

Paraeducators: What We Do Matters

13 Module Journal



Learning
Objectives



Real World
Activity



Explore



Engage and
Reflect



Dive Deeper



Terms to
Know



Standards of
Practice

Name: _____

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Index of Engage and Reflect Exercises

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Understanding Your Journal

Your *Paraeducators: What We Do Matters* Journal has a section for each of the 12 online modules. Each section includes the learning objectives, a general notetaking section, and the “Engage and Reflect” exercises for that module. Add pages if you have more reflections than given lines. Use this tool in the way that works best for **you**.

The following list is a “map key” of icons and other visual markers to help you navigate the journal.

Journal Key



The start of a new module



“Learning Objectives” icon



“Engage and Reflect” exercise icon



Content referenced in the module or from external sources

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Module 1

Understanding Your Role



Learning Objectives:

- Understanding the roles and responsibilities of a paraeducator;
- Understanding the difference in duties between a paraeducator, teacher, and administrator;
- Understanding guidelines and requirements for the paraeducator role.



Section Overview:

- General Notetaking area
- 5 Engage and Reflect Exercises

Module 1: Understanding Your Role

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

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Module 1: Understanding Your Role

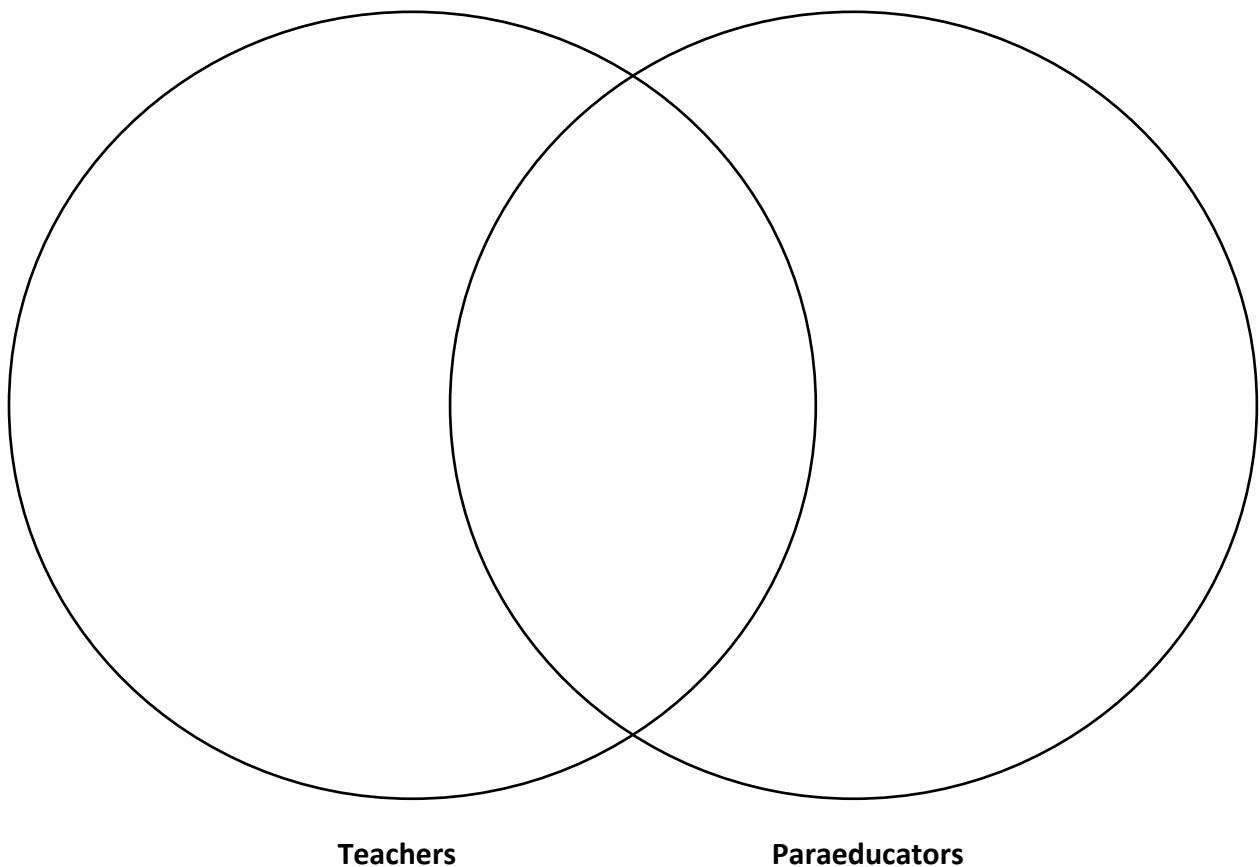


Engage and Reflect 1.1

(Found on page 1 in the Online Module 1)

Complete the following Venn diagram:

- In the circle on the left, note specific responsibilities only teachers have.
- In the circle on the right, note specific responsibilities only paraeducators have.
- In the intersecting area of the two circles, list responsibilities both paraeducators and teachers have.



Consider sharing this diagram when you meet with your supervisor to start a conversation about your responsibilities.

Module 1: Understanding Your Role



Engage and Reflect 1.2

(Found on page 5 in the Online Module 1)

A great paraeducator takes the initiative to do the best job possible. Here are some ways a paraeducator can excel:

- Notice how students act in various settings
- Model good behavior
- Actively participate in class
- Be positive with your students
- Understand the curriculum
- Let your love of learning shine through

Record examples of situations in which you've gone beyond the basics in ways listed above. Which were easiest for you? Which would you be less likely to do?

Situation 1

Situation 2

Situation 3

Module 1: Understanding Your Role

Over the next week, try to do at least one task that corresponds to each of the listed ways a paraeducator can excel. Record what happens in your journal. If you think of any important activities not included in the list, add them, along with examples of how you take the initiative to do them at your school.

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This can be useful information to share with your supervisor if you have a performance review or professional growth planning meeting.

Module 1: Understanding Your Role



Engage and Reflect 1.3

(Found on page 14 in the Online Module 1)

Confidentiality is essential in any school, but negotiating confidentiality can be challenging. Many staff members at your school may have experience in this area. Schedule a time to speak with a colleague who is not a paraeducator, such as a vice principal or counselor, to get that person’s perspective. Ask the following questions:

- Tell me about a time you needed to guard a student’s privacy. What would have happened if you hadn’t protected the student’s confidentiality?
- Have you ever seen or experienced any privacy breaches in a school setting? How was the situation managed?
- As social media changes the way we communicate professionally and personally, are there new considerations regarding confidentiality I should know?
- What advice do you have for me—or any paraeducator—regarding ways to keep student information confidential?

As your colleague answers the questions, be sure to take notes.

Notes:

Module 1: Understanding Your Role

After the conversation, list some times when you have been asked questions that involve confidential information. For each instance, reflect on whether you would now respond differently, having learned more about privacy and confidentiality policies and procedures.

1. _____

2. _____

3. _____

4. _____

5. _____

(Add additional paper as needed).

Module 1: Understanding Your Role



Engage and Reflect 1.4

(Found on page 16 in the Online Module 1)

Imagine you've been asked to mentor a new paraeducator at your school. Note what would be the top three or four policies and procedures you'd emphasize to the new paraeducator. (They can be school/district, state, or federal policies and procedures). For each one, describe the following:

- Why is it important for a paraeducator to understand and follow this policy or procedure?
- What could be the consequences of not following this policy or procedure?
- How can understanding this policy or procedure help paraeducators do our job better?

1) **Policy/Procedure:** _____

Why is it important for a paraeducator to understand and follow this policy/procedure?

What could be the consequences of not following this policy or procedure?

How can understanding this policy or procedure help paraeducators do our job better?

Module 1: Understanding Your Role

2) **Policy/Procedure:** _____

Why?

What?

How?

3) **Policy/Procedure:** _____

Why?

What?

Module 1: Understanding Your Role

How?

4) **Policy/Procedure:** _____

Why?

What?

How?

Module 1: Understanding Your Role



Engage and Reflect 1.5

(Found on page 17 in the Online Module)

Think of a situation that involved a policy or procedural issue that was a challenge for you. In your journal, describe the following:

- What the policy or procedural challenge was and how it arose
- How you handled the situation
- Your reasons for handling the situation the way you did
- What happened as a result of your actions

Based on what you've learned in this module, what might you do differently in regard to any current policy or procedural challenges?

Module 2

Supporting Child Development



Learning Objectives:

- Understanding developmental stages for K–12 students
- Understanding and recognizing aspects of students physical, cognitive, behavioral, and social and emotional development
- Understanding various risk factors that can affect students' development and learning
- Understanding ways to reduce risks to students' learning and development



Section Overview:

- General Notetaking area
- 7 Engage and Reflect Exercises

Module 2: Supporting Child Development

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 2: Supporting Child Development



Engage and Reflect 2.1

(Found on page 2 in the Online Module 2)

The same student might act very differently at different ages—and need different support from paraeducators, teachers, and other adults.

Find three photographs of yourself (or imagine yourself at each of these life stages) —one from elementary school, one from middle school or junior high, and one from high school.

- What caption would you write for each one?
- How did you change in the years between the photographs?
- When you think back to the developmental stages you went through, does it shape your perspective on your students' developmental stages?

Record your answers so you can reflect on them after you complete this module.

Place your
elementary school
photo and caption
here

Place your middle
school/junior high
photo and caption
here

Place your high
school photo and
caption here

Module 2: Supporting Child Development



Engage and Reflect 2.2

(Found on page 9 in the Online Module 2)

Think of three children you know in each of the age ranges represented in the chart below (5 to 7, 8 to 10, 11 to 13, and 14 to 16). They might be students, family members, or neighbors.

	COGNITIVE	SOCIAL EMOTIONAL	PHYSICAL
AGES 5-7	<ul style="list-style-type: none"> • Very eager to learn, with short periods of interest • Enjoy active learning • Like to talk; quickly building vocabulary • Sometimes inflexible about what seems fair • Difficulty making decisions 	<ul style="list-style-type: none"> • Desire to follow rules; prefers organized games Imaginative • Competitive, which can lead to cheating • Self-assertive, aggressive, boastful • Unaware of how their actions affect others • Sensitive to praise and recognition • Feelings easily hurt 	<ul style="list-style-type: none"> • Show good development of large muscles • Very active; need breaks to do fun things • Need quiet activities, such as reading books together or doing simple art projects • Some difficulty with activities involving small muscles • May be prone to accidents
AGES 8-10	<ul style="list-style-type: none"> • Strong sense of right and wrong • Capable of prolonged interest • Eager to answer questions • Very curious; collect everything • Want more independence while knowing they need guidance and support • Wide range in reading ability 	<ul style="list-style-type: none"> • Acceptance by friends is important • Interest in others and awareness of differences • Can be very competitive • More involved in team games • Idolize heroes and famous people • Enjoy talking; outspoken and critical of adults but still depend on adults' approval • Sensitive to praise and recognition, as well as criticism 	<ul style="list-style-type: none"> • Early maturers may be upset about physical changes they are experiencing • May be prone to accidents • Very active; need frequent breaks
AGES 11-13	<ul style="list-style-type: none"> • Sometimes perfectionists, which can lead to frustration • Want more independence but know they need guidance and support • May have lengthening attention span 	<ul style="list-style-type: none"> • Identify with admired adults • Testing limits; "know-it-all" attitude • Strong need to conform/belong • May manipulate others to get what they want • Interest in earning own money • Vulnerability, emotional insecurity, fear of rejection, and mood swings • Susceptible to conflicts between adults' and friends' rules 	<ul style="list-style-type: none"> • Early maturers may be upset about their size • Good coordination of small muscles; interested in art, crafts, models, and music • Experience physical changes that affect personal appearance • Very concerned about appearance and self-conscious about changes
AGES 14-16	<ul style="list-style-type: none"> • Can better understand moral principles • May have lengthier attention span 	<ul style="list-style-type: none"> • Go to extremes; may seem emotionally unstable • Manipulate others to get what they want • Concerned about what others say and think about them • Allow friends to set general rules of behavior • Testing limits; "know-it-all" attitude • Sensitive to praise and recognition • Vulnerability, emotional insecurity, fear of rejection, and mood swings • Look at the world more objectively; look at adults more subjectively or critically 	<ul style="list-style-type: none"> • Show concern about their appearance; very self-conscious about physical changes • May have bad diet and sleep habits, and as a result, low energy levels • Physical changes and enormous appetite in early adolescence

Module 2: Supporting Child Development

With those children in mind, respond to the following questions:

- Which characteristics of development listed in the chart have you observed in these children?
- How does thinking about three children in each age group help you see the range of what's "typical" for that age group?
- How might you interact differently with these children based on your understanding of where they are developmentally?

Ages 5-7

Ages 8-10

Ages 11-13

Ages 14-16

Module 2: Supporting Child Development



Engage and Reflect 2.3

(Found on page 12 in the Online Module 2)

Over the next week consider the information below and try each of the communication strategies suggested for your students' age range. Note in the space provided which strategies you use regularly and which are new for you. Record what happens as a result of each new strategy you try.

How to Tailor the Way You Communicate to Best Suit the Ages and Developmental Stages of Your Students

Elementary School

- Talk with—not at—younger children
- Help children label their feelings (e.g., happy, sad, scared, angry, embarrassed, ashamed, jealous, etc.)
- Get down to students' height by kneeling, crouching, sitting, or leaning forward to make it easier to connect with them
- Use simple language and concrete terms when giving directions
- Use plenty of action words to describe activities
- Maintain an upbeat, confident, optimistic, and encouraging attitude
- Check frequently for students' understanding and note any changes in facial expressions

Middle and High School

- Ask open-ended questions, make observations or statements, and elicit explanations
- Invite and accept opinions
- Strive to be nonjudgmental
- Avoid being condescending
- Refrain from absolutes (e.g., "always," "never," and "must")
- Avoid overusing slang; you are an adult, and students will respect you more if you speak like one
- Don't take things personally; teenagers have a developmental tendency to rebel against authority and test limits
- Be warm and inviting but also be cautious about how familiar you become with teenagers; over-familiarity can breed misunderstanding
- Respect privacy and confidentiality (within legal limits)

Module 2: Supporting Child Development

Record and Reflect: What are the strategies you use regularly and which are new for you?

What happened as a result of each new strategy you tried?

Strategy 1

Strategy 2

Strategy 3

Strategy 4

Module 2: Supporting Child Development



Engage and Reflect 2.4

(Found on page 14 in the Online Module 2)

Talk to the teachers you work with and other paraeducators about ways they've identified and responded to students who've experienced the sort of challenges listed below. Use the following questions to guide the conversation:

- How were school staff members able to know that factors outside of school were affecting what students did and what they needed at school?
- What did the teacher or paraeducator do in response?
- What was the result of the actions taken by the teacher or paraeducator?
- How can paraeducators and teachers hone their ability to respond to situations in which students face challenges outside of school that affect their ability to focus and succeed at school?

Challenges List:

It's important to be aware of the range of things students may be experiencing outside of school that may affect what they do and what they need at school.

- Physical or sexual abuse
- A parent or sibling with a serious illness
- A household struggling to afford food, heat, or other basic necessities
- The uncertainty of a family member being deployed on active military duty
- The death or other loss of a loved one
- Having "adult responsibilities," such as taking care of younger siblings
- Living in a household with domestic violence
- Eviction or lack of stable housing
- An incarcerated family member
- Bullying
- Moving frequently and/or changing schools multiple times
- A family member being deported and/or the fear that a family member will be deported
- A family member struggling with alcoholism or drug addiction
- Witnessing or hearing about violence in the community, such as shootings, stabbings, or robberies
- Concerns about police activity in the neighborhood
- Fear of terrorism
- Experimenting with alcohol and/or drugs

Module 2: Supporting Child Development

Record what you learn from the conversation(s) in the space provided below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 2: Supporting Child Development



Engage and Reflect 2.5

(Found on page 15 in the Online Module 2)

Understanding how to motivate students and reward positive behavior is as important as understanding how to respond to negative behavior.

Over the next week, observe several students to see when they behave positively and when they behave negatively. Use and record your answers to the A-B-C method to reflect on what motivates both kinds of behavior in the same student.

Student 1

A, The Antecedent: Recall what happened just before the student misbehaved. Doing so might help you identify what caused or triggered the behavior.

B, The Behavior: What exactly did the student do? How did it compare with more positive behavior exhibited by a child at the same stages of development?

C, The Consequences: Observe your own reaction to the misbehavior, as well as how other students or school staff members reacted if they observed it. Ask yourself, "What did the misbehaving student 'get' out of the behavior? What might the student really need?"

Module 2: Supporting Child Development

Student 2

A, The Antecedent

B, The Behavior

C, The Consequences:

Student 3

A, The Antecedent

B, The Behavior

Module 2: Supporting Child Development

C, The Consequences:

Share your reflections with the teacher you work with so that, together, you can brainstorm strategies to use with these students that emphasize positive behavior.

Module 2: Supporting Child Development



Engage and Reflect 2.6

(Found on page 16 in the Online Module 2)

To help you better understand what Social Emotional Learning (SEL) is, select **ONE** of the following videos (either type the link into a web browser or find the hyperlinks online at page 16 of this Module). As you watch the video, answer the following 3-2-1 prompt and write down your reflections.

- Video 1 | What is SEL? | <http://bit.ly/222HT2Y>
- Video 2 | Keeping SEL at the Center of Teaching and Learning | <http://bit.ly/2tNmSb4>
- Video 3 | Edutopia – What is SEL? | <https://edut.to/2MzsTzV>

3 – What are three things that interest you about SEL?

2 – What are two questions you have about SEL you want answered throughout the module?

1 – What is one thing that surprised you?

Module 2: Supporting Child Development



Engage and Reflect 2.7

(Found on page 18 in the Online Module 2)

Sometimes risk factors reflect larger issues, such as poverty or discrimination. However, regardless of their socioeconomic status or what “groups” they belong to, all students can experience trauma (such as losing a loved one, having a family member with a serious illness, or being exposed to abuse or domestic violence). Based on what you learned in this section, think of three situations in which one of your students needs (or needed) extra support. Reflect on and answer the following questions:

- What are the risk factors in the student's situation?
- How can you and other school staff members best support the student?
- What positive changes might the student experience as a result of these extra supports?

Ask your supervising teacher to answer the same questions about the student. During your next meeting with the teacher, compare ideas, to start a dialogue on how to best support students whose school performance is being affected by outside concerns and challenges.

[illegible]

Module 3

Strengthening Instruction



Learning Objectives:

- Understand how to give clear directions;
- Understand how to use appropriate scaffolding;
- Understand how to create opportunities for students to practice what they're learning;
- Understand how to provide constructive feedback.



Section Overview:

- General Notetaking area
- 5 Engage and Reflect Exercises

Module 3: Strengthening Instruction

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 3: Strengthening Instruction



Engage and Reflect 3.1

(Found on page 2 in the Online Module 3)

Explore how your daily work with students connects to the Washington state learning standards. Choose three examples from the work you did with students in the past week and answer the following questions:

- What was the learning goal in each instance?
- What instructional support did you provide to help students meet that goal?

1. _____

2. _____

3. _____

Module 3: Strengthening Instruction

Ask the teachers you work with what the learning standard for each of the lesson plans was—and how they developed each lesson plan and corresponding learning goals to support the learning standard and frameworks.

Links to the Washington state K-12 learning standards are available on the OSPI website:

- <http://www.k12.wa.us/CurriculumInstruct/LearningStandards.aspx>
- <http://www.k12.wa.us/assessment/wa-aim/frameworks.aspx>

As you read the learning standards with the teachers, note how the work you did with students connects to the learning standards.

Does reading the learning standards for each grade level and content area change how you approach your work as a paraeducator? Describe how.

How do statewide learning standards help ensure all students can succeed?

Module 3: Strengthening Instruction



Engage and Reflect 3.2

(Found on page 6 in the Online Module 3)

Paraeducators and teachers use many forms of scaffolds with students, from vocabulary lists to question stems to flashcards to ... well, there are too many types to name here. Over the next week, keep a list of all the scaffolds your students use.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Choose at least two student scaffolds and think about how they could be adapted to support students as they learn different content or skills (just as sentence frames, graphic organizers, and number lines were used for different purposes in the module example).

Module 3: Strengthening Instruction

Share your ideas with the teachers you work with. Can they be incorporated into your work with students?

Module 3: Strengthening Instruction



Engage and Reflect 3.3

(Found on page 10 in the Online Module 3)

Over the next week, listen for examples of teachers and paraeducators giving constructive feedback. Record at least five. For each example describe what elements make it:

- Specific
- Timely
- Respectful
- Focused on actions for the learner to take next

If an example doesn't include all of these elements, what could you add to improve it further?

1.

2.

3.

Module 3: Strengthening Instruction

4. _____

5. _____

Module 3: Strengthening Instruction



Engage and Reflect 3.4

(Found on page 13 in the Online Module 3)

Throughout *Paraeducators: What We Do Matters*, you can watch videos, read scenarios, do online learning activities that use the quiz feature, try real-world activities in your school, record your observations and reflections in your journal, and share what you're doing with teachers and paraeducators you work with.

How would your experience be different if all the content were delivered in exactly the same way, without any variation or opportunities to apply what you're learning?

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Module 3: Strengthening Instruction



Engage and Reflect 3.5

(Found on page 18 in the Online Module 3)

Reflect on what you're learning from this professional development experience. As you complete each module, think about how —and what— you learned.

- Do you find yourself drawn to some ways of learning more than others?
- Do your own preferences shape how you work with students?
- Which students seem drawn to the same ways of learning as you? Which don't?
- How can you push yourself to vary instruction in ways that will engage students who learn differently from the way you learn?

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Module 4

Creating Positive Learning Environments



Learning Objectives:

- Understanding the role paraeducators play in classroom management
- The ways we can prevent or defuse conflicts
- How we can use positive behavior supports with students
- Strategies for helping students manage their own behavior
- Ways paraeducators can cultivate an inclusive, equitable learning environment



Section Overview:

- General Notetaking area
- 5 Engage and Reflect Exercises

Module 4: Creating Positive Learning Environments

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

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Module 4: Creating Positive Learning Environments



Engage and Reflect 4.1

(Found on page 2 in the Online Module 4)

What examples of thoughtful, intentional classroom management can you observe in your school?

Over the next week, create a list of techniques you observe teachers, paraeducators, or other school staff members using to manage student behavior in classrooms or other areas of the school. Which ones seem most successful in guiding students toward positive behavior?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Based on what you observe, what do you think is key to good classroom management?

Module 4: Creating Positive Learning Environments



Engage and Reflect 4.2

(Found on page 6 in the Online Module 4)

Reflect on how you use proactive strategies to promote positive student behavior. Begin by thinking about a time you used a positive behavior support to turn a potentially disruptive classroom situation into a manageable one. Record your answers to the following questions:

- What worked well, and what did you find challenging?
- What did you learn from the situation?
- How might you use the same strategy again?

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Module 4: Creating Positive Learning Environments

Make a list of new proactive strategies you want to use to promote positive student behavior. You can choose examples from this module and/or ask other educators for ideas. Record what happens when you try each strategy, using the three questions above as a guide.

Strategy 1:

Strategy 2

Strategy 3

Strategy 4

Module 4: Creating Positive Learning Environments

Strategy 5

Strategy 6

Do different strategies work better with some students than others?

Module 4: Creating Positive Learning Environments



Engage and Reflect 4.3

(Found on page 8 in the Online Module 4)

Over the next week, spend some time observing your classroom and then answer the following questions:

In what ways is your current classroom an inclusive, equitable environment?

What could make it more inclusive?

Module 4: Creating Positive Learning Environments

Share your answers with the teacher you work with, and create a plan for implementing your suggested improvements.

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Module 4: Creating Positive Learning Environments



Engage and Reflect 4.4

(Found on page 9 in the Online Module 4)

Over the next week, collaborate with your teacher to incorporate at least one to two strategies from the list below.

- Group learning
- Individual learning
- Technology-enhanced learning
- Technology-free learning
- Student-driven learning
- Assessment-oriented learning
- Competitive activities
- Collaborative activities

Note how each strategy helped engage students. Which students responded best to what learning activities?

Strategy 1

Strategy 2

Module 4: Creating Positive Learning Environments



Engage and Reflect 4.5

(Found on page 11 in the Online Module 4)

Record examples of “I Do It,” “We Do It,” and “You Do It” activities you or your teacher have used effectively with students (watch the video on page 11 of Online Module 4 to re-familiarize yourself with the I Do/We Do/You Do model).

Example 1

Example 2

Example 3

How do you know when it's appropriate to move from "I Do" to "We Do" to "You Do"?

Module 5

Embracing Culture and Diversity



Learning Objectives:

- Review practices to align with safety and security needs and culturally responsive practices
- Understand and apply strategies that promote inclusive practices and consider the diverse needs of learners, including those with disabilities
- Develop culturally responsive communication strategies which effectively engage the parents, guardians, and communities of students while honoring linguistic, racial, ethnic, identity, and other cultural diversities.



Section Overview:

- General Notetaking area
- 3 Engage and Reflect Exercises

Module 5: Embracing Culture and Diversity

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 5: Embracing Culture and Diversity



Engage and Reflect 5.1

(Found on page 7 in the Online Module 5)

People from different backgrounds and cultures can hold similar values and beliefs. Write down your responses to the following questions:

- Have you ever met someone from a different background, and after talking to that person, realized that many of your basic beliefs and interests were similar?
- What else did you have in common with that person?
- Did the similarities surprise you?

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Module 5: Embracing Culture and Diversity



Engage and Reflect 5.2

(Found on page 12 in the Online Module 5)

Over the next week, find at least three examples of teachers, paraeducators, or other staff members at your school thinking outside the box to incorporate elements of students' cultures. Describe the strategies you observed, including any that you used yourself. For each one, note what effect it had on the students.

Once you've collected the examples and compared their effects, jot down how you might decide what creative strategy to use when working with specific students.

Example 1

Example 2

Module 5: Embracing Culture and Diversity

Example 3

Your Creative Strategies

Module 5: Embracing Culture and Diversity



Engage and Reflect 5.3

(Found on page 17 in the Online Module 5)

Throughout this module, you've reflected on how to welcome and celebrate the diversity of languages and cultures found in Washington schools. But one thing is common to all our students: as paraeducators, we play an important part in ensuring their success in school.

What are some of the ideas and activities from this module that really stuck with you?

Which ones surprised you most?

Which ones seem most relevant to your school?

Module 5: Embracing Culture and Diversity

What new approaches are you most interested in trying and why?

Which ones will be more challenging for you to use at your school?

Share something from your response with at least one other paraeducator or a teacher at your school. Ask your colleague for their perspective on your insights. How does talking about language and culture with fellow staff members expand on what you take away from this module?

Module 6

Increasing Equity



Learning Objectives:

- Learn the differences between equal and equitable
- Understand the importance of using equitable strategies to welcome every student
- Learn how to recognize, respond to, and prevent discrimination
- Learn the effects of and how to respond to stereotyping, prejudice, discrimination, and gender bias
- Learn about implicit and explicit biases and how they effect your role as a paraeducator
- Understand and apply strategies that promote inclusive practices and consider the diverse needs of learners, including those with disabilities



Section Overview:

- General Notetaking area
- 1 Engage and Reflect Exercise

Module 6: Increasing Equity

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 6: Increasing Equity



Engage and Reflect 6.1

(Found on page 5 in the Online Module 6)

Reflect on how issues of equity—whether related to race, ethnicity, gender identity and gender expression, sexual orientation, language, religion, immigration status, disability, family configuration, socioeconomic status, or a combination of those factors—might affect whether the students you work with and their families have a strong sense of belonging in your school.

Answer the following questions:

What issues might be affecting specific students or families?

What is being done to strengthen those students’ and families’ sense of belonging?

Module 6: Increasing Equity

What else could be done to increase that sense of belonging?

Share your answers with other paraeducators or teachers at your school. Because inclusion is an important factor affecting school success, even small changes can have big impacts for students.

Module 7

Using Technology Well



Learning Objectives:

- Understand basic information about the technology used in the classroom to support learning
- Learn about professional email etiquette and district policies
- Understand basic productivity software function
- Understand troubleshooting basic technical problems



Section Overview:

- General Notetaking area
- 4 Engage and Reflect Exercises

Module 7: Using Technology Well

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 7: Using Technology Well



Engage and Reflect 7.1

(Found on page 7 in the Online Module 7)

List all the technologies you use in your work as a paraeducator. Be as creative and thorough as you can—include the copy machine if you regularly make copies! You'll refer back to and expand on your list as you go through this section of the module.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Module 7: Using Technology Well



Engage and Reflect 7.2

(Found on page 8 in the Online Module 7)

Over the next week, use the table below to examine the technology “ecosystem” of your school.

Technology in My School		
What technologies do we use to...	We use:	Resources I can turn to if I need help with this technology:
Keep track of student information?		
Create documents, spreadsheets, and slideshows?		
Support the instruction of students with learning disabilities and other special needs?		
Assess student academic performance?		
Test students for special learning needs?		
Communicate with other school and district staff members?		
Communicate with students’ families?		
Store and share electronic files and media?		
Display or project audio-visual and multimedia content in classrooms?		
Access and review a student’s individualized education program (IEP)?		
Help students look up information for assignments?		
Take notes during or after meetings?		

Module 7: Using Technology Well

How many of your answers included technologies you are already using? How many included technologies you have heard about or seen co-workers using?

Compare your filled out table to the list of technology you use in your work that you recorded on the page prior for Engage and Reflect Exercise 7.1.

- Are there things on your list that weren't on the table or vice versa?
- How has the use of technology changed in the time you've worked as a paraeducator?
- How do you think it might change over the next five years?

[illegible]

Module 7: Using Technology Well



Engage and Reflect 7.3

(Found on page 13 in the Online Module 7)

Locate and review your school's and district's technology policies. If you're not sure where to find them, ask a teacher, your principal, or a front-office staff member. Answer the following questions:

Can I use a school computer to do personal online shopping during my lunch break?

What content can I put on a removable USB thumb drive or in a cloud-based account to work on at home?

Can I invite parents or other adult family members of my students to like or follow my social media page? What about texting them from my cellphone or using my personal email address to communicate with them?

Module 7: Using Technology Well

What do I do if a filter or firewall keeps me from accessing a website I need for work?

Can I take photos or videos of my students and post them on the school's website or social media page? What about my personal social media page?

Because technology (including social media) changes so quickly, school and district policies may change, too. If you use a calendar on your phone or computer, set a reminder for each September to check whether there have been any policy changes in your school or district. That way, you'll know what to do—and what not to do—as the new school year begins.

Module 7: Using Technology Well



Engage and Reflect 7.4

(Found on page 20 in the Online Module 7)

At the beginning of this module, you assessed your own comfort with technology.

- How have the activities you've done during the module increased your comfort?
- What are you ready to do differently?
- What do you want to try next?
- How has your understanding of the importance of modeling patience, curiosity, and good digital citizenship for your students deepened as you worked on this module?

Based on your answers to these questions, jot down three reflections and three action steps. Then put a reminder on your calendar for a month or two from now to check back on the action steps. When you get the reminder, think about whether you've used any new technology (or used any familiar technologies in new ways) since you completed the module. Even if it's not related to your work as a paraeducator, you may find that you're already doing more with technology—it's just a fact of our 21st-century world.

Reflections

1.

Module 7: Using Technology Well

2. _____

3. _____

Actions

1. _____

2. _____

3. _____

Module 8

Working Effectively with Data



Learning Objectives:

- Understand the different types of data that can help students succeed
- Understand terminology used by administrators or teachers to describe various assessments and data uses
- Understand the ABCD of good data use
- Understand types of scores in data collection
- Understand what student data must be kept private.



Section Overview:

- General Notetaking area
- There are no Engage and Reflect Exercises in Online Module 8

Module 8: Working Effectively with Data

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

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Module 9

Deepening Your Professionalism



Learning Objectives:

- Learn how to define paraeducator professionalism
- Understand professional code, policy, and procedures paraeducators need to follow
- Understand professionalism and your district's policies and procedures
- Understand how to navigate grey areas of professional conduct.



Section Overview:

- General Notetaking area
- 6 Engage and Reflect Exercises

Module 9: Deepening Your Professionalism

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 9: Deepening Your Professionalism



Engage and Reflect 9.1

(Found on page 2 in the Online Module 9)

Write a few positive words or phrases that you feel describe the most important qualities of a good paraeducator.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What specific examples of each quality have you observed in your school?

[illegible]

Module 9: Deepening Your Professionalism



Engage and Reflect 9.2
(Found on page 3 in the Online Module 9)

Fill in the following table. Once it’s filled in share what you’ve written with your supervising teacher. Based on her or his feedback, are there more items to add to the chart? Keep this list handy as you start the next section.

<p>Para = “At the side”</p> <p>What does it mean to you to work “at the side” of a supervising teacher? List several actions you take only under the direct guidance of a licensed educator.</p>	<p>Professional = “Applies the skills, behaviors, and judgments needed to work in a profession”</p> <p>List behaviors or actions you regularly take that are a sign of your professionalism. Include judgments or decisions you can make on your own.</p>

Module 9: Deepening Your Professionalism



Engage and Reflect 9.3

(Found on page 5 in the Online Module 9)

This activity is designed to be implemented with your supervising teacher. The effectiveness of personal performance and team relationships depends not only on your ability to carry out assigned tasks in a professional manner, but also on your understanding of the legal and ethical requirements of your job as a paraeducator. Read page 5 from "the Paraeducator's Survival Guide" on the following page of the journal (or on page 5 of Online Module 9),

After reading, reflect on the following questions:

What do you think about the list of legal and ethical requirements of your jobs as a paraeducator?

What questions do you still have that you need to share and ask for guidance from your supervising teacher/principal?

In the next two sections, we'll look at behaviors and situations for which these codes apply. When you complete this module, return to this page of your journal and ask your supervisor any questions you still have.

Module 9: Deepening Your Professionalism

Professionalism, Ethics and Confidentiality

The effectiveness of personal performance and team relationships depends not only on your ability to carry out assigned tasks in a professional manner, but also on your understanding of the legal and ethical requirements of your job as a paraeducator. Demonstrating respect for the rights of students, their families, teachers, and other colleagues; maintaining the confidentiality of all information connected to students and families; following district policies and procedures; being dependable and cooperative; and participating in opportunities for training and career development are just a few of the areas in which you have obligations or responsibilities. The following points will help you comply with ethical standards:

- ◆ Know school policies and procedures. Be aware that these many differ among districts and even between schools within the same district.
- ◆ Follow district policies for protecting the health, safety and well-being of students
- ◆ Demonstrate dependability and integrity.
- ◆ Respect the individual differences of staff and of the students.
- ◆ Respect the legal and human rights of children and youth.
- ◆ Respect parental rights.
- ◆ Follow the ethical guidelines of professional organizations, specifically the Council for Exceptional Children (CEC).
- ◆ Practice the standards of professional and ethical conduct approved by the school or agency.
- ◆ Recognize and respect the district/agency for which you work.
- ◆ Recognize and respect the roles of teachers as supervisors and team leaders.
- ◆ Recognize and respect the role of administrative staff, including principals, department heads, etc., as well as all members of the school community.
- ◆ Follow the chain of command (i.e., administrative structure) when dealing with student issues.
- ◆ Participate in regularly scheduled staff meetings as requested.
- ◆ Follow the directions of the supervising teacher and other licensed or certificated staff.
- ◆ Understand the value of a team approach to the delivery of instructional and support services.
- ◆ Present yourself as a positive role model for students.
- ◆ Represent the school district or agency in a positive manner.
- ◆ Maintain confidentiality of all students, specifically recognizing the unique obligation to students with disabilities and their families.
- ◆ Only discuss confidential school and student issues with appropriate school personnel.
- ◆ Only discuss a student's progress or educational program with the teachers or staff responsible for that student's instruction.
- ◆ Share relevant information with other team members to facilitate problem solving, program planning and addressing student concerns.
- ◆ Provide accurate information about students to those who need the information (e.g., supervising teacher, related services personnel, school counselor, and other staff).
- ◆ Refer concerns expressed by parents, students and other staff to your supervising teacher or principal.
- ◆ If you have concerns about a staff member, discuss those concerns directly with that person. Remember to follow the

chain of command established by the school district to address policy questions, system issues and personnel practices.

- ◆ When you feel problems cannot be resolved by you and the team, use the district grievance procedures. Make sure you understand those procedures.
- ◆ Participate in continuing staff development and self-improvement.
- ◆ Understand the importance of your role as paraeducator and your meaningful contribution to the team that supports students, as well as to all members of the staff and families.
- ◆ Manage time efficiently during the work day.
- ◆ Arrive promptly and follow the daily schedule.
- ◆ Dress appropriately/professionally.
- ◆ Maintain your own wellness, composure and emotional stability while working with students and staff.
- ◆ Model the teaching and behavior management techniques demonstrated by the teacher.

Confidentiality

Confidential information refers to all information about a student including the following:

- ◆ Personal and family information;
- ◆ Social, behavioral, and psychological actions and data;
- ◆ Academic performance and progress;
- ◆ Medical diagnosis, reports of specialists;
- ◆ Program goals and objectives.

It is necessary to always comply with strict guidelines as to how and with whom information is shared. Key points:

- ◆ Information should be shared only with staff working directly with the student.
- ◆ Parental requests for information should be referred to the supervising teacher.
- ◆ Paraeducators should never discuss confidential information in the teacher's lounge.
- ◆ Confidential information should never be shared in any setting other than the school and never in community social situations.



Module 9: Deepening Your Professionalism



Engage and Reflect 9.4

(Found on page 6 in the Online Module 9)

Review the list of behaviors and attributes in the slideshow on page 6 in Online Module 9. Do you:

- Need an explanation for any of the behaviors?
 - For example, “What does it mean to treat a child equitably?”
- Want to know more about how certain behaviors apply to or show up in your work?
 - For example, “What things would be good for me to learn?”
- Need or want to strengthen any of the behaviors?
 - For example, “Do I understand all the rules for maintaining children’s privacy?”

List the behaviors you need to strengthen or learn more about, as well as any questions you have. Schedule a time to meet with your supervisor or a school administrator to discuss what you've written.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Module 9: Deepening Your Professionalism



Engage and Reflect 9.5

(Found on page 8 in the Online Module 9)

As you read through the "Gray Area" scenarios and correct answers on the previous quiz (page 7, Online Module 9), did anything you read connect to dilemmas you've had concerning what's the correct thing to do as a paraeducator?

Are there additional situations you can think of in which you haven't been sure what to do or what to say? If so, list them below and then consult your district's policies and procedures.

Additional Situation 1

Additional Situation 2

Module 9: Deepening Your Professionalism

Additional Situation 3

Talk to your supervisor or a school administrator if you have any remaining concerns or questions. It's always important for paraeducators to have the information and support we need to make the right choices.

Module 9: Deepening Your Professionalism



Engage and Reflect 9.6

(Found on page 9 in the Online Module 9)

Answer the following questions:

How has my definition of professionalism changed or expanded?

What did I learn—and what surprised me?

Am I confident I understand the codes, policies, and procedures for professional conduct I need to follow?

Who are the “go-to” people I will consult when I’m unsure about an area of professional conduct?

Module 10

Promoting Health, Safety, and Well-Being



Learning Objectives:

- What you can do now to be better prepared in case of a health crisis, natural disaster, or other emergency at your schools paraeducators need to follow
- What to do during a crisis, disaster, or other emergency
- How to reassure students after a crisis, disaster, or emergency to restore their sense of safety and security



Section Overview:

- General Notetaking area
- 2 Engage and Reflect Exercises

Module 10: Promoting Health, Safety, and Well-Being

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

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Module 10: Promoting Health, Safety, and Well-Being



Engage and Reflect 10.1

(Found on page 7 in the Online Module 10)

List any examples of when you thought a student might need health care or might not be safe and secure. Describe whether you were able to say or do something in each instance.

Example 1

Example 2

Example 3

Module 10: Promoting Health, Safety, and Well-Being

Looking back, would you say or do anything differently? Is there anything you can do now to better prepare yourself to respond if a similar situation arises?

Module 10: Promoting Health, Safety, and Well-Being



Engage and Reflect 10.2

(Found on page 10 in the Online Module 10)

Reflect on a time when a crisis, emergency, or loss disrupted your sense of safety or well-being.

- How did people help you get through that experience?
- How can you draw on what helped you, when you are responding to students or co-workers who might need your support in the future?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Module 11

Mastering Communication Basics



Learning Objectives:

- Communication skills that can increase your effectiveness at work
- Specific strategies for listening, questioning, and sharing feedback that can help you better understand—and be understood by—your colleagues
- The role you can play in strengthening your work teams, resolving conflicts, and making good decisions that support students



Section Overview:

- General Notetaking area
- 5 Engage and Reflect Exercises

Module 11: Mastering Communication Basics

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 11: Mastering Communication Basics



Engage and Reflect 11.1

(Found on page 3 in the Online Module 11)

Think about the conversations, email exchanges, and other communication you're involved in during a typical week at work. To what extent does each of the following apply to you? With that in mind, fill out the following table.

	Applies to me very much	Applies to me somewhat	Applies to me a little
I tend to be open minded, and I am willing to change my thinking if I hear other valid opinions.			
I am a good listener. For example, during conversations, I paraphrase or summarize the key points of what I hear to make sure I understand.			
I can keep my cool when talking to other people, even if I feel frustrated or angry about what they say.			
I'm good at asking questions when I do not understand what someone has said.			
I find it easy to keep my focus and concentrate on what others are saying.			
I speak up only if I have something valuable to contribute to the conversation, and I avoid talking just for the sake of it.			
I listen to other people while they are talking and do not start planning my response to they are finished.			
I am good at tailoring my message to suit my audience (for example, the principal, teachers, students, students' families, etc.)			
When people talk to me, I try to understand their perspective, even if I disagree.			
I always think about the best way to communicate – in person, by phone, via email, or some other way – depending on whom I'm trying to reach and what needs to be said.			

Module 11: Mastering Communication Basics

Look over the statements you think apply to you the most. Record at least one example of how each of the communication skills in those statements has helped you in your work. For instance, for “I value the opinions of others,” you might describe a time when another paraeducator guided you through using an instructional strategy for working with a challenging student.

1) **Communication Skill:** _____

What is an example of how this communication skill has helped you in your work?

2) **Communication Skill:** _____

What is an example of how this communication skill has helped you in your work?

3) **Communication Skill:** _____

What is an example of how this communication skill has helped you in your work?

Module 11: Mastering Communication Basics

4) **Communication Skill:** _____

What is an example of how this communication skill has helped you in your work?

5) **Communication Skill:** _____

What is an example of how this communication skill has helped you in your work?

Now consider the statements you think apply to you the least. How would working on the communication skills in those statements increase your effectiveness as a paraeducator?

Module 11: Mastering Communication Basics



Engage and Reflect 11.2

(Found on page 18 in the Online Module 11)

List the teams you are on or have been on at your school (e.g., grade-level team, paraprofessional team, subject-matter team, leadership team, etc.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Identify which team you feel works especially well. Using the following questions, write a brief reflection on why you think this team works as well as it does.

- Does it have a clear purpose?
- Are the team members committed to a shared goal?
- Are the roles clear?
- Do people feel comfortable sharing their opinions?
- What else do you think contributes to the success of this team?
- You'll return to this reflection later in the module, applying the content in this section.

Module 11: Mastering Communication Basics

Module 11: Mastering Communication Basics



Engage and Reflect 11.3

(Found on page 26 in the Online Module 11)

How can you use the knowledge you've just gained to improve your current team's work? Return to the list of school-based teams you recorded in Engage and Reflect exercise 11.2.

On this page identify a team you used to be on in the table heading. On the following page identify a team you're currently on.

Starting with the team you used to be on, record at least one memory from each phase (Forming, Storming, Norming, Performing). Which memories are strongest? Knowing what you do now, how might you respond differently?

Team from the Past: _____			
Forming	Storming	Norming	Performing

Module 11: Mastering Communication Basics

For the team you're on now, fill in the experiences you've had so far. What stage have you reached? If your team hasn't gotten to "Performing," how can you help it get there? Use the "Helping Your Team" table on the next page to identify steps that can help your team move from one stage to another.

Current Team: _____			
Forming	Storming	Norming	Performing

Module 11: Mastering Communication Basics

Use the table below to help you identify steps that can assist your current team to move from one stage to another (see previous table).

Helping Your Team Perform

Use the table below to identify steps that can help your team move from one stage to another.

Action Steps: Forming to Storming	Action Steps: Storming to Norming	Action Steps: Norming to Performing
<ul style="list-style-type: none">• Determine a mission• Set goals• Establish roles• Recognize the need to move out of the Forming stage• Look for ways to build trust• Define a reward structure• Commit to being a team member	<ul style="list-style-type: none">• Recognize and publicize team successes• Agree on individuals' roles and responsibilities• Listen to one another• Request and accept feedback• Offer respectful feedback when asked• Build trust by honoring commitments	<ul style="list-style-type: none">• Publically recognize team members' contributions• Look out for team members and offer support when needed• Share responsibility for failures when appropriate

Module 11: Mastering Communication Basics



Engage and Reflect 11.4

(Found on page 29 in the Online Module 11)

In the next week, if you experience a conflict or disagreement with a student, teacher, or fellow paraeducator, try the following exercise.

What is the feeling you want to share?

- I feel _____ (hurt, frustrated, sad, anxious, etc.)

What is the reason you feel this way?

- When _____

Why do you feel this way? How does it affect you?

- Because _____

Use the statements you composed, along with the other communication strategies from this module, to discuss the issue with the person. Then record the effect of your “I” statements. Do you find that you need to adapt the technique, depending on whether you are addressing a student or a colleague?

Module 11: Mastering Communication Basics



Engage and Reflect 11.5

(Found on page 31 in the Online Module 11)

At the beginning of this module in Engage and Reflect Exercise 11.1, you reflected on your communication-related strengths. Look back at the statements you felt applied to you the least.

In which areas would you like to improve the most?

Which tools, strategies, and frameworks you've learned would be helpful in your efforts?

Module 12

Solving Communication Challenges



Learning Objectives:

- Helping you consider your approach to conflict
- Sharing promising practices for clear communication
- Reinforcing the four-step PARA process as a strategy to use during conflict
- Providing guidelines regarding the appropriate time, place, and approach for addressing conflict
- Emphasizing the importance of using “I” statements
- Supplying strategies to rebuild relationships



Section Overview:

- General Notetaking area
- 3 Engage and Reflect Exercises

Module 12: Solving Communication Challenges

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 12: Solving Communication Challenges



Engage and Reflect 12.1

(Found on page 9 in the Online Module 12)

Reviewing the **PARA process** can help ensure we're ready to use it—even in the midst of a conflict.

Pause: When I'm facing a challenge, my first instinct may be to react immediately. But I know first reactions aren't necessarily the most thoughtful reactions. Instead, I pause and take a few deep breaths while I analyze the situation and think about possible responses. Even a brief pause gives me better perspective on challenging situations, allowing me to make better decisions.

Ask: Calmly and purposefully asking questions helps me reframe issues and de-escalate conflicts. After I pause, I think about what exactly I need next. Is it information? Clarification? Support? Then I ask for what I've identified.

Restate: Once I've asked questions and received more information, I check for understanding. This lets me confirm what I think I heard. Specifically, I restate or rephrase, using phrases such as, "If I understood you correctly ..." or "What I hear you saying is ..."

Assess Next Steps: I carefully determine my next steps, taking into account all that I've heard. As I decide the best way to proceed, I consider any classroom, school, or district policies and procedures that might be relevant.

Think of two co-workers, one with whom you find it very easy to communicate and one with whom you may have had some misunderstandings or hard feelings.

First, share the PARA process with the colleague you find it easy to communicate with. Together, plan to apply the process as often as you can over the next week in your interactions with other colleagues. Meet at the end of the week and compare your experiences using the PARA process. Be honest and offer each other perspective on how to make the best use of the PARA process in the future. Record what you observe.

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Module 12: Solving Communication Challenges



Engage and Reflect 12.2

(Found on page 10 in the Online Module 12)

To begin this activity, read pages 228-233, *Supervising Paraeducators* by Anna Lou Pickett and Kent Gerlach and reflect on the Eight-Step Problem-Solving Process and the action plan on page 232, Figure 5.1. (You can find the required pages on page 10 in this module. The process and action plan are below.)

Eight-Step Problem-Solving Process

1. Define the problem.
2. Determine the cause of the problem.
3. Determine the needs and desired outcomes.
4. Brainstorm possible solutions.
5. Select the solution that will best meet the needs.
6. Develop a plan of action.
7. Implement the plan.
8. Evaluate the solution and the problem-solving process.

Action Plan: Sample Form

ACTION PLAN		
Date _____		
Supervising Teacher _____		
Paraeducator _____		
Other Staff _____		

Action	Person Responsible	Deadline
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Figure 5.1. Sample action plan form.

Module 12: Solving Communication Challenges

Next, reflect on the following questions:

When can you share the Eight-Step Problem Solving Process with your teacher and paraeducator teams?

In what ways do you feel teams will be successful following the eight-step plan? Where do you feel additional support will need to be provided to the team?

When a problem arises, how will you schedule time for the teacher and paraeducator to meet?

Module 12: Solving Communication Challenges

How would having an action plan benefit conflict resolution and problem solving? What would you include in your action plan?

Module 12: Solving Communication Challenges



Engage and Reflect 12.3

(Found on page 13 in the Online Module 12)

Over the next week, look for opportunities to assume positive intent with individual students and teachers.

Reflect on when you find it easy—and challenging—to assume positive intent.

How does assuming positive intent affect your work?

Module 13

Social Emotional Learning



Learning Objectives:

- Adult social and emotional competencies and why they look like and why they are important
- Recognizing appropriate ways to direct a students' emotions, thoughts, impulses or stress in constructive ways
- Identifying available resources in school or community to help assist students and families
- Identifying strategies to assist in the development of a student's sense of social and community and responsibility



Section Overview:

- General Notetaking area
- 4 Engage and Reflect Exercises

Module 13: Social Emotional Learning

Use the following page to take notes, keep track of content reminders, contemplate “non-Engage and Reflect” exercises, or anything else you can think of.

[illegible]

Module 13: Social Emotional Learning



Engage and Reflect 13.1

(Found on page 2 in the Online Module 13)

Refer to the interactive graphic from the Center on Great Teachers and Leaders that describes how the five social and emotional competencies can be embodied by educators.

As you review each of the five competencies, identify how they look differently when:

You are working with students:

You are interacting with your colleagues:

Module 13: Social Emotional Learning

You are interacting in your personal life:

Module 13: Social Emotional Learning



Engage and Reflect 13.2

(Found on page 6 in the Online Module 13)

As you review the 10 learning/teaching practices, answer the following questions individually or in a group about at least two of the practices.

What does this practice look like in the classroom (e.g., teacher and student behaviors)?

How could you improve upon this practice?

Module 13: Social Emotional Learning

How do your social and emotional competencies influence the way in which you implement this practice?

Module 13: Social Emotional Learning



Engage and Reflect 13.3

(Found on page 17 in the Online Module 13)

How can building a better understanding of one's culture create a better comprehension of one's emotional experiences?

How can culture be seen as a strength?

Module 13: Social Emotional Learning



Engage and Reflect 13.4

(Found on page 20 in the Online Module 13)

Take some time to reflect on the module and be sure to record your thoughts on SEL.

What information in this module most surprised you?

What information was most useful to you?

Module 13: Social Emotional Learning

What is worth sharing with other paraeducators?

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