## Paraprofessional Training/Development Pilot
### White Bear Lake School District

**As of 8/03**

### Process and Preparation
- Computer Needs of each individual – self evaluation of necessary skills / offer beginning computer skills
- Para eLink website, use to direct to staff
- Para Skills Inventory (from website) to use as self-assessment of skills and knowledge
- Making school computer labs available
- Screen reader…tape content
- All Paras will have e-mail
- 1 set of worksheets/reviews in every building to copy
- Everyone has a tracking sheet
- Stressing adult learning styles / Ann M. at sessions?

### Content and Recording
- Para eLink – Requirements and Options
- Use of Self/Facilitator Documentation (lavender and yellow) Very vital that all have this
- Use of Database for tracking progress of each para
- Competency 7 & 8 good starting point, not competency 1…too boring
- Determine self directed competencies and face to face competencies that could be done in an inservice
- Importance of the glossary on Para eLink
- Disability specific group discussion / face to face

### Facilitation and Support
- On-line training with group/individually
- Para Website as a resource and support [http://ici2.umn.edu/para/](http://ici2.umn.edu/para/)
- Provide support within building / WHO???
- All pilot members are the support
- 2 Trainer Teams – Teacher/Para team
- Create face to face 1/2x monthly for discussion of topic of core competency
- District-wide tiered system after defining path of training

### Portfolio
- Work / Life experience
- CEU’s from in-services and workshops
- Complete Review for each Core Competency and add
- Make copies of SAMPLE documentation sheets for everyone and put in portfolio
- What is enough when it comes to the documentation
- District committee to review portfolio

### Timing
- Amount of time each competency would take
- January ’06 deadline
- Deadline to do competency, then have them come in for a face to face to talk about content, using tracking chart
- Self directed work on competency is averaging out to approx. 2 _  hrs. to 5 hrs.

### College Credit
- AA degree (with Instructional Component)
- 2 years of Higher Education
- Get transcript and put in portfolio
- Be supported by Personnel Dept. / college transcripts
- Determine who will be reviewing transcripts

### System Issues
- Job description aligned to competencies
- Teacher documentation of demonstration of skills
- District wide Para Evaluation which aligns to the competencies
- Requirements of local district process
- Personnel Dept. role in reviewing college credits
- Begin work on Paraprofessional Development Plan, which will work into the evaluation piece
- Look at “rating” words align with teacher- Danielson
- Paras being a part of staff development in buildings
- District committee to review portfolio
- General / Special Ed. teacher training on Para meeting requirements
- Changing views of Para role in classroom, they are there for the sped student first, but may work with all students who need help.

### Instruction in Reading, Writing, Math
- Assessment of reading, writing, and math
- Sharon- part of assessment validation process w/ state to determine a cut score (Parapro assessment)
- Preparation for the test. Would it be better to do direct instruction thru sessions with Becky????
- Provide support through Competency 9 which may include bringing in “math” teacher
- General Education teacher to help plan carrying out the “demonstration” of the “ability to assist in the instruction of…..”

As of 8/03
Paraprofessional Training/Development Pilot
White Bear Lake School District

Good Points / Concerns brought up by Pilot in discussion: Sharon/Marilyn/Barbara

1) At times para maybe knowledgeable but may not have the skills to put it into practice.
2) When doing the Skills Inventory, how each para individually rates themselves may vary para to para.
3) When a teacher is observing, demonstration of a skill, be clear of the rating system that all do it the same.
4) In fulfilling a competency is it a number determined by self, supervisor…where is the balance? Some people are more for “doing” then writing and the other way around….
5)