



Maximizing Paraprofessionals in the Inclusive Classroom

EDUO 9416 2 Semester Credits/Units

Instructor – Dr. Shawn DiNarda Watters

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Public Syllabus

For a complete Syllabus please contact the instructor.

Course Overview: Learn how to maximize the use of Paraprofessionals in the inclusive classroom. Create opportunities for them to be a true asset to teachers, students, and their families. Designed for paraprofessionals, general education teachers, art, music, physical education teachers and intervention specialists, participants will learn the guidelines for paraprofessionals; supportive teaching and behavior strategies, instructional methods; the various roles and responsibilities of paraprofessionals in the P-12 public school environment. Gain strategies to support the wide range of academic and behavioral needs of students with exceptional learning needs.

Required readings: All readings will be provided to participants by the instructor.

Course Objectives: This course will give student opportunity to:

- Understand the purposes and value of programs for individuals with exceptional learning needs and the role of the paraprofessional in providing services to all children with exceptional learning needs.
- Gain knowledge of and apply effective instructional and assessment strategies to assist teaching and learning in a variety of settings.
- Understand the value of collaborating and communicating with students, parents, other educators, administrators, and the community to support student learning according to IEP goals and objectives.
- Gain knowledge of the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education.
- Construct an environment that values and knows consumer and professional organizations, publications, and journals relevant to individuals with exceptional learning needs

Course Relation to CCS or other Professional Standards

Global Framework of Professional Teaching Standards (2019):

Domain 2, Standard 5: An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of the students

Domain 2, Standard 7: Assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity.

Council for Exceptional Children Standards for Initial Teacher Preparation (2015)

CEC: 2. Learning Environment: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC 6. Professional and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

CEC 7. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. WattersAssignment3). Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments

Assignment #3 – Teaching Colleague Interview. Participants will refer to Assignment #1 to develop a list of 12 open ended interview questions on the Paraprofessional in the P-12 Classroom through the development of an Interview Protocol. Participants will then select a teaching colleague to interview. The teaching colleague can work within the same school, the same district, grade level and content area are left to the discretion of the participant. Select someone who can positively impact one's practice and professional growth. The interview is to be a minimum of 90 minutes and audio recorded. (Format: Submit Developed Interview Protocol AND Completed Form for Interviewee's Signature and documented time length of interview.)

Objectives:

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis of the inclusive classroom environment while maximizing paraprofessionals.
- 2) Develop professional inquiry based on qualitative research.
- 3) Expand one's knowledge of professional behaviors and classroom environment that impact student learning and IEP goal progress.

Assignment #4 – Teaching Interview Reflection. Participants will review the Interview Protocol, notes taken during interview and interview audio recording to reflect on the information gained from the interviewee and its impact on the participant’s future educational practices (Format: written response paper).

Objectives:

- 1) Apply a variety of intellectual skills: concise exposition, succinct analysis of the interview.
- 2) Develop professional inquiry based on qualitative analysis.
- 3) Expand one’s knowledge of professional behaviors and classroom environment that impact student learning and IEP goal progress.

Assignment #5 - Classroom Paraprofessional Plan. Participants will build on the Teacher Interview Reflection and construct a personal Classroom Paraprofessional Plan. This plan will identify the participant’s classroom structure, demographic information, and teaching content variables that impact the daily routine. Participants will identify specific areas and responsibilities for a Classroom Paraprofessional to maximize students’ educational achievement (physically, academically, and socially). (Format: The submission plan format will be selected by the course participant - a written plan, a video description, a slide or Prezi presentation; any modality that the participant deems most valuable.)

Popular FREE video formats to consider:

<https://animoto.com/education/classroom>

<https://www.powtoon.com/>

<https://www.wevideo.com/education>

Popular Presentation tools: PowerPoints, Google Slides or Prezi.

Objectives:

- 1) Evaluate the effects of professional choices and actions on others (students, parents, other professionals).
- 2) Reflect on practices while continuing to build on and refine professional skills, and dispositions about play, teaching strategies, curriculum development, and collaboration.
- 3) Expand one’s knowledge of professional behaviors and classroom environment that impact student learning and IEP goal progress.

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
ALL Assignments (#1-#6) responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	4 of the 6 assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Less than 3 Assignment responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	4 of the 6 assignments submitted were organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Less than 3 of the assignment responses submitted were not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
ALL Assignment content and required projects were original.	ALL Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

<http://www.nea.org/ParaeducatorInstitute>

<https://www.parentcenterhub.org/paras/>

<https://inclusiveschools.org/category/resources/paraeducators/>

<https://www.cec.sped.org/>

- Course participants are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>