

Suggested Code of Ethics for Paraeducators

A code of ethics defines and describes acceptable practices. A code for paraeducators would examine specific responsibilities of the paraeducator, as well as the relationships that must be maintained with students, parents, teachers, school and community.

Accepting Responsibilities

- Recognize that the supervisor has the ultimate responsibility for the instruction and management, and follow the directions prescribed by him/her.
- Engage only in activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents unless directed to do so by the supervising teacher.
- Refer concerns expressed by parents, students, or others to the supervising teacher.

Relationships with Students and Parents

- Discuss a child's progress, limitations and/or educational program only with the supervising teacher in the appropriate setting.
- Discuss school problems and confidential matters only with appropriate personnel.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.

Relationship with the Teacher (Supervisor)

- Recognize the teacher as a supervisor and team leader.
- Establish communication and a positive relationship with the teacher.
- When problems cannot be resolved, utilize the school district's grievance procedures.
- Discuss concerns about the teacher or teaching methods directly with the teacher.

Relationship with the School

- Accept responsibility for improving skills.
- Know school policies and procedures.
- Represent the school district in a positive manner.

Confidentiality and Ethics

Maintaining confidentiality is mandated by the Federal Educational Rights and Privacy Act. It is the law and it is imperative that school personnel follow this ethical code of conduct. We are expected to respect the legal and human rights of children and their families. Therefore, maintaining confidentiality is essential.

Tips for staff

- Never violate confidentiality! Understand the rule “Need to Know vs. Desire to Tell.” It will guide you in deciding when and to whom you share student information. Only those people who are directly involved in the education of a special needs student may have specific student information.
- Remember you have both your public and private self. As an educator you are always scrutinized by your community. It is important to project a professional ethical image both in and out of school.
- If you are unsure about accessing specific student information, ask your supervising teacher.
- If you are unsure about sharing student information, defer to your supervising teacher.

What are the legal and ethical duties of paraeducators?

Paraeducators must:

1. Maintain confidentiality;
2. Respect the legal and human rights of children, youth and their families;
3. Follow district policies for protecting the health, safety, and well-being of children and youth;
4. Demonstrate an understanding of distinctions in roles of various educational personnel;
5. Follow the directions of teachers and other supervisors;
6. Follow the chain of command for various administrative procedures;
7. Demonstrate dependability, integrity, respect for individual differences and other standards of ethical conduct;
8. Demonstrate a willingness to participate in training activities to improve performance.

Policies and Procedures

Paraeducators need to be aware of district and school policies and procedures.

The following are some policies and procedures that vary according to each district:

- District Policy for Paraeducator Training
- Benefits/Working Conditions
- Supervision Policy
- Discipline Policy
- Evaluation Procedures
- Emergency Procedures/School Policy

Used with permission. Source: Adapted from the National Resource Center for Paraprofessionals by A. L. Pickett. City University, New York, New York

Child Development

Children develop in predictable stages of cognitive, physical/sensory, social/emotional and language development. This development does not necessarily proceed evenly and is affected by such factors as heredity and the environment. The following chart describes some general characteristics of developing children:

5 Year Old

Physically:	<ul style="list-style-type: none"> has good general motor control 	<ul style="list-style-type: none"> girls usually about a year ahead of boys in physical development 	<ul style="list-style-type: none"> handedness is established eye-hand coordination improving but limited
Emotionally:	<ul style="list-style-type: none"> affectionate with others fluctuates between dependency and growing independence 	<ul style="list-style-type: none"> anger may be displayed in temper tantrums 	<ul style="list-style-type: none"> become anxious and shows unreasonable fears at times
As a Learner:	<ul style="list-style-type: none"> has short attention span language is growing more complex displays some infantile articulation in speech 	<ul style="list-style-type: none"> very curious purposeful and constructive; decides on actions before beginning them creative and imaginative 	<ul style="list-style-type: none"> enjoys experimenting with new materials talks freely; may have difficulty listening to others because of eagerness to share own experience
With Others:	<ul style="list-style-type: none"> capable of having, keeping friends is mainly a family member; likes to help parents impatient for turns 	<ul style="list-style-type: none"> aware of rivalry with others for attention tends to be poor group member because of tendency to be a tattletale 	<ul style="list-style-type: none"> can be demanding in groups has difficulty recognizing ownership; pulls, grabs or takes from others

6 Year Old

Physically:	<ul style="list-style-type: none"> easily fatigued, needs up to eleven hours sleep 	<ul style="list-style-type: none"> lacks development of small muscles very active 	<ul style="list-style-type: none"> difficulty sitting still; has limited eye-hand coordination
Emotionally:	<ul style="list-style-type: none"> craves praise; rejects correction easily discouraged wants to feel secure 	<ul style="list-style-type: none"> greatly stirred up by excitement has sense of humor 	<ul style="list-style-type: none"> cries, has tantrums fears being late to school
As a Learner:	<ul style="list-style-type: none"> full of curiosity interested primarily in self lives in the present has difficulty making decisions 	<ul style="list-style-type: none"> little concept of time has short attention span wants to learn many new skills learns through active participation 	<ul style="list-style-type: none"> enjoys listening to stories, poems reaching reading readiness stage; reads pictures, printed symbols
With Others:	<ul style="list-style-type: none"> wants to play with other children likes some group play, but may have difficulty accepting adult direction wants to be first likes variety in play, work 	<ul style="list-style-type: none"> likes responsibility likes to imitate, dramatize is very talkative is at times angelic, generous, companionable; at other times, self-centered and demanding 	<ul style="list-style-type: none"> is sometimes quarrelsome, rude, rebellious likes family outings is beginning to be aware of own race is eager to win adult approval

7 Year Old

Physically:	<ul style="list-style-type: none">• in a period of slow, steady growth• has uneven, incomplete muscle development	<ul style="list-style-type: none">• has more control of large muscles than small	<ul style="list-style-type: none">• improved in eye-hand coordination, but not yet ready for close, fine work
Emotionally:	<ul style="list-style-type: none">• confused by sudden changes: needs time to adjust to new situations• easily overstimulated	<ul style="list-style-type: none">• sets unrealistic goals, then feels frustrated• moody• pretends not to hear when too much guidance is offered	<ul style="list-style-type: none">• concerned about treatment received from others• has sense of humor
As a Learner:	<ul style="list-style-type: none">• inquisitive and curious• has short attention span• has established speech habits; enjoys talking• ability to think clearly exceeds ability to express thoughts• developing ability to express	<ul style="list-style-type: none">• can share personal experiences with small groups• learns most readily through concrete experiences, active participation• draws upon experience to solve problems• understands some words without direct experience	<ul style="list-style-type: none">• developing independence in thinking, working• likes to demonstrate ability to make choices• can help plan simple, immediate activities• has increased ability to generalize, organize, classify, reason
With Others:	<ul style="list-style-type: none">• wants group involvement, yet individualist and self-centered• competitive; likes to be first• likes to imitate peers, adults	<ul style="list-style-type: none">• careless of others' property, but protective of own things• wants approval and assurance of adults and peers, but also wants to feel independent• begins to join playground games	<ul style="list-style-type: none">• appreciates contributions of others• shows race and group consciousness• eager to please

8 Year Old

Physically:	<ul style="list-style-type: none">• growing slowly, steadily; arms are lengthening, hands are enlarging• sometimes awkward because of uneven growth• restless and fidgety	<ul style="list-style-type: none">• improved muscular coordination, but still has better control over large muscles than small• developmentally ready to see both near and far	<ul style="list-style-type: none">• shows much interest in developing eye-hand coordination skills• energetic, but tires easily• has high accident rate due to tendency to be daring thinking• likes variety in school day
Emotionally:	<ul style="list-style-type: none">• when angry or tired, acts careless and noisy• very eager; has more enthusiasm than wisdom• self-critical; is maturing in capacity for self-evaluation• wants to be good• needs much praise, encouragement	<ul style="list-style-type: none">• eager to be considered grown up• wants prestige; may seek it through boasting• more dependent on parent(s) and less so on teacher• likes to giggle; does so without much provocation	<ul style="list-style-type: none">• may have many fears, such as fear of being alone or of dark• needs to be protected from overstimulation in environment• can initiate, plan activities

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8 Year Old *(continued)*

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|----------------------|--|--|--|
| As a Learner: | <ul style="list-style-type: none">• inquisitive and curious• has short attention span• has established speech habits; enjoys talking• ability to think clearly exceeds ability to express thoughts• developing ability to express• can share personal experiences with small groups | <ul style="list-style-type: none">• learns most readily through concrete experiences, active participation• draws upon experience to solve problems• understands some words without direct experience• developing independence in thinking, working | <ul style="list-style-type: none">• likes to demonstrate ability to make choices• can help plan simple, immediate activities• has increased ability to generalize, organize, classify, reason adventure stories, fairy tales, singing, rhythms, collections of all kinds |
| With Others: | <ul style="list-style-type: none">• likes to talk• likes to be with people• desires approval of peers, adults• prefers to work, play with those of own sex• chooses own friends; tends to have a best friend• likes to take part in same activities that friends do | <ul style="list-style-type: none">• wants to look like others• has increased ability to work, play in groups• likes school• alert, friendly, interested in people• desires to be part of the group• enjoys dressing up, playacting with friends | <ul style="list-style-type: none">• behaves in contradictory ways, such as fighting with best friend• likes to argue• very sensitive to criticism from adults• dislikes being told what to do; prefers subtle hint• able to accept some responsibility |

9 Year Old

- | | | | |
|----------------------|--|--|--|
| Physically: | <ul style="list-style-type: none">• eyes are now ready for close, detailed work | <ul style="list-style-type: none">• has good eye-hand coordination; is ready for crafts, shopwork, maps, other detailed work | <ul style="list-style-type: none">• uses both large and small body muscles• tends to assume awkward body postures |
| Emotionally: | <ul style="list-style-type: none">• becomes irritable, exhausted from working or playing too hard• strives to improve skills; has spirit of competition | <ul style="list-style-type: none">• makes extreme, quick emotional shifts; can swing from fair play to aggression, from humor to hostility• worries about health, schoolwork, report cards, failure | <ul style="list-style-type: none">• embarrasses easily• annoyed by small details of living, such as keeping track of belongings, being neat• thinks own things are best; family, class, teacher, school |
| As a Learner: | <ul style="list-style-type: none">• desires to build body of knowledge about such things as social studies, science, sports records, television• notices life sequence, studies people for evidence of change• observes, thinks critically of self and world• finds homework interesting if allowed to offer own thoughts• objects to interruption of favorite school activities | <ul style="list-style-type: none">• finds pleasure in using own skills; reading for information, writing to communicate own ideas, organizing to improve own work• discriminates between meanings of words• becoming more creative in thought, written language• plans activities in detail• enjoys written work | <ul style="list-style-type: none">• compares grades with classmates; blames own poor scholarship on outside factors• prefers reading silently for pleasure, orally for information• often forgets to bring books, supplies from home• likes music, wants to take instrumental lessons• prefers individual instruction from teacher |

9 Year Old *(continued)*

With Others:

- likes most activities of school day
- identifies self as part of group
- periodically practices good manners
- desires information about family background
- stresses fair play within competition; judges teachers, friends accordingly
- shows more interest in activity than in people doing the activity
- supports importance of group over individual
- strives to live by own group's goals
- is likely to pick on others or be picked on by peers
- doesn't stay long with any activity
- engages in more giggling, whispering, secretive conversations than before
- likes to help friends
- is rowdy one moment, polite the next
- evaluates self, others by own standards; ignores adult opinions
- enjoys frightening, spying on, hiding from, scuffling with friends
- can enjoy games as spectator as well as participant

10 Year Old

Physically:

- has boundless energy
- shows increased skill in use of hands
- displays eye-hand coordination far beyond that of earlier childhood
- displays uneven growth of different body parts
- likes games requiring a variety of skills
- often has poor posture
- tires easily and is awkward and restless, due to rapid, uneven growth

Emotionally:

- responds very positively to praise
- sometimes overcritical, unchangeable, uncooperative
- resents being nagged, condemned, talked down to
- wants security that comes from adult approval
- often rebels against practice of personal hygiene
- gains much satisfaction from increased ability to achieve
- growing in ability to accept consequences of own mistakes, if not too serious
- more interested, concerned about ideas and beliefs of others than of self

As a Learner:

- has broadening interests
- curious about how things work
- eager to explore; enjoys attacking problems
- likes to read
- willing to read extensively to solve problems
- wants to improve own ability, master skills
- has increasing attention span
- enjoys realistic and factual materials in books
- likes to take part in discussions
- is beginning to understand sequencing in historical events
- understands some geography
- collects stamps, models, stray pets
- shows increasing interest in community, nation, world
- begins to understand that there are problems in outside world
- develops realistic sense of own strengths and weaknesses, likes and dislikes
- begins to realize importance of expressing own ideas in clear, comprehensive way
- likes adventure

With Others:

- becoming increasingly independent
- has strong sense of justice and honor
- is fundamentally honest
- likes group activities in work, play
- willing to abide by group decisions
- has best friends of same sex
- likes games in which girls play against boys
- desires admiration, approval of own age group
- interested in gangs or clubs with secret words, codes
- will join in a discussion of an individual club member's shortcomings
- engages in roughhousing, pointless laughter, practical jokes, silly antics
- tends to rebel at suggestions from adults
- responds readily to affection and humor from adults
- tends toward hero worship

11 Year Old

Physically:	<ul style="list-style-type: none">• possesses much energy; is restless• grows rapidly in weight, height (especially girls)• is less fearful than before of physically demanding games	<ul style="list-style-type: none">• experiences growth plateaus followed by uneven development of body parts, often causing awkwardness• takes shorter rest periods than before	<ul style="list-style-type: none">• develops pimples; perspires profusely• shows evidence of physical maturity (physically, girls are often a full year ahead of boys)
Emotionally:	<ul style="list-style-type: none">• experiences fulfillment from succeeding in risk-taking play• is curious about personal relationships	<ul style="list-style-type: none">• wants to express affection; can find an outlet for this in caring for pets	<ul style="list-style-type: none">• is growing in development of feelings and judgements that are more stable, less self-serving
As a Learner:	<ul style="list-style-type: none">• interested in books on adventure, mystery, science, nature• shows progress in generalizing, making deductions	<ul style="list-style-type: none">• shows increased skill in problem solving• interested in other people's ideas• has greater understanding of concepts of time, place	<ul style="list-style-type: none">• has highly developed sense of rhythm, sound discrimination, associative memory• shows interest in and works effectively with concrete materials such as clay, paints, wood
With Others:	<ul style="list-style-type: none">• is eager to get along in peer groups• considers peer approval more important than adult approval• wants prestige in own group• wants to dress like friends; adopts fads	<ul style="list-style-type: none">• wants to belong to clubs with rules• reacts favorably to understandable authority• interested in rivalry, competition	<ul style="list-style-type: none">• likes team games• respects good sportsmanship• interested in earning money for special wants• is beginning to understand interdependence of people

Characteristics of the twelve and thirteen-year-old as a learner are not given below since, generally speaking, changes in this area after age eleven are not nearly as rapid as before. Children between the ages of eleven and fifteen share certain mental characteristics. They think more logically. They can make deductions. They develop higher math skills. They combine ideas and see contradictions more easily. Children in this age range do continue, however, to experience changes physically, emotionally, and socially.

12 Year Old

Physically:	<ul style="list-style-type: none"> • fatigues more easily than in past few years • sleeps less deeply than before 	<ul style="list-style-type: none"> • is able to sit quietly for increasingly longer periods of time 	<ul style="list-style-type: none"> • shows definite signs of the beginning of puberty
Emotionally:	<ul style="list-style-type: none"> • restricts showing affection for parents • worries about schoolwork, exams • expresses anger verbally more often than before 	<ul style="list-style-type: none"> • cries less often • conceals hurt feelings • shows less jealousy, except toward siblings 	<ul style="list-style-type: none"> • shows maturing sense of humor • growing cautious about expressing emotions
With Others:	<ul style="list-style-type: none"> • likes team aspect of games • gets along better with friends and parents than in past few years 	<ul style="list-style-type: none"> • shows increasing tact with siblings • likes teachers 	<ul style="list-style-type: none"> • more critical of self than before • finds role model of same sex

13 Year Old

Physically:	<ul style="list-style-type: none"> • experiencing full-blown puberty 	<ul style="list-style-type: none"> • more likely to be overweight than underweight 	<ul style="list-style-type: none"> • often has tremendous appetite
Emotionally:	<ul style="list-style-type: none"> • spends much time in daydreaming, fantasy • very concerned with physical appearance 	<ul style="list-style-type: none"> • accepts self less than during previous year 	<ul style="list-style-type: none"> • tends to worry about health
With Others:	<ul style="list-style-type: none"> • takes risks that may include minor delinquency • has difficulty balancing demands of peers, adults 	<ul style="list-style-type: none"> • has conflicts with parents more than ever before • girl changes friends often; seeks to belong to peer group 	<ul style="list-style-type: none"> • boy seeks best friends of same sex • shows disapproval of nonconforming peers

Behavior Management

When working with students, the paraeducator will be expected to support the behavior management plan of the teacher. It is important to discuss with each teacher the behavior expectations and interventions which s/he has established, and to define the role of the paraeducator in carrying out that plan.

The use of proactive management strategies often helps paraeducators avoid possible management difficulties. Proactive means planning ahead to avoid problems. Following is a list of proactive management strategies which have proven successful in the classroom. It is preferable to spend the majority of our behavior management energies here.

Proactive Management Strategies

Strategy	Example
• Avoid the void	Plan an abundance of activities, each session. When a natural void occurs, give students a specific behavior. ("I need to locate our word list. You may talk quietly.")
• Establish clear expectations for desired behavior	Establish and post no more than five rules for group instruction. Rules should be positively stated with the most important listed first.
• Use non-verbal cues	Smile, nod, make eye contact with student, give a "thumbs up" sign.
• Use proximity	Move closer to a student who is off task.
• Show respect/regard for all students	Say "thank you" when student complies with a request. Use calm voice and manner, even when student becomes agitated.
• Address students by name	"Good morning, Nadia." "Gary, that's a good start."
• Use students' names in examples during instruction	"If Gary had eight packs of baseball cards and there were 20 cards in each pack, how many cards would Gary have?"
• Provide praise to students as a group	"You are doing an excellent job of practicing spelling words in pairs."
• Provide praise to individual students	"That is an excellent topic sentence."
• Provide non-contingent acknowledgement to all students	"That's a great, new hair-do." "I enjoyed talking with you."
• State your expectations before each activity	"We'll be reviewing fractions. After I give you a problem, you will work it out on your paper. When I give the signal you will compare your answer to your partner's."
• Restate the task or the rule for the group	"We're answering the first question on page 12." "Thank you for finding your seats before the bell rings."

Behavior Management *continued*

In spite of our prevention strategies, sometimes misbehaviors will occur that call for adult response. The following procedures are provided as possible examples. Remember that specific intervention strategies need to be discussed ahead of time with the teacher. It is desirable to have such a plan in place before a behavior problem emerges.

Behavior Management Strategies for Paraeducators

Supporting Teachers During Whole-Class Instruction

When a behavioral challenge begins to emerge, assist in a non-instructive manner that allows the lesson momentum to continue. Some possible options include:

1. Stand near the student/s exhibiting inappropriate behavior. Maintain your attention on the teacher.
2. Touch the student's back, then step away, while maintaining your attention on the teacher.
3. Communicate to the student using nonverbal procedures, such as eye contact, a nod, or gesture.
4. If necessary, give a quiet, private redirective to the student. Tell the student the exact behavior that you desire. End the directive with "Thank you," and move your attention away from the student.

When Providing Small-Group Instruction

When monitoring students apart from the teacher—in a small group in the back of the classroom, or in another room—the following management strategies may be helpful.

When a behavioral challenge begins to emerge, ignore the behavior if:

- you can teach,
- the student can learn,
- his/her classmates can learn, and
- the behavior is unlikely to escalate.

If it is a behavior you cannot ignore, use this five step behavior plan:

1. Use nonverbal communication (eye contact, proximity, touch.)
2. Give a redirective to the group.
3. Praise students who are making appropriate choices.
4. If necessary, give a quiet, private redirective to individual students. State the exact behavior that you desire. End the directive with "Thank you," and move your attention away from the student.
5. If the off-task behavior continues, give a choice that involves a consequence. ("If you don't put the magazine away, I will need to take it away.")

Teaming with the Teacher to Assist with Instruction

Assisting with instruction is defined by the roles and responsibilities of a paraeducator:

Providing instructional services to students while working under the direct supervision of a teacher.

Working under the direct supervision of a teacher is interpreted, through the US Department of Education's Title I Paraprofessional Non-regulatory Guidance (November 2002), to mean:

The teacher:

- Plans the instructional support activities the paraprofessional carries out.
- Evaluates the achievement of the students with whom the paraprofessional is working.

The paraprofessional:

- works in close and frequent proximity with the teacher.

Assisting with instruction has the following four components:

Part I: Planning

- The teacher and paraeducator collaborate to prepare the lesson, identify who the lesson is for, and the objectives and purpose of the lesson.

Part II: Working with Students

- The paraeducator implements the lesson prepared by the teacher.

Part III: Communicating the Performance of Students to the Teacher

- The paraeducator records the student performance and communicates this information to the teacher.

Part IV: Reflection on the Instructional Session

- The paraeducator self-assesses their success in teaching the lesson including their interactions with the teacher and students during the planning, working with students, and communicating the performance of students to the teacher.

Reflection questions:

What went well?

What didn't go well?

What additional information or strategies do I need?

What would I do differently next time?

Effective Instructional Strategies

The teacher has the contractual responsibility for designing instruction and management programs for students. The paraeducator is often called upon to help carry out and monitor these programs. It is also the responsibility of the teacher to introduce and model instructional programs for paraeducators. Some of the instructional strategies which teachers often select for use by paraeducators are:

1. Provide additional input to students which parallels the teacher's input:

- **IDOIT** Provide additional modeling (demonstration) for the student, using wording similar to that used by the teacher.
- **WEDOIT** Prompt or guide students in completing additional items. Fade the assistance as students demonstrate competency.
- **YOU DO IT** Observe students completing items independently.

2. Promote the use of learning strategies selected by the teacher to assist the student:

- An effective strategy for answering written questions:
 - Read the question carefully.
 - Change the question into part of the answer and write it down.
 - Locate the part of the chapter/story which talks about that topic.
(Use headings and sub-headings.)
 - Read the section until you find the answer.
 - Complete your answer.
- An effective strategy for studying or memorizing information (RCRC):
 - R = Read Read a little bit of material. Read it more than once.
 - C = Cover Cover the material with your hand.
 - R = Recite Tell yourself what you have read. Say the topic and important details in your own words.
 - C = Check Lift your hand and check. If you forget something that is important, begin again.

c. An effective strategy for proofreading:

- Check to be sure each sentence makes SENSE.
- Check the CAPITALS.
- Check the PUNCTUATION.
- Check the SPELLING:

If you don't know how to spell a word:

- look in the assignment
- look in the textbook
- look in the glossary
- if you can't find the correct spelling, underline the word.

When you finish proofreading:

- ask someone how to spell the word
- look up the word in a dictionary
- if you still can't spell the word, use another word.

3. An effective procedure for teaching students a list of words:

- "This word is _____." (**I do it**)
- "Say it with me: _____." (**We do it**)
- "What word? _____." (**You do it**)
- If the student mispronounces a word, say: "This word is _____. What word?"

Return to the top of the list. Point to each word and say: "What word? _____" Repeat until the word list is read accurately.)

4. An effective procedure for teaching spelling words:

- Point to the first word. "This word is _____. What word? _____"
- "_____ is spelled _____. Spell _____."
- Cover up the word. "Write _____."
- Uncover the word. "Check your word."

- Repeat for remaining words.
- If student spells a word incorrectly, have the student cross out the word and copy it correctly.
- Check up: “Let’s check these words. Turn your paper over. The first word is _____ write _____. The next word is _____.” Continue for the rest of the words.

5. Some effective procedures for helping students read material above their independent reading level:

- Read selection to students.
- Read orally to students, pausing before elected words; students fill in the next word chorally.
- Have students read chorally with you.
- Have students read a paragraph to a partner.
- Have students read a paragraph with their partner.
- Have students read a paragraph silently, looking for a specific piece of information which you have asked them to find.

6. An effective procedure for reading with comprehension on each page:

- Read a page using one of the procedures in #5.
- Develop one to three questions for each page. To enhance comprehension of future stories, focus these questions on the following:

(Example questions)

- Where does this story take place (setting)?
- Who is the main character?
- What is the character’s problem (or goal)?
- How did s/he try to resolve his/her problem (or meet the goal)?
- What happened in the end?
- How did the character feel?
- How did you feel?

- When the students finish reading the page, ask the developed questions.

Effective instruction includes providing well-organized lessons to students. Lessons need to be presented in the same quality as a certificated teacher would present them. The following is an overview of an effective lesson:

PARTS OF A LESSON	
OPENING	
● Attention	Gain students’ attention.
● Review	Review necessary preskills.
● Goal	State goal of the lesson. “Today we are going to...”
BODY	
● Model	<i>I Do It.</i> Demonstrate each step in the strategy. Proceed step by step. Tell students what you are doing and thinking.
● Prompt	<i>We Do It.</i> Guide students in performing the strategy. Have students perform each step after you. Prompt by asking a question or giving a directive. Continue until proficiency is demonstrated.
● Check	<i>You Do It.</i> Have students perform the strategy independently. Carefully monitor their performance and give them feedback.
CLOSE	
● Review	Have students review the critical lesson content.
● Preview	State the content of the next lesson.
● Independent	Seatwork or homework.

Working with ELL Students

The school districts in Washington state serve a diverse population of ELL (English Language Learners) students. Many countries and languages are represented. Paraeducators may play a critical role in helping students with different first languages feel welcomed and valued in the school setting. The paraeducator's attitude and actions will also model the kind of cross-cultural understanding and acceptance which we want all students to demonstrate. The following chart gives an overview of the four stages of second-language development which occur as students gain English fluency.

Strategy:	Appropriate Instructional Activities:	Students May Respond By:
<p>1. PREPRODUCTION</p> <p>TOTAL PHYSICAL RESPONSE (TPR)</p> <p>Students communicate with gestures and actions</p>	<ul style="list-style-type: none"> Lessons focus on listening comprehension Lessons build receptive vocabulary Meanings of words taught by: <ul style="list-style-type: none"> –use of visual aids and gestures –slow speech, emphasizing key words –not forcing oral production –writing key words on the board and asking students to copy as they are presented 	<ul style="list-style-type: none"> Performing an act Pointing to an item or a picture Writing the letter corresponding to a picture Gesturing or nodding Saying yes or no Saying the names of other students
<p>2. EARLY PRODUCTION</p> <p>Students speak using one or two words</p>	<ul style="list-style-type: none"> Lessons expand receptive vocabulary Activities include: <ul style="list-style-type: none"> –pictures –charades –role-playing –open-end sentences –interview with guidelines written out 	<ul style="list-style-type: none"> Yes/no answers One-word answers from either/or questions One-word answers from general questions Lists of words Two words and short phrases
<p>3. SPEECH EMERGENCE</p> <p>Students speak in commands, longer phrases, and complete sentences</p>	<ul style="list-style-type: none"> Lessons continue to expand receptive vocabulary Activities are designed to promote higher levels of language use Activities include: <ul style="list-style-type: none"> –preference ranking –games –group discussion –readings –descriptions of visuals –writing composition 	<ul style="list-style-type: none"> Three words and short phrases Longer phrases Complete sentences Dialogue Extended narrative
<p>4. INTERMEDIATE FLUENCY</p> <p>Students communicate with gestures and actions</p>	<ul style="list-style-type: none"> Activities are designed to develop higher levels of language use in content areas Reading and writing activities are incorporated into lessons 	<ul style="list-style-type: none"> Participation in oral and written activities, with some errors

Source: Adapted from *The Natural Approach: Language Acquisition in the Classroom*. Krashen, S. and Terrell, T. Prentice Hall ©1983.

Diversity Within Our Schools

Paraeducators often work with students from a variety of backgrounds. As classrooms continue to reflect a broad range of diversity, all school staff need to develop culturally competent skills in order to build trusting relationships with students from a variety of races, ethnicities, disabilities, countries of origin, socioeconomic classes, religions, genders and sexual orientations. To accomplish this goal, paraeducators must work with their teachers and school community to create a safe and inclusive learning environment for all students.

The following key points will assist paraeducators and the teachers with whom they work in developing and supporting a culturally competent environment:

Recognize students bring different cultural experiences to the classroom.

When working with students, it's important to remember students represent the cultures in the local community. Think about how culture might influence the behaviors and attitudes of the students with whom you work. For example, in some cultures, communication style is expressive and confrontational. However, this type of communication is often misinterpreted as "disruptive" or "rude" by those outside of the culture. In other cultures, students may tend to be reserved but may be mistaken as being disinterested. In addition, eye contact, body language, and personal space preferences vary across cultures. Educate yourself about the cultures in your school community to help you understand and effectively engage with students and their families. For more information regarding cultural cues, visit the Multicultural Toolkit website: www.awesomelibrary.org/multiculturaltoolkit.html

Honor cultural differences.

In order to develop trusting relationships with students, paraeducators should communicate interest in aspects of their student's cultural background. Preface a discussion by saying, " Learning about a student's cultural background is very important to me. If you feel comfortable sharing, I am interested in learning more about who you are." Stay away from making assumptions about a student's racial/ethnic background. Honor your student's privacy and be careful not to make assumptions about a student's socioeconomic status, religious beliefs or sexual orientation.

Consult with your teacher about including culturally sensitive material in the classroom.

In order for students to develop a sense of belonging and connection to their learning environment, experts agree the classroom must include artwork, quotes, books and other material that reflect the diversity in the classroom.

For free resources and posters visit the Teaching Tolerance website: www.teachingtolerance.org

Prepare to share you own cultural background.

Some students may experience difficulty in being honest and open about their cultural experiences with "outsiders." In efforts to alleviate discomfort, experts suggest educators begin a culture discussion by sharing their own ethnic background, family traditions and other unique cultural components. Acknowledging personal cultural information with students is the first step toward establishing a trusting relationship.