Welcome!

As you get settled in, please access the padlet linked below and contribute to our conversation & add any questions you’d like answered to our Parking Lot.

**What’s the best way to utilize paras?**

**Access:**
https://padlet.com/juliana_nicholshazle/utilize

or

![QR Code](https://example.com/qrcode.png)
Utilizing Paraprofessionals in the Classroom

GCLI 2019
HELLO!

Special Services Instructional Support Team:

> Juliana Nichols-Hazlett
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Objectives

Explore Ways in Which:

- We collaborate with paraprofessionals
- We equip and utilize paraprofessionals
- We support paraprofessionals
Let’s Establish Some Common Understandings about Paraprofessionals...

- Paraprofessional support is an ARD decision
  - Based upon the needs of students
- Curriculum is the responsibility of certified teachers
  - Paras support teachers in supporting students
- Are essential in reducing the student to teacher ratio
  - Allowing the teacher to support **ALL** students
  - Teacher and paras **SHARE** the responsibility for all students
- Provide **instructional & functional** value to the learning environment
Paraprofessional Effectiveness

- Read the checklist
- Star those that are most essential to student success
- Reflect on which ones are dependent upon the teacher...
  - How do we ensure we’re designing the right environment for paraprofessionals to be most effective?
Through designing for the maximum impact of paraprofessional utilization...
Relationships

- Platinum Rule
- Personal Connections & Connections to Students
- Expectations & Management
- Proactive Communication
  - Resources from Stetson & Associates
    - Teacher Working Style Guide
    - Interpersonal Dynamics Tool
Relationships are almost always the greatest barrier to effective utilization of paraprofessionals.

Why is this?
Routines

- Communication
- Collaboration
- Evaluating Effectiveness
Reflection

- Relationship
- Routines
- Communication
- Instruction
  - Materials
  - Techniques
- Next steps
How do we design our learning environment and instruction so that paras are seen, heard, and valued?
If we aren’t intentional about designing our learning environment and instruction...the default is often:

Pat...point...pray...

Why is this???

I define connection as the energy that exists between people when they feel 

seen, heard and valued;

when they can give and receive without judgement;

and when they derive 

sustenance and strength

from the relationship.

-- Brene Brown
Our goal is to provide access to the curriculum in the least restrictive environment...

What happens when design restricts students?
Problems that can occur without intentional design and collaboration:

- Interference with GenEd Ownership & Responsibility
- Separation from Classmates
- Dependence on Adults
- Impact on Peer Interactions
- Limitations on Receiving Competent Instruction
- Loss of Personal Control
- Loss of Gender Identity
- Interference with Instruction of Other Students
Let’s Explore Design with Students in Mind
Collaborative Structures for Maximizing Instructional Support and Utilization of Paraprofessionals

- Alternative Teaching
- One Teach, One Assist
- One Teach, One Observe
- Parallel Teaching
- Station Teaching
- Teaming
Most Effective & Most Appropriate Design

- Alternative Teaching
- One Teach, One Assist
- One Teach, One Observe
- Parallel Teaching
- Station Teaching
- Teaming
Use 1 Teach-1 Assist & 1 Teach-1 Observe \textit{Sparingly}
Enhancing the Role of Paraprofessionals

- Highlight the responsibilities that you are currently providing in one color...
- Then highlight the responsibilities that you are willing to try in another color...

What’s your plan for exploring additional responsibilities?
What are your takeaways & ideas?

Collaborative GIVE ONE/TAKE ONE Protocol

1. Make a list of ideas related to a topic(s) or question(s) on a sheet of paper.
2. Write as many ideas as possible in 2–3 minutes
3. Draw a line after your final idea.
4. Stand with the list in hand and talk, one on one, with as many other people as possible in 3–5 minutes.
5. Everyone must give each person they meet an idea from your list; you must also write down one new idea from each partner’s list.
6. At the end of the activity, create a group list of information completed from the individual lists.
THANKS!

Any questions? Want a thinking partner? Want another perspective? Need some ideas?

Reach out to the SSISTers!

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