



CKCIE Paraeducators



Many special education teachers supervise paraeducators. This role involves several important responsibilities. In order to assist supervising teachers to understand their responsibilities, welcome paraeducators, establish positive working relationships, and create a classroom climate that is most conducive for student learning, the following items are important.

Need to Know

- Paras are to report to their building on the day before the student start date. This varies with each district. You will receive a calendar, specific to your district that specifies para work days.
- The majority of our paras work a 7.5 hour day with a 30 minute duty free lunch. They must take 30 minutes for lunch. Paras are only to work their assigned hours. ANY hours that are not their regular required hours must be pre-approved by your coordinator and Director Mike Lowers or Assistant Director Rhonda Bird.
- Teachers will go over the Para Expectations form with each para their first day of work. The signed Para Expectations form will be turned in to your coordinator.
- Newly hired paras are required to attend Para Orientation within 30 days of their start date.
- New paraeducators will be evaluated using the Para Appraisal System within 60 days of their start date and again before April 1st. After the paraeducators first school year of employment they will not need to be evaluated unless there are concerns about performance. Evaluations will be turned into your coordinator.
- Paras are required to be highly qualified within 60 days of their start date. They are highly qualified when they have completed at least 48 college credit hours, have completed an associate's degree or higher, have completed the CKCIE on-line Paraeducator Professional Development modules and assessments. Paras that need to take the assessment will be assigned a date to go to CKCIE to take the assessment.
- Paras will complete the USD 305 Blood Borne Pathogens, Harassment, Bullying and Confidentiality web based training before September 15th. Newly hired staff will complete theirs during Para Orientation.
- Paras are required to complete inservice hours each year. Paras in their first 3 full years must do 20 hours and those over 3 full years (complete school years) must do 10 hours. Log sheets are to be turned into the coordinators by December 2, 2016 and April 3, 2017.
- When a para resigns we need a signed letter of resignation, an evaluation and their inservice log sheet. Please help us to collect these.

Getting Started

- Provide an atmosphere of respect, recognition and open communication.
- Provide a spot for the paras to put their belongings, materials, etc.
- If the para is new to the school, introduce them to other teachers, paras and staff in the building.
- Review Para Expectations Form with the para(s).
- Show the para where supplies and materials are kept and how they are obtained.
- Review Time Centre/CKCIE Time Sheets with the paras. Discuss start time, end time and lunch breaks.
- Discuss building and classroom emergency procedures, safety issues and policies.
- Remind paras that they must complete inservice hours and ideas of what they can do to obtain hours.
- Refer paras to CKCIE website, para information and Support Staff Handbook
- Give an initial orientation to your classroom including daily routines, schedules, instructional procedures, student expectations.

Working with Paraeducators

- Explain your teaching philosophy and teaching style.
- Take time to provide clear instructions and complete information to the paras
- Discuss the appropriate roles of the teacher and the paras
- Share your expectations for the paras
- Build time in your schedule to plan and communicate with the paras
- Discuss problems and ideas with the paras. Ask for their ideas, suggestions, and opinions.
- Take time to listen to the paras' concerns and questions.
- Allow for individual initiative (if it does not change the integrity of the work with the student). Don't expect the para to do things exactly the way you do them.
- Decide which tasks and duties could be delegated.
- Prepare work assignments for paras based on program needs, learning objectives for students and para skills and experience.
- Consider the strengths, interests and needs of the para when planning schedules and assignments.
- Discuss student accountability and expectations as well as student strengths and needs.
- Discuss Positive Behavior supports in the classroom and your expectations for managing students' behavior.
- Address the importance of developing relationships with students.
- Compliment paras on their contributions to the program and let them know how much you appreciate them.
- Provide regular, constructive feedback regarding each para's work performance.