

## **Getting Acquainted Questions**

- ➡ Why have you decided to work as a paraeducator / teacher?
  
- ➡ What are your recreational activities / hobbies?
  
- ➡ Which of your teachers made the biggest positive impact on you?
  
- ➡ What other skills do you have that we might incorporate into the classroom?
  
- ➡ What is your understanding of this position?
  
- ➡ What do you think are the goals of education?
  
- ➡ What other teams have you participated on? Sports? Work?
  
- ➡ What talents and skills do you bring to the team?
  
- ➡ How do you think teams function best?
  
- ➡ How can we assure that we will work well together?

# Orientation Components Checklist

Orientation Components Checklist		
Get Acquainted	Establish the Supervisory Relationship	Keep the Momentum
Before Student Contact	First 5 Days On the Job	First Month
<input type="checkbox"/> Introductions to office, safety / security, health care and physical plant employees, some teachers	<input type="checkbox"/> Introductions to all teachers, other paraeducators library/media staff,	<input type="checkbox"/> Complete the plan for acquisition of new skills needed on the job, adding those that weren't apparent during role clarification,
<input type="checkbox"/> Tour of the building	<input type="checkbox"/> Getting Acquainted Interview	
<input type="checkbox"/> Written safety & emergency procedures	<input type="checkbox"/> Work style preferences analysis / comparison to all supervising professionals	
<input type="checkbox"/> School Calendar, Routines, Procedures, General Expectations, Protocols for absences, substitutes etc.	<input type="checkbox"/> Role clarification / Specific job description based on program needs and paraeducator skills, noting immediate training needed	<input type="checkbox"/> Complete all introductions – making sure even the itinerant related services providers have been introduced
<input type="checkbox"/> Confidentiality, student rights	<input type="checkbox"/> Program purpose(s), Organization, operation	

## **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. Check 1 if you are unprepared to do the task and want / need training in order to begin. Check 2 to show that you may begin doing the task, but need further instruction. Check 3 or 4 to show that you want more training to improve your skill. Check 5 if you feel well prepared and confident.

### **Supervision of Groups of Students**

1. Assist individual students on arrival or departure (specify \_\_\_\_\_) ..... 1 2 3 4 5
2. Supervise groups of students during lunch..... 1 2 3 4 5
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, 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
- 40. Translate directions into other language for student(s) (e.g. ASL) ..... 1 2 3 4 5
- 41. Translate teacher made materials / text materials into another language ..... 1 2 3 4 5
- 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
- 60. Operate equipment (e.g. tape recorders, VCRs, overhead projectors) ..... 1 2 3 4 5
- 61. Make audio and/or visual aids (transparencies, written notes, voice notes etc.) 1 2 3 4 5
- 62. Schedule guest speakers / visitors as directed ..... 1 2 3 4 5
- 63. Help prepare and clean up snacks ..... 1 2 3 4 5
- 64. Help students clean up after activities ..... 1 2 3 4 5
- 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 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, co-workers, other adults in the school ..... 1 2 3 4 5
- 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  
 92. Type reports, tests, IEPs, assessment reports ..... 1 2 3 4 5  
 93. Make copies..... 1 2 3 4 5  
 94. Sort and file student papers ..... 1 2 3 4 5  
 95. Record grades ..... 1 2 3 4 5  
 96. Collect fees, i.e. lab, book, milk, activity, etc. .... 1 2 3 4 5  
 97. Correct assigned student-lessons / homework..... 1 2 3 4 5  
 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, 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  
 104. Clean up after student accidents ..... 1 2 3 4 5  
 105. Help students with health related services as directed by school nurse (e.g. trach tube suction, nebulizer treatments) ..... 1 2 3 4 5  
 106. Help student(s) eat, mix food, feed (e.g. G-tube) ..... 1 2 3 4 5  
 107. Transfer, turn, position, lift students ..... 1 2 3 4 5  
 108. Assist student to use wheelchair, stander, other mobility devices..... 1 2 3 4 5  
 109. Check functioning of equipment (e.g. hearing aid batteries, oxygen tank) ..... 1 2 3 4 5  
 110. Dispense medication to students according to health plan, as directed by nurse 1 2 3 4 5

**Other**

111. Attend IEP meetings ..... 1 2 3 4 5  
 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

*To begin, the paraeducator and the professional(s) fill out the worksheets individually using the appropriate form. Then, together, the professional(s) and the paraeducator fill in Work Style Score Comparison Sheet. The comparison sheet is intended to be a vehicle for communication about how the two (or the team) will work together. Items where the scores vary by only a point tend to be fairly easy to discuss. Items where the score differences are greater need to be discussed further. Knowing the preferences of a newly employed paraeducator and comparing them to the preferred work style of the professional team members enables the team to start off on the right foot. Remember that the scores are not absolutes. Everyone is capable of adapting their own preferences to those of their teammates.*

### **Teacher Work Style and Preferences**

**Directions:** Check the box with 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 and Preferences

**Directions:** Check the box with 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:** You now need to transfer your individual preferences to this comparison sheet. 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



## What every teacher assistant needs to know:

### What's the job?

- Do I have a written job description?
- If there isn't a written job description, what are my responsibilities?
- Do my supervisors know what my job description is?
- Am I likely to be assigned new or additional responsibilities?
- Who can assign me new responsibilities?
- Do I have any say about whether or not I'll take certain assignments?
- Who do I go to if I have concerns about my responsibilities?

### Who is my supervisor?

- Who is my immediate supervisor?
- Do I have other supervisors?
- What is the "chain of command" for solving a problem with a student?
- What is the "chain of command" for solving other kinds of workplace problems?
- If I'm working on a team, who can assign work to me and how do I prioritize assignments?
- Will I get regular supervision and direction? From who? When?
- Who will be evaluating me?
- What will I be evaluated on?

### What about the students?

- How many students am I expected to work with?
- For any students with disabilities, what are their disabilities and what are the IEP goals?
- What are the specific health problems and medical needs of students I'll be working with, and what are my responsibilities in that area?
- Am I *expected* to attend IEP meetings? Am I *allowed* to attend IEP meetings? If I attend, will I be paid for my time? If I can't attend, am I supposed to give input? How?
- How will I be trained for any new responsibilities?
- Will I be expected to communicate with parents? If so, how?

### What about the basics?

- What's the daily schedule? When is my lunch break? Do I get other breaks?
- What is the lay-out of the building?
- Will I be expected to use office machinery? If so, how does it work? Where are materials located?
- Do I have a specific spot for my things?
- What happens when I'm sick? What happens when a teacher is sick and I'm asked to sub?
- Is there a procedure for requesting personal days? What about requests for training?
- Is there a contract? Who can I ask questions about my employment agreement?

### What are the school's policies on ...

- Discipline
- Transporting students
- Emergency procedures
- Restraint
- Reporting suspected abuse
- Harassment

## Roles of Paraprofessionals and Supervising Teacher in Areas of Education

<b>Classroom Organization</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Plans weekly schedule, lessons, room arrangements, learning centers, and activities for individuals and the entire class.	Implements plan as specified by the teacher.
<b>Assessment</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Administers and scores formal and informal tests.	Administers informal tests.
<b>Setting Objectives</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Determines appropriate objectives for groups and individual children.	Carries out activities to meet objectives.
<b>Teaching</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Teaches lessons for the entire class, small groups, and individual children.	Reinforces and supervises practice of skills with individual and small groups.
<b>Behavior Management</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Observes behavior, plans and implements behavior management strategies for entire class and for individual children.	Observes behavior, carries out behavior management activities.
<b>Working with Parents</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Meets with parents and initiates conferences concerning child's progress.	Participates in parent conferences when appropriate.
<b>Building a Classroom Partnership</b>	
<b>Teacher Role</b>	<b>Paraprofessional Role</b>
Arranges schedule for conferences, shares goals and philosophy with paraprofessional, organizes job duties for paraprofessional.	Shares ideas and concerns during conferences and carries out duties as directed by a teacher.

## Educational Interpreter

It is the responsibility of the I.E.P. Team to determine the need for an Educational Interpreter. What is an educational interpreter? An educational interpreter is an individual who has been certified by the state to use sign language within the school system to facilitate communication between a hearing impaired student and the teachers and staff at the school. The following list are helpful hints and information on how to best collaborate with an Educational Interpreter to make the facilitation of language at school the easiest for your student.

- ❖ As the teacher it is best to address the student directly and not speak to the interpreter. Talk to the hearing impaired student just the same as you would any other student and the interpreter will be there to interpret what is being said.
- ❖ Know that an interpreter will sit or stand near the teacher or speaker when they are interpreting. This will help the student not only catch the interpreting but also see visuals the speaker may have and pick up any visual cues or body language from the speaker.
- ❖ For the interpreter to be prepared on a daily basis to facilitate the language, it is best for them to have the lesson plans at least a week in advance. This gives them time to have all the correct signs for the vocabulary in the lesson. They will also need copies of the text, workbook, worksheets, and media to study. Other items might include scripts for school plays, music for programs or items for special events.
- ❖ Interpreters, like teachers, need time to prepare for lessons. For an interpreter to best communicate the language involved in the lesson they need to study the vocabulary and concepts included in the lesson before presenting it to the student during class.
- ❖ In some cases, the interpreter will be your liaison between the teacher of the hearing impaired and the classroom teacher. Communication is key between all parties.
- ❖ The student may ask the interpreter for clarification of the interpretation of the lesson, which is fine, but questions concerning content of the lesson should be directed to the teacher.
- ❖ The educational interpreter is also there to help the student in understanding the material of the class. This may entail the interpreter spending time reteaching material or helping the student with classwork or assignments. All modifications to content should be done by the regular education teacher and/or the teacher of the hearing impaired.
- ❖ An educational interpreter's purpose is to assist in implementing lessons. The teacher always bears the responsibility for lesson development.
- ❖ The teacher of the hearing impaired can assist the school with finding movies or other media in closed captioning. If closed captioning is unavailable, provide the interpreter with the media in advance for preparation.
- ❖ Collaboration among teachers is essential as Educational Interpreters are often responsible for services to multiple students with hearing impairments.
- ❖ Remember the teacher and interpreter must work as a team to give the hearing impaired student a great education.

## Master List of Task and 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

- Assist individual students on arrival or departure (specify \_\_\_\_\_)
- Supervise groups of students during lunch
- Supervise groups of students during recess
- Supervise groups of students loading/unloading buses
- Monitor students during hall passing periods
- Escort groups of students to bathroom, library, gym, etc.
- Accompany students to therapy sessions, individual appointments, etc.
- Reinforce appropriate social behaviors in common areas
- Carry out behavior management
- Participate in classroom behavioral system as directed
- Provide reinforcement and support according to IEPs/Individualized Behavior Plans
- Assist in mediating interpersonal conflicts between students
- Provide physical proximity for students with behavior problems
- Circulate in classroom to provide behavioral supports where needed
- Enforce class and school rules
- Assist students who are self-managing behavior (e.g. provide cues, prompts)
- Help students develop/self-monitor organizational skills
- Provide cues, prompts to students to use impulse/anger control strategies
- Provide cues, prompts to students to employ specific prosocial skills
- Facilitate appropriate social interactions among students
- Assist other students in coping with the behaviors of specific students (e.g. bullies)

## Delivery of Instruction / Therapy / Services

- Conduct drill & practice activities (e.g. vocabulary, math facts, articulation protocols)
- Read/repeat tests or directions to students
- Read with students (specify techniques \_\_\_\_\_ [e.g. guided oral reading, neurological impress, repeated readings, choral reading])
- Help students complete written assignments
- Assist students to compose original work (e.g. stories, essays, reports)
- Tape record stories, lessons, assignments
- Carry out adapted instruction according to the adaptation list provided or specific directions (e.g. lesson plans, IEPs)
- Read to students (specify \_\_\_\_\_ [e.g. texts material, stories])
- Listen to students reading orally
- Help students' work on individual projects
- Facilitate students' active participation in cooperative groups
- Help students select library books/reference materials
- Help students use computers (specify purpose \_\_\_\_\_ [e.g. keyboarding, drill & practice, composing written assignments, printing, finding resources on Internet])
- Translate instruction / student responses (e.g. sign or other language)
- Translate directions into other language for student(s) (e.g. ASL)
- Translate teacher made materials / text materials into another language
- Use another language (e.g. sign, Spanish) to discuss and elaborate on concepts that have been taught in English
- Carry out lessons on field trips as directed
- Monitor student performance as directed
- Re-teach/reinforce instructional concepts introduced by teachers to small groups or individual students

### **Data Collection / Reporting**

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

### **Activity Preparation / Follow-up**

- Find/arrange materials/equipment (e.g. mix paints, set up lab materials)
- Adapt materials/equipment as specified for particular student
- Construct learning materials as directed
- Construct adapted learning materials according to IEP or other adaptation directions provided by teachers, related services providers
- Prepare classroom displays
- Organize classroom supplies/materials
- Operate equipment (e.g. tape recorders, VCRs, overhead projectors)
- Make audio and/or visual aids (transparencies, written notes, voice notes etc.)
- Help prepare and clean up snacks
- Help students clean up after activities
- Distribute supplies/materials/books to students
- Collect completed work from students/return papers to students
- Make field trip arrangements (e.g. schedule buses, notify cafeteria) as directed

## **Ethical Practice**

- Maintain confidentiality of all information regarding students
- Respect the dignity of every child at all times
- Report suspected child abuse according to the law, local policies, procedures
- Abide by school district policies, school rules, and team standards in all areas
- Communicate with parents and families **only** as directed by the teacher
- Provide accurate and timely information about the student to those who have the right to know [e.g. team members]
- Carry out all assigned duties responsibly, in a timely manner
- Protect the welfare and safety of students at all times
- Maintain composure/emotional control while working with students
- Demonstrate punctuality, good attendance, and report absences as directed
- Maintain acceptable hygiene and appearance
- Protect the privacy and dignity of school staff members, team members, co-workers, other adults in the school
- Accept assigned tasks graciously
- Request direction, instruction, or guidance for new or unfamiliar tasks

## **Team Participation / Membership**

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

## **Clerical Work**

- Take attendance
- Type reports, tests, or assessment reports as directed by supervisor
- Make copies
- Sort and file student papers
- Record grades
- Collect fees, i.e. lab, book, milk, activity, etc.
- Correct assigned student lessons/homework
- Grade tests
- Help with paperwork to facilitate parent-teacher appointments
- Inventory materials and fill out routine forms Maintain files for IEPs, assessment reports, other program reports
- Maintain databases of student information

## **Health / Personal Related Services**

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

## **Other**

- Attend IEP meetings
- Participate in unit, lesson, and individual student planning sessions with teacher
- Attend parent-teacher conferences
- Communication with families (specify \_\_\_\_\_ )
- Contribute unique skills and talents (specify \_\_\_\_\_ )
- Attend after school activities (specify \_\_\_\_\_ )



## Comparison of Special Education Teachers' and Classroom Teachers' Responsibilities

Special Education Teacher	Classroom Teacher
<b>Planning</b>	<b>Planning</b>
<ul style="list-style-type: none"> <li>• Plan objectives that address IEP &amp; behavior goals</li> <li>• Decide on individual adaptations necessary to meet IEP goals</li> <li>• <i>Direct paraeducator to create materials and carry out adaptations that support plans as directed by classroom teacher</i></li> </ul>	<ul style="list-style-type: none"> <li>• Plan classroom lessons / units in accordance with district curriculum, standards</li> <li>• Determine how adaptations for specific students should be incorporated into each lesson or unit</li> <li>• <i>Assign paraeducator to complete materials &amp; lesson adaptations</i></li> </ul>
<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Assess/evaluate students for program Eligibility</li> <li>• Gain information from classroom teacher to help assess / evaluate individual student progress</li> <li>• <i>Create a documentation system for paraeducators and classroom teachers to provide data that can be used for assessment and planning purposes</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assess / evaluate academic progress of students</li> <li>• Contribute classroom data about individual students to consulting teacher or specialist</li> <li>• <i>Monitor paraeducator's documentation of student behaviors and performance to report to special education teacher</i></li> </ul>
<b>Instruction</b>	<b>Instruction</b>
<ul style="list-style-type: none"> <li>• Assure the delivery of the student's IEP</li> <li>• Assure access to general education curriculum and standards</li> <li>• Assure that appropriate adaptations are implemented</li> <li>• <i>Assure that paraeducator knows how to carry out appropriate instructional adaptations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assure the delivery of the curriculum and standards appropriate to the grade level, course, or subject area</li> <li>• Assure that appropriate adaptations are made for students who have IEPs</li> <li>• <i>Determine which adaptations the paraeducator may carry out</i></li> </ul>
<b>Collaboration</b>	<b>Collaboration</b>
<ul style="list-style-type: none"> <li>• Assure that classroom teachers have an individual student summary sheet for each student in their classes. Discuss the appropriate adaptations for each individual student with classroom teacher</li> <li>• <i>Discuss what the paraeducator may do to assist with carrying out IEP-based adaptations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Obtain information about students for whom any individualized plan exists</li> <li>• Get as much information as possible about appropriate adaptations for student from the special education teacher</li> <li>• <i>Clarify what the paraeducator may do to implement IEP-based adaptations</i></li> </ul>
<b>Orientation</b>	<b>Orientation</b>
<ul style="list-style-type: none"> <li>• <i>Orient the paraeducator to the school building, the staff, the individual students with whom she will work, individualized goals and needs of particular students, the program purposes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Orient the paraeducator to the rules, routines, procedures of the classroom</i></li> <li>• <i>Provide space in classroom for the paraeducator</i></li> <li>• <i>Introduce paraeducator to students and adults</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>Lead the analysis of work styles and preferences for all teachers with whom paraeducator works.</i></li> <li>• <i>Create personalized job description based on program / classroom needs, skills of paraeducator in collaboration with all classroom teachers with whom paraeducator works.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Participate in work style and preference analysis, program needs / paraeducator skills analysis and creation of personalized job description.</i></li> </ul>
<p style="text-align: center;"><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>• <i>Set daily, weekly, monthly schedules for paraeducators based on student goals, and classroom lessons, needs. Establish periodic meetings with classroom teachers to review student progress and paraeducator performance</i></li> </ul>	<p style="text-align: center;"><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>• <i>Communicate classroom, lesson and unit needs that should influence the schedule, to consulting special education teacher</i></li> <li>• <i>Meet with special education teacher periodically to review student progress and paraeducator performance</i></li> </ul>
<p style="text-align: center;"><b>Delegation</b></p> <ul style="list-style-type: none"> <li>• <i>Delegate and assign tasks and duties to paraeducator regarding delivery of services according to IEP goals</i></li> </ul>	<p style="text-align: center;"><b>Delegation</b></p> <ul style="list-style-type: none"> <li>• <i>Delegate and assign tasks and duties to paraeducator that will enhance the content and flow of the lesson or unit in the classroom</i></li> <li>• <i>Delegate tasks to paraeducator related to implementation of IEP adaptations</i></li> </ul>
<p style="text-align: center;"><b>Monitor Task Performance</b></p> <ul style="list-style-type: none"> <li>• <i>Monitor tasks assigned to paraeducator based on individualized goals to assure they are performed correctly by the paraeducator</i></li> <li>• <i>Provide timely and appropriate feedback to paraeducator regarding task performance</i></li> </ul>	<p style="text-align: center;"><b>Monitor Task Performance</b></p> <ul style="list-style-type: none"> <li>• <i>Monitor assigned tasks and duties assigned to paraeducator that are based on individualized goals and on classroom lesson/unit plans</i></li> <li>• <i>Provide timely and appropriate feedback to paraeducator regarding task performance</i></li> </ul>
<p style="text-align: center;"><b>On the Job Training</b></p> <ul style="list-style-type: none"> <li>• <i>Train and coach the paraeducator in the skills required to perform assigned tasks</i></li> </ul>	<p style="text-align: center;"><b>On the Job Training</b></p> <ul style="list-style-type: none"> <li>• <i>Train and coach paraeducators in the skills required to perform assigned tasks</i></li> </ul>
<p style="text-align: center;"><b>Manage the Work Environment</b></p> <ul style="list-style-type: none"> <li>• <i>Serve as team leader for all those involved in the individualizing aspect of the child's education: Managing intra-team communication, instructional or logistical problems, and interpersonal conflicts in the workplace that may otherwise interfere with delivery of student program.</i></li> </ul>	<p style="text-align: center;"><b>Manage the Work Environment</b></p> <ul style="list-style-type: none"> <li>• <i>Serve as team member, contribute knowledge of curriculum and classroom instruction, participate in effective communications, and share in problem resolution techniques, conflict management.</i></li> </ul>