



Teacher Supervisory Checklist

Preschool-Grade 12



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A Checklist of Knowledge and Skills for Teachers Supervising Paraprofessionals in Preschool-12



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ACKNOWLEDGEMENTS

In May 2004, the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students Birth to 21*, developed by the State Advisory Committee (SAC) on Special Education and CT's Comprehensive System of Personnel Development (CSPD) Council, was published by the State Education Resource Center (SERC). This document surfaced many questions regarding *how* to train and support paraprofessionals in light of budget crunches and the paucity of relevant materials. Kjell Fenn, Consultant at SERC and Trainer of paraprofessionals throughout Connecticut, initiated the development of a self-assessment checklist based on the Guidelines which were revised in 2007. Marianne Kirner, SERC, Peg Hayden, Rhode Island Department of Education, Iris White, American Federation of Teachers, Rosemary Tralli, and Perri Murdica, Connecticut State Department of Education, provided consultation as the content and language of the checklist were refined. After many revisions, edits, and changes, the **Assessment Checklist for Paraprofessionals** was completed.

This same group of individuals collaborated to create the **Teacher Supervisory Checklist** as a companion document to the **Assessment Checklist for Paraprofessionals**. Their goal was to develop an informal assessment of the knowledge and skills competencies of the teacher as supervisor of paraprofessionals within a school or program.

Special thanks to the Connecticut State Department of Education for their continuing encouragement and assistance in the development of this document. Thanks also to Debbie Williams, Education Services Specialist, SERC, Jodylynn Talevi, Technology/Media Associate, SERC, and Erin McNamee, Consultant, SERC, for their diligence in bringing the resource to publication.

INTRODUCTION

The *No Child Left Behind Act* (NCLB) of 2001 states that paraprofessionals are to be “under the direct supervision of a teacher” (NCLB Non-Regulatory Guidance, U.S. Dept. of Ed., Title I: Paraprofessionals, D-1, p.10, (March 1, 2004)) and the *Individuals With Disabilities Education Act* (IDEA) indicates that “a state may allow paraprofessionals and assistants who are appropriately trained and supervised” (34 CFR Section 300.136 (f)) to be used in the provision of special education services. Further, the *IDEA Partnerships Paraprofessionals Initiative* states that a paraprofessional “performs tasks as prescribed and supervised by the licensed/certified professional/practitioner. Paraprofessionals perform specific duties as directed by the licensed/certified professional/practitioner. The licensed/certified professional/practitioner maintains responsibility for assessing the learner and family needs, and for planning, evaluating, and modifying programs” (Report to the U.S. Department of Education, Office of Special Education Programs (OSEP), December 2001. The Connecticut *Guidelines for the Training and Support of Paraprofessionals Working with Students Birth to 21* (2007) reasserts that “a paraprofessional is an employee who assists teachers and/or other professional educators or therapists in the delivery of instructional and related services to students. The paraprofessional works under the direct supervision of the teacher or other certified or licensed professional. The ultimate responsibility for the design, implementation and evaluation of instructional programs, including assessment of student progress, is a collaborative effort of certified and licensed staff” (page 13).

Paraprofessionals are an important part of the early intervention and educational workforce. As articulated in the introduction of the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21* (2007), “paraprofessional roles and responsibilities continue to grow and systems must work diligently to ensure high quality personnel and services” (page 5). This **Teacher Supervisory Checklist (TSC)** is designed to aid teachers and administrators in supporting and enhancing the skills of paraprofessionals through effective supervision. This checklist is also intended to be used as a guide for teachers in their own self-assessment regarding supervisory skills and competencies; a collaborative informal assessment between the teacher supervisor and paraprofessional; a needs assessment regarding teachers as supervisors of paraprofessionals in a school or district; and/or a guide in the design of professional development for teachers as supervisors of paraprofessionals.

The **Teacher Supervisory Checklist**, which is based on the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students Birth to 21* (2007), is an informal assessment of the knowledge and skills competencies of the teacher as supervisor within a school or program. Prior to utilizing the TSC, the user should be very familiar with Connecticut’s *Guidelines*; all of the standards in this document come from the Guidelines. This checklist is not an evaluation or a judgment of the teacher as supervisor or the performance of the teacher as supervisor; it is a means of identifying, enhancing, and articulating the knowledge competencies and skills of the teacher as supervisor for use by the teacher, paraprofessional, and administrator.

DEFINITIONS

Paraprofessional is used as a general term to indicate any non-certified school personnel working with students, Preschool to 21, on a regular basis. For the purposes of the **Teacher Supervisory Checklist**, a paraprofessional refers specifically to instructional paraprofessionals - those who work in classrooms and work with teachers and students.

The term **supervisor** refers to a certified professional, typically a teacher, with whom the paraprofessional works on a regular basis.