



Competencies for Individuals Who Direct the Work of Paraprofessionals

Communicating with Paraprofessionals

1. Communicates with paraprofessionals in a clear, receptive and responsive manner.
2. Provides clear daily direction in coordinating plans, schedules and tasks.
3. Informs and updates paraprofessionals regarding student information, such as assessment results, behavioral changes, medications and other factors that may influence the work of the paraprofessional.
4. Provides regular opportunities for staff communication, group discussion, and collaboration.
5. Assists paraprofessionals in clarifying their roles and responsibilities to other staff, parents or volunteers.

Planning and Scheduling

1. Establishes goals and detailed plans around which activities of paraprofessionals are coordinated.
2. Organizes and manages schedules that allow for cooperation, planning and information sharing.
3. Considers the strengths, interests and needs of paraprofessionals when managing schedules.
4. Manages smooth transitions brought on by changes to the daily schedules of paraprofessionals.
5. Organizes and provides materials and resources that are necessary to carry out the objectives of each paraprofessional's activity.

Instructional Support

1. Provides regular, constructive feedback regarding each paraprofessional's work performance.
2. Encourages the involvement of paraprofessionals in setting goals and planning, implementing and evaluating program and instructional activities.
3. Coordinates collaboration among paraprofessionals and other staff, such as specialists.
4. Efficiently manages resources related to student instruction, such as instructional materials, physical space and personnel.
5. Supports paraprofessionals in using modified instructional plans and materials to accommodate the exceptional learning needs of various students.
6. Provides assistance and direction for paraprofessionals who work in independent capacities, such as classrooms, job mentoring, community transition support, work study, transportation, etc.

Modeling for Paraprofessionals

1. Models for paraprofessionals a caring and respectful manner when interacting with students.
2. Models for paraprofessionals a behavior that is trustworthy, cooperative and active in school-wide programs.
3. Models for paraprofessionals respect, patience and persistence in carrying out educational objectives

Public Relations

1. Informs administrators, teachers and parents of the responsibilities and roles paraprofessionals have in the educational program.
2. Advocates for the paraprofessional regarding training and leave time, modifications in responsibility, involvement in decision groups, and other issues of importance to paraprofessionals.

Training

1. Provides opportunities for on-the-job training for paraprofessional skills development.
2. Educates paraprofessionals of their legal rights and responsibilities regarding their student interaction, services and instructional programming.
3. Advocates for school and district to provide in-service training opportunities that are directly related to the daily work of paraprofessionals.
4. Advocates for school and district to offer paraprofessionals a basic training in current issues and strategies related to the teaching of students with disabilities.

Management of Paraprofessionals

1. Clearly describes, to each paraprofessional, their roles and responsibilities.
2. Maintains regular positive and supportive interaction with paraprofessionals.
3. Contributes to the evaluation of paraprofessional performance with the intent of assisting paraprofessional skill improvement.
4. Maintains professionalism through respect, confidentiality and honoring boundaries.
5. Provides beginning and substitute paraprofessionals with an orientation that results in sufficient understanding of the setting, staff, students and staff roles and responsibilities.

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