicidal ideation or other illegal and/or dangerous behavior			
Health-related care in school settings			
Medically fragile children			
Role of the school nurse			
Delegation of health related procedures and the paraeducator role			
Cultural Diversity			
Identifying culturally-based habits and patterns			
Communication characteristics of English-speakers and non-English speakers			
Diversity in cultural heritages, life styles, and value systems			
Personal growth & development			
Self-analyses of my own job-related skills			
Choosing appropriate training opportunities			
Self-evaluation methods			
Using constructive feedback and criticism from supervisors			
Plan for self-improvement			
Student supervision			
Lunchroom safety precautions and first aid specific to choking and aspiration			
Signals for getting students' attention in the lunchroom, playgrounds			
Eating procedures for students with special eating needs			
Natural supports for students with special needs			
Teaching pro-social lunchroom behavior			
Rules and instructional methods for typical playground games			
Safety precautions for children using playground equipment			
Teaching pro-social playground skills			
Principles of playground supervision			
Establish rules, routines and procedures for bus riding			
Maintain order on the bus			
Emergency safety procedures			
Bus operation procedures			
Mediate conflicts among students on the playground			
Playground peer mediation programs			
Instructional Technology			
Development of communication			
Assertive technology			
Adaptive equipment			
Computer use for instruction			
Transition programs			
Transitioning students to vocational/career training			

Employment/career training options and vocational programs			
Career planning			
Marketing and job development			
Job site analysis			
Self-determination for students			
English Language Learners			
Laws and court rulings regarding English language learners			
Education services for English language learners			
Working with students who are learning English as a second language			
Programs for English language learners			
Understand how cultural differences affect teaching and learning			
Helping newcomers adjust			
Second language acquisition			
Factors that influence language acquisition in schools			
Instructional methods used in Bilingual classes			
When to use L1 and when to use L2 in both ESL and Bilingual class settings			
Strategies and techniques used in sheltered English instruction			
Reading Instruction Strategies			
Strategies to help students gain phonemic awareness			
Systematic teaching of phonics skills			
Helping students use decoding skills			
Teach vocabulary using direct and indirect techniques			
Help students improve their reading comprehension			
Identifying fluent and non-fluent readers			
Calculate the relative difficulty of a reading passage			
Using speed drills to teach fluency			
Using phrase-cued instruction for fluency			
Using paired reading with students			
Using buddy reading with students			
Using choral reading techniques to improve fluency			
Using reader's theater to improve fluency			
Math Instruction Strategies			
Using concrete materials to help students recognize patterns			
Help students interpret data using tables and graphs			
Teach students basic patterns and algebraic concepts			
Help students use probability concepts			
Help students solve math problems			
Help students with place value / base-ten number system			
Help students understand concepts of math operations			

Help students solve story problems using basic operations			
Teach fractions and decimal concepts			
Help students demonstrate equivalent forms of numbers			
Help students compare numbers (i.e. Equal, greater than, less than)			
Help students recognize 2-D geometric shapes by their attributes (e.g. Quadrilateral, triangle, circle)			
Help students recognize 3-D geometric shapes by their attributes (cube, cylinder, cone, and pyramid)			
Help students with geometric relationships and spatial reasoning (e.g. Coordinate geometry, congruence, similarity)			
Help students identify angle types			
Help students differentiate the concepts of perimeter and area			
Help students understand factors and multiples			
Help students determine the reasonableness of their answers			
Help students understand addition, subtraction, multiplication and division of fractions			
Help students understand decimals and percents			
Help students solve story problems with fractions, decimals and percents			

Training List / Matrix

Task for Which Skills are Needed	Name the skill or competency	Who could possibly provide training	When might the training occur
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Directions

Column 1: Task

In this column describe the duty to be performed (e.g. playground supervision)

Column 2: Competency

Note the competency required of the paraeducator to be successful at performing the task (e.g. for playground supervision, mediating conflicts between students is a competency)

Column 3:

Indicate (either by name or by position title) who could / might be able to provide training. Don't forget to consider other paraeducators, students, teachers, related services providers, administrators, etc.

Column 4: When

This column identifies a possible timeframe. Stating a particular date in this column doesn't create a binding contract by any means, but sets an expectation. It also provides a sense of when the supervisory can realistically expect the paraeducator to begin performing the duty as expected.