

**CORE  
PARAPROFESSIONAL  
HANDOUTS  
ROLES & RESPONSIBILITIES  
SECTION A**

# **OVERHEAD/HANDOUT A1**

## **TASKS PERFORMED BY TEACHERS**

**PLANNING & IMPLEMENTING INSTRUCTION**

**ASSESSMENT**

**SETTING GOALS & OBJECTIVES**

**DAILY LESSON PLANS**

**INSTRUCTIONAL MATERIAL**

**COLLABORATION**

**INSTRUCTIONAL MODIFICATIONS**

**BEHAVIORAL MANAGEMENT**

**ALLOCATION OF RESOURCES**

**MONEY**

**MATERIALS**

**PARAPROFESSIONALS**

**VOLUNTEERS**

## **OVERHEAD/HANDOUT A1.1**

### **TASKS PERFORMED BY THE PRINCIPAL**

**PROVIDING INSTRUCTIONAL LEADERSHIP**

**ALLOCATING RESOURCES/BUDGET**

**ENSOURAGING COLLABORATION AMONG STAFF**

**IDENTIFYING AREAS FOR SCHOOL IMPROVEMENT**

**HELPING TO ESTABLISH SCHOOLWIDE GOALS**

**COLLABORATING WITH PARENTS**

**PUBLIC RELATIONS**

**MANAGING STUDENT BEHAVIOR**

**OTHER ADMINISTATIVE TASKS**

**OVERHEAD/HANDOUT A1.2**

**TASKS PERFORMED BY PARAPROFESSIONALS**

**ASSISTING IN THE DETERMINATION OF STUDENT PROGRESS  
THROUGH  
ASSESSMENT AND DATA COLLECTION**

**COLLABORATING WITH OTHER INSTRUCTIONAL TEAM  
MEMBERS**

**PARTICIPATING IN IEP MEETINGS**

**IMPLEMENTING CURRICULAR MODIFICATIONS**

**REMEDIATING ACADEMICS AND SOCIAL BEHAVIOR**

**REVIEWING LESSONS**

**USING ADAPTIVE EQUIPMENT**

## OVERHEAD/HANDOUT A2

### THE TEACHER AND PARAPROFESSIONAL TEAM

#### WHOSE RESPONSIBILITY

<b>TASK</b>	<b>TEACHER</b>	<b>PARAPROFESSIONAL</b>	<b>SHARED</b>
<b>ASSESSMENT</b> 1. Assessing function levels of individual students 2. Assessing learning problems 3. Assessing value of instructional materials			
<b>PLANNING</b> 4. Selecting conditions and criteria for instructional objectives 5. Writing instructional objectives 6. Planning behavior management strategies for the class and individual students 7. Planning daily lessons 8. Planning bulletin boards 9. Arranging field trips			
<b>INSTRUCTION</b> 10. Implementing behavior management strategies and techniques 11. Working with entire class 12. Reviewing lessons 13. Tutoring individual students 14. Demonstrating materials or methods 15. Using adaptive equipment			

## OVERHEAD/HANDOUT A2

### THE TEACHER AND PARAPROFESSIONAL TEAM

#### WHOSE RESPONSIBILITY

<b>TASK</b>	<b>TEACHER</b>	<b>PARAPROFESSIONAL</b>	<b>SHARED</b>
<b>EVALUATION</b> 16. Assessing effectiveness of individuals lessons or teaching strategies  17. Observing and recording data  18. Providing information of the IEP process  19. Referring a student for formal assessment, counseling, or another related service			
<b>CLASSROOM MANAGEMENT</b> 20. Setting classroom rules and structure  21. Working with entire class  22. Taking inventory and maintaining supplies and records  23. Approving the use of, or discarding, instructional materials			
<b>PUBLIC RELATIONS</b> 24. Reporting to parents on their child's progress  25. Participating in IEP meetings			

Adapted from Oklahoma's Paraprofessional Manual

## **OVERHEAD/HANDOUT A3**

### **DEFINITION**

**Paraprofessionals are members of a team providing education and/or related services to students and their families.**

**Paraprofessionals work under the supervision of licensed staff who are ultimately responsible for the design, implementation, and evaluation of instructional programs.**

**OVERHEAD/HANDOUT A4**

**LEGAL, ETHICAL, & PROFESSIONAL STANDARDS**

**CONFIDENTIALITY**

**DISTRICT POLICIES**

**REGULAR ATTENDANCE & WORK HOURS**

**DIRECTIONS BY TEACHERS & SUPERVISORS**

**CHAIN OF COMMAND**

**LOYALTY, DEPENDABILITY, INTEGRITY, &**

**RESPECT FOR DIFFERENCES**

**WILLINGNESS TO LEARN**



## **OVERHEAD/HANDOUT A5**

### **SUGGESTIONS FROM ARKANSAS PARAPROFESSIONALS FOR BECOMING SUCCESSFUL**

1. In-service
2. Education
3. Equality/respect
4. Loyalty-dedicated to the teacher
5. Cooperation
6. Poise – be calm
7. Open communication with teacher/paraprofessionals/students
8. The ability to assume the role of a good follower and leader
9. The ability to be friendly, firm and flexible
10. More involvement with students and parents
11. More pay
12. More patience
13. Having a good attitude about your job
14. Keeping the teacher aware of what is going on
15. Have a “love” for children
16. Willingness to work
17. More materials to work with the children
18. Don't correct child in front of other children
19. Be a good listener
20. Be able to talk to children, but do not baby-talk
21. Watch your tone of voice and facial expression when you discipline children
22. Be pleasant (try) at all times
23. Show the children you care

## **OVERHEAD/HANDOUT A6**

### **TEN C'S OF TEAMWORK**

**Communication**

**Cooperation**

**Collaboration**

**Confrontation of problems**

**Compromise**

**Consensus**

**Coordination**

**Consistency**

**Caring**

**Commitment**

**OVERHEAD/HANDOUT A7**

**PROFESSIONAL BARRIERS TO TEAMWORK**

**Specialized education preparation**

**Role ambiguity**

**Status differential**

**Authority and power structures**

**Leadership styles**

## **ADDITIONAL RESOURCES**

## **Welcome to Holland**

**When you're going to have a baby, it's like you're planning a vacation to Italy. You're all excited. You get a whole bunch of guidebooks, you learn a few phrases in Italian so you can get around, and then it comes time to pack your bags and head for the airport – for Italy.**

**Only when you land, the stewardess says, “Welcome to Holland.” You look at one another in disbelief and shock, saying, “Holland? What are you talking about? I signed up for Italy!”**

**But they explain there's been a change of plans, and there you must stay. “But I don't know anything about Holland! I don't want to stay!”, you say.**

**But you do stay. You go out and buy some new guidebooks, you learn some new phrases and you meet people you never knew existed. The important thing is that you are not in Italy or some filthy, plague-infested slum full of pestilence and famine. You are simply in a different place than you had planned. It's slower paced than Italy, but after you've been there a little while and have had a chance to catch your breath, you begin to discover Holland has windmills. Holland has tulips. Holland has Rembrandts.**

**But everyone else you know is busy coming and going from Italy. They're all bragging about what a great time they had there and for the rest of your life you will say, “Yes, that's what I had planned.” The pain of that will never, ever go away.**

**You have to accept that pain because the loss of that dream the loss of that plan, is a very significant loss. But if you spend your life mourning the fact that you didn't get to Italy, you will never be free to enjoy the very special, the very lovely things about Holland.**

## **CHECKLIST FOR YOU TO FIND**

- 1) What are your special and regular duties?
- 2) What records are you responsible for keeping?
- 3) What special services are available to the classroom and the school in which you work?
- 4) What schedules are you responsible for following?
- 5) What emergency provisions apply to your situations?
- 6) When do pupils come? When do they leave?
- 7) Where and when will the pupils in your classroom play?
- 8) What are the most significant playground rules?
- 9) For what lunch time activities will you be responsible?
- 10) Where are the supplies kept and how are they obtained?
- 11) What equipment is available and how is it obtained?
- 12) What is the line of communication and authority you are to follow?
- 13) If you are responsible for working with more than one teacher, how is your time divided?
- 14) What pupil records are available to you?
- 15) To whom should you direct questions concerning school policy?
- 16) With whom should you discuss a problem concerning a relationship?
- 17) What should your response be when parents raise questions concerning their child's functioning in the classroom?
- 18) What is expected of you in terms of pupil management?
- 19) What course should you follow if you feel you do not have enough to do?
- 20) How does your teacher view the teacher/paraprofessional relationship?

Adapted from Oklahoma's paraprofessional manual

<b>The Paraprofessional May:</b>	<b>The Paraprofessional May Not:</b>
<ol style="list-style-type: none"> <li>1. Be left alone in the classroom for <u>short</u> periods of time when the supervising teacher is away. The supervising teacher remains responsible for the classroom at all times and must remain accessible.</li> <li>2. Work without direct supervision with individuals or groups of students.</li> <li>3. Have specific instructional and management responsibilities for the students.</li> <li>4. Be involved in student staffing.</li> <li>5. Be used to support the integration of students with disabilities into regular classes by supporting these students in regular class assignments and given tests orally, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be used as a substitute for a certified teacher, unless district criteria is met.</li> <li>2. Teach independently new concepts and skills.</li> <li>3. Be given primary responsibility for working with individual students.</li> <li>4. Be assigned to attend student staffing in lieu of the supervising teacher.</li> <li>5. Be given primary responsibility for including one or more students or used to teach regular curriculum to students with disabilities.</li> </ol>

<b>Supervising Teacher</b>	<b>Paraprofessional</b>
<ol style="list-style-type: none"> <li>1. Takes responsibility for instruction of new concepts, skills, and each new classroom activity.</li> <li>2. Revises instructional programs.</li> <li>3. Designs and adapts instructional materials.</li> <li>4. Designs and implements behavioral intervention plans.</li> <li>5. Communicates with parents.</li> <li>6. Responsibility for behavioral management.</li> <li>7. Attends in-service workshops.</li> <li>8. Directs and assists with activities meeting the physical needs of students such as feeding, toileting, dressing, and catheterization.</li> <li>9. Develops and implements integration activities and strategies.</li> <li>10. Assists in the planning and implementation of transition services.</li> <li>11. Coordinates and participates in team meetings and parent meetings.</li> <li>12. Supervises paraprofessionals and volunteers in accordance with district policies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher.</li> <li>2. Monitors student progress in instructional programs and relates findings to supervising teacher.</li> <li>3. Helps develop instructional materials designed by the supervising teacher.</li> <li>4. Monitors and reinforces student performance concerning behavioral interventions through observation, assumes data collection, compilation, and record keeping duties.</li> <li>5. Assists in maintaining records associated with the parent conferencing procedure, confirms conference dates, etc.</li> <li>6. Manages students during times when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom; plays supportive management roles when supervising teacher is present.</li> <li>7. Attends in-service workshops.</li> <li>8. Demonstrates knowledge of curriculum content for classes in which he/she assists.</li> <li>9. Assists with the physical needs of students-feeding, toileting, dressing, and catheterization.</li> <li>10. Assist with lunchroom, recess, and bus activities.</li> </ol>



**PUBLIC SCHOOLS' PROBLEMS  
1940 vs. 1990**

The top 7 in-school problems identified by U.S. teachers  
in the 1940 vs. problems identified in a 1990 survey.

<b>1940</b>	<b>1990</b>
<b>Talking out of turn</b>	<b>Drug abuse</b>
<b>Chewing gum</b>	<b>Alcohol abuse</b>
<b>Making noise</b>	<b>Pregnancy</b>
<b>Running in halls</b>	<b>Suicide</b>
<b>Cutting in line</b>	<b>Rape</b>
<b>Dress code infraction</b>	<b>Robbery</b>
<b>Littering</b>	<b>Assault</b>