

Utah State University

DigitalCommons@USU

All Graduate Plan B and other Reports

Graduate Studies

12-2022

Training Needs and Applications for Special Educators with Paraeducator Supervision Responsibilities

Joanna M. Cornejo
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/gradreports>



Part of the [Other Educational Administration and Supervision Commons](#), and the [Special Education and Teaching Commons](#)

Recommended Citation

Cornejo, Joanna M., "Training Needs and Applications for Special Educators with Paraeducator Supervision Responsibilities" (2022). *All Graduate Plan B and other Reports*. 1680.
<https://digitalcommons.usu.edu/gradreports/1680>

This Creative Project is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Plan B and other Reports by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



TRAINING NEEDS AND APPLICATIONS FOR SPECIAL EDUCATORS WITH
PARAEDUCATOR SUPERVISION RESPONSIBILITIES

by

Joanna Cornejo

A creative project submitted in partial fulfillment
of the requirements for the degree of

MASTER OF EDUCATION

In

Special Education

Approved:

Kaitlin Bundock, Ph.D.
Major Professor

Stephen Kwiatek, Ph.D.
Committee Member

Heather Weese, M.S.
Committee Member

Dr. Richard Cutler, Ph.D.
Vice Provost of Graduate Studies

UTAH STATE UNIVERSITY
Logan, Utah
2022

Abstract

This project highlights the need for training for paraeducators working in Special Education settings. Duties performed by paraeducators often overlap with teacher duties and much of the direct instruction provided to students in self-contained classrooms is delivered by paraeducators. The tasks of training and supervising paraeducators often falls on the special education teacher, who may not have received training in supervision. The project includes a brief review of the literature on this topic and two project reports. I designed my project with the objective of improving the quality of instruction being delivered to students in my classroom through training of the paraeducators who deliver much of the instruction.

Project reports describe (1) training provided by a teacher to paraeducators who work in a special education post-high classroom; and (2) an application of this training in the form of a curriculum adaptation designed to be implemented by paraeducators to support student IEP goals. Sample lesson plans were designed for a target student and included research-based instructional strategies for supporting a multi-language learning student in a post-high classroom. Report 1 focuses on the preparation and training sessions for paraeducators and Report 2 is a curriculum adaptation designed for paraeducator use with a multi-language learning student.

Products from this project include a set of training materials for use with paraeducators and an adapted curriculum and lesson plan ready for paraeducator use. Based on feedback and personal reflections, outcomes of the project include increased preparedness of paraeducators to work with students with disabilities in a post-high setting, in particular students who are culturally and linguistically diverse students with disabilities and multi-language learners with disabilities. The project concludes with reflections on each paraeducator training and on the curriculum adaptation process and implementation.

Introduction

While individuals with disabilities have always existed, their access to education has not, and their presence in the public education setting and the subsequent effect on the responsibilities of public educators has evolved over the last several decades. Special educators are now responsible not only for the individual education programs and progress of their students, but also for the management and training of classroom staff. This increased supervisory responsibility has created a need for relevant and accessible training materials that teachers can use to train their staff on critical skills.

Public education for students with disabilities was written into law in 1975 and marked the first legal protection for individuals with disabilities to education by mandating “free and appropriate public education” (FAPE) in the “least restrictive environment” (LRE; Education for All Handicapped Children Act, 1975). While this law allowed students with disabilities access to education, it did not define where or how that education should be provided, and students with disabilities were often educated in separate settings from their non-disabled peers. State and federal legislation over the next nearly 50 years have refined the definition of the LRE to state that “to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are non-disabled” (Individuals with Disabilities Education Act, 1990).

The result of the shift towards inclusion is that more students with disabilities are enrolled in public schools than ever before, both in self-contained classrooms and as participants in general education settings. According to the National Center for Education Statistics, in 2020–2021, the number of students ages 3–21 who received special education services under the IDEA was 7.2 million, or 15 percent of all public school students. This is a marked increase from a decade earlier, when in the school year 2009–2010, the number of

students ages 3–21 who received special education services under IDEA was 6.5 million, or 13 percent (National Center for Education Statistics, U.S. Department of Education, 2022).

Increase in students receiving special education services also means more teachers and staff than ever before are working with students with varied abilities across all education settings. Teacher education has not evolved with the same speed, and while general education teachers now have the expectation to incorporate students of all abilities into their classrooms, the majority of educators report not having received adequate training on effective behavior-management practices and feel unprepared to handle challenging behaviors (Freeman et al., 2014; Gable et al., 2012). Highly effective behavior management practices are of particular importance when teaching students with special needs, as this population is most at risk for academic failure, school drop-out, and expulsion (Bradely et al., 2008; Vaughn & Dammann, 2001, as cited in Beahm, et al., 2021).

Paraeducators who are hired under Title 1 regulations can be hired to work with students with disabilities and/or trauma with no education, prior training, or experience in working with students with disabilities and/or trauma; teachers may not be prepared to provide enough supervision, instruction, and coaching to help these paraeducators be successful in their roles (Nover & Farrell, 2022). The 2015 Council for Exceptional Children guidelines establish that teachers must know the roles and responsibilities of paraeducators and only assign tasks for which paraeducators are prepared, but most teacher preparation textbooks do not include content about managing paraeducators (Nover & Farrell, 2022).

Research conducted within Applied Behavior Analysis (ABA) on training and supervision can provide useful information for special education teachers and paraeducators, as behavior management is a significant part of duties performed in both of these roles.

Special educators, both new and seasoned alike, are in need of education and resources to train the staff that work in their classrooms. As staff may turnover quickly, this training needs to be efficient, effective and address the most significant barriers to student

learning. Training materials need to be provided in a format that is accessible and relevant to those using it. Providing accessible, appropriate training materials to classroom staff and students could serve as an effective intervention for improved outcomes in special education settings.

Literature Review

Method for Literature Review

My research topic developed over the course of several months as I considered the needs of my special education classroom and the highest-priority needs expressed by the teachers in my district collaboration group. Special educators are responsible for training and managing classroom staff having received minimal, if any, formal training in their teacher preparation programs or through inservice professional development. As I completed assigned readings of peer-reviewed literature on performance management research as part of coursework in Spring Semester 2022, I implemented the methods I read about with paraeducators working in my classroom and quickly noticed positive results. Erath, et. al. (2020) described the use of a pyramidal behavioral training model to evaluate the effects of behavioral skills training (BST) in a one-time group training format and found that the training increased BST integrity across participants, generalized to teaching an untrained skill, and maintained high levels of integrity at a follow up 4-6 weeks after the training was conducted. While the research in this article was conducted across human service providers and not specifically educators, it raised the question as to what the literature contained regarding special educator training in supervision of paraeducators. With much of the instruction and behavior support provided to students with disabilities being delivered by paraeducators, I also had questions about what research had been conducted regarding their training.

My search was conducted in the EBSCO database with the search terms “special education or special needs or disabilities” and “paraeducators or paraprofessionals or teacher’s assistants”, filtered by academic, peer-reviewed journals. Research included in my review was published in the United States and excluded any research published prior to 2000. This search returned 189 results, and I read through the abstracts to determine which articles were most relevant to my topic. I will describe the relevant articles in more depth below.

Literature Review Findings and Results

French (2001)

French's (2001) study focused on the practices of special education teachers in regards to their responsibility in the supervision of paraprofessionals and established background information for the research topic. The purpose of the study was to gain information about the practices of special education teachers as they supervise paraprofessionals and to compare those findings to previously published literature on this topic, which was minimal. The author developed a questionnaire consisting of 28 items, which were designed to give insight on the extent to which special education teachers supervise paraprofessionals; how they have learned to supervise as they do; to what extent they are involved in selecting paraprofessionals, planning for them, meeting with them, training them, and evaluating them; what tasks are assigned to the paraprofessionals; and to what extent teachers are satisfied with the amount and quality of paraprofessional assistance. This measure was reviewed by 14 national experts, who established content validity.

The questionnaire was mailed to 447 special education teachers in Colorado. The 321 respondents to the questionnaire were highly experienced, highly educated teachers. Nearly 88% held master's degrees, 1% held a PhD or EdD, and 62% had been teaching for 11 or more years. About 75% of respondents supervised paraprofessionals and provided responses regarding supervision.

The results of this study showed that teachers reported little preservice or inservice preparation for supervising, and their primary source of supervision knowledge came from “real life experience”. Only 50% of teachers reported participating in the selection and hiring process of the paraprofessionals, although more than half responded that they held primary responsibility for evaluating the performance of the paraprofessionals.

Teachers reported giving oral instructions to the paraprofessionals, rather than written plans, usually about guiding students’ skills practice or suggestions for behavior management. Few of the teacher respondents in the study held regularly scheduled, sit-down meetings, but significant overlap of tasks and duties was reported. Teachers maintained primary responsibility for determining goals and objectives of IEPs, communicating with parents, attending IEPs and planning lessons; the remaining tasks, including instruction, were equally shared.

This study exposed some concerns regarding practices used by teachers regarding paraprofessionals. One major concern was how teachers can remain accountable for educational outcomes of students if instruction is being delivered by paraprofessionals with little or no training and no written plans.

This study found that the teachers’ supervision methods often vary from recommended supervisory practices and that teachers could benefit from supervisory training in preservice or inservice special education programs.

Giangureco, et al. (2010)

Providing special education services in inclusive schools requires effective collaboration between teachers and paraprofessionals. Giangureco et al. (2010) reviewed research published between 2000 and 2007 that covered special education paraprofessionals and practices in U.S. schools, with the purpose of facilitating collaboration among paraprofessionals and other special education team members and to offer implications for future research and practice. This review picks up where an earlier literature review regarding paraprofessional support needs left off (Giangureco, et al., 2001).

Studies were selected by searching online databases Web of Science and ERIC, using the search terms *paraprofessional* and *paraeducator*, as well as a search for citations posted on websites dedicated to paraprofessional support needs. The rate of research on special education paraprofessionals more than doubled since the last review, and the proportion of studies published in scholarly journals increased, suggesting that paraprofessional support needs are a growing area of interest and importance. Only 22% of the included studies reported some type of directly measured student outcomes for students with disabilities.

Thirty-two of the included studies organized major findings into nine topical categories relating to paraprofessionals. These categories included hiring and retention, training, roles and responsibilities, respect and acknowledgement, interactions of paraprofessionals with students and staff, supervision, student perspectives on paraprofessional support, school change and alternatives to the use of paraprofessionals.

Of most interest to this literature review is the topic of supervising and directing the work of paraprofessionals, and research highlighted persistent inadequacies in paraprofessional supervision. Three studies published in the early 2000s showed that the majority of special educators included in the studies reported little or no training on supervising paraprofessionals, with most relying on on-the-job experiences, a possible explanation for teachers providing supervision that does not align with effective practices. One study reported that special educators in their sample spent only 2% of their time for each paraprofessional they supervised.

While recognizing the value of the information provided in the reviewed studies, the limitations of this study and its recommendations are that the existing body of research on paraprofessionals and related student outcomes are insufficient to inform policy decisions with a high degree of confidence. The authors acknowledged that special education models that are excessively dependent on paraprofessionals or use them in ways inconsistent with what is known about their effective utilization raises the ethical question of why education, as a field, continues to assign the least qualified personnel to work with students with the most challenging

learning and behavior characteristics. While a general education student may expect to be instructed by a highly qualified teacher, students with specific disability labels have the increased likelihood of receiving a substantial part of their education from a paraprofessional who may be inadequately prepared, trained, and supervised.

The authors identified the need for more research on effective training and supervision strategies and perhaps more importantly, research linked to student outcomes. Three recommendations based on the findings of this article include (a) strengthening support for existing paraprofessionals, (b) developing conceptually sound ways for making decisions about when paraprofessional supports are needed, and (c) explore alternatives to overreliance on paraprofessionals.

Brock and Carter (2017)

Brock and Carter's meta-analysis included group-design studies, which tested the efficacy of training to improve implementation of interventions for students with disabilities. Findings of the meta-analysis suggested training that involves a combination of two specific training strategies (i.e., modeling and performance feedback) was associated with improved implementation fidelity. Increased duration of training was not associated with larger effects. Considered alongside findings from single-case design literature, the results suggested that how educators are trained is more important than how much time (number of hours) is spent in training.

In order to be included in the meta-analysis, studies had to meet the following criteria: First, study participants must have included teachers, pre-service teachers, or paraprofessionals who provided school-based services to students with diagnosed disabilities in the United States. These included all disabilities as defined by the Individuals with Disabilities Education Improvement Act (2004). Second, the independent variable must have been educator training, and third, the studies must have included measures of implementation fidelity as an outcome variable. Fourth, studies must have compared the effects of training with an experimental group

to the effects of a no treatment or business-as-usual/training-as-usual. Fifth, only randomized control trials and quasi-experimental studies were eligible for inclusion. Sixth, all studies must have been published or written after 1975.

Across all databases used, 12 studies met criteria to be included in this meta-analysis. Number of practitioner participants per study ranged from 12 to 24 and included special educators, general educators, paraprofessionals, and pre-service special educators. Training included a variety of strategies across studies. Nine studies included performance feedback, and seven studies included a combination of modeling and performance feedback. Interventions including a combination of modeling and performance feedback tended to have larger effect sizes.

One limitation of this study is that measures of implementation fidelity can be based on different conceptualizations and vary widely in quality. Another limitation of this study is that not all of the practices implemented by educators in the 12 studies could be called evidence based. Both the quantity of studies included and the proportion of the studies that have threats to internal validity limit generalizations of findings.

Results of this meta-analysis suggested that increased training time alone does little to change educator behavior in the classroom. Brock and Carter's recommendations, based on their findings, are that first, the reach of professional development programs should not be measured in terms of the number of training hours, but in terms of observable change of educator behavior. Behavior could be measured through the use of existing practical tools designed for observing and documenting improved implementation of evidence-based practices in the classroom. A second recommendation is to provide training opportunities designed to include a combination of modeling and performance feedback, as supported by not only this study but also by single-case design literature.

Bheam et al. (2021)

Bheam et al. (2021) conducted a study to investigate which resources are used by educators and other school personnel to find information on effective behavior management strategies and perceptions of those resources. A survey was given to 238 educators in four West Virginia counties and included questions regarding the degree to which they used, trusted, could access, could implement, and could understand information regarding behavior management strategies using different types of resources. Resources were categorized as search engines, internet media, professional organization websites, journals, colleagues, and professional development. Ten participants shared additional insights through follow-up interviews. Themes developed through analysis of the qualitative data from the study were understandability, accessibility, trustworthiness, and usability.

This study provided preliminary information as to where educators go for behavior-management strategies. Respondents agreed that they used colleagues as a source of information for behavior management significantly more than other sources, although inconsistent with previous findings, professional and academic journals were rated as being used as well. Results suggested that educators primarily go to colleagues when faced with behavioral challenges because they are perceived to be accessible, easy to understand, trustworthy, and providers of usable information.

Limitations of this study are that all responses were self-reported and subject to response bias. Response rate on the survey was only 12.4%, and non-responding educators may have responded differently. Additionally, respondents tended to be highly confident, experienced, educated, white, and female and came from the same region in a single state; a more representative sample may have resulted in different survey results.

Because many educators reported feeling unprepared to handle challenging student behavior, the lack of preparation may lead to educators seeking out behavior management strategies on their own. One need identified by one of the ten interview participants was resources that provide editable documents, so that teachers can efficiently adapt materials for

their students. Although internet resources received relatively low ratings as a resource for behavior management strategies, all participants responded that when they spend money on instructional materials, they use Teachers Pay Teachers because of how quick and simple it is to use. Teachers found resources usable when the resource was quick, efficient and made their job easier.

Recommendations identified from this study included using practice-based evidence when presenting research-based information; making the information easily accessible, quick and to the point; and providing information regarding the effectiveness of targeted strategies for different students, such as by age or disability status.

Summary of Literature Review Key Points

Literature reviewed in this paper highlights the need for training in supervisory practices and access to training resources for special education teachers in the United States. Educators prefer resources that are efficient, accessible, adaptable, and reliable, providing them with research-based methods to successfully train and supervise paraeducators in their classrooms. One notable gap of information as presented in this literature review is that peer-reviewed, published literature lacks empirical studies that assess student outcomes in relation to teacher and paraeducator training. Further research could measure student outcomes in relation to the training provided to special education teachers and paraprofessionals. The literature supports the use of research-based training practices such as modeling and feedback to encourage positive outcomes of the training.

Report 1: Training for Paraeducators

The literature review I conducted revealed that many special education teachers are responsible for providing training to paraeducators but are often not provided resources (time, curriculum or other training materials) to conduct this training. The first report included in this professional portfolio consists of training materials and lesson plans as an example of an

intervention that was designed to increase paraeducator competence and confidence when working with students with disabilities in a post-high special education classroom.

Rationale for Training

Twice a month, I meet with the paraeducators who are under my direct supervision for an hour-long collaboration meeting. Traditionally, these meetings have been used for team discussion of student needs and progress, paraeducator work schedules, or relaying information from administration. For this project, I used a portion of each collaboration meeting as an opportunity to provide training to the paraeducators. Between the months of August and November of 2022, I presented three 45-minute lessons; each consisted of a Google Slides presentation, an interactive element (modeling, roleplay, feedback), and a post-training Likert scale survey to assess the effectiveness of the training. Outline of training is included in Appendix A1 and the survey is in Appendix A2.

Professional Participants

The four participants in the training are paraeducators who work in my classroom. Two of them started working in my classroom this year after transferring from another school in the district, and two worked in my classroom last year. All are experienced in working in special education classrooms in paraeducator capacities and individually have from 7 years to 22 years of experience in the classroom, for an average of 15.75 years of experience each. All four participants are female, caucasian/white, and all are married with adult children. Two participants are local to the area, and two grew up outside of Utah.

The classroom the participants work in is in a post-high school setting, with 16 students who range in age from 18-22. The post-high school program provides services for students from all high schools in the district, and students are bussed from their home high school to the post-high, which is part of a multi-use building. The school includes four post-high classes of similar size, and a fifth class that is a behavior unit, for a total of approximately 85 students.

Students in our classroom and our school are racially, ethnically, linguistically, culturally, gender, and ability diverse and include male, female, non-binary, and LGBTQ+ identities. The students identify as caucasian/white, hispanic, Asian, Pacific Islander, black, and Indigenous American and come from middle-class and socioeconomically disadvantaged backgrounds. They live with parents, grandparents, professional parents, and in group homes. They live in cities, suburban areas, and rural areas; some students from rural areas ride the bus for as long as an hour and a half, each way, to come to school. Eligibility classifications for students in our classroom include intellectual disability, autism spectrum disorder, multiple disabilities, other health impairment, and emotional/behavioral disorder. Most students receive speech services, and several receive psychological services as part of their IEP. In our classroom, all but three of the students have a health care plan as part of their IEP.

Paraeducator responsibilities in this setting include delivering direct instruction, recording student goal data, providing personal care services (g-tube feedings, toileting and hygiene assistance), transferring students to and from a wheelchair to the floor, driving a van to transport 4-5 students at a time to a vocational work experience in the community; providing support and instruction to students while at these work experiences; recording student performance data on the work experiences; providing supervision and behavioral support to students while at school or in the community; riding public transportation with students to access the community, supporting the students in PE class; supporting the students in life skills activities such as food preparation, cooking lessons or washing laundry; or teaching an art lesson or social skills activity to a small group or the whole class. Outside of school hours, they participate in twice-monthly team collaborations and monthly faculty meetings. Paraeducators who participated in this training had all elected to be trained in rescue medication training for students who have seizures (voluntary but not required training) and had participated in district-required training in defensive driving, crisis prevention intervention, and medical needs training specific to students with disabilities.

Preparing the Project

Before designing the paraeducator training, I prepared a pre-training survey for the participants to gather data on what topics were of the most interest or could be of the most use to them in the classroom. They were each given a copy of the same list of ten possible training topics and asked to rank their top four, in order of interest to them. Topics listed were: technical terms; precision requests; cultural responsiveness, professionalism in the workplace; person-first language; working with multi-language learners; recording data for student goals; trauma-informed response to intervention; what to do if you are left in charge for 15 minutes; and de-escalation strategies. I chose not to include “modeling appropriate behavior to students”, which was an option included on my project outline, as I did not feel that topic was applicable for this group of paraprofessionals, who do a superb job of modeling appropriate behavior. Survey results were anonymous, and I chose the training topics based on participant responses.

The results of the interest survey indicated that there were three topics that were of interest to all four participants. The top three topics the paraeducators were interested in receiving more training in were: (1) cultural responsiveness, (2) working with multi-language learners, and (3) trauma-informed response to intervention. The other topics of interest were de-escalation strategies, with two participants interested. One participant selected recording data for student goals; using precision requests was selected by another.

The three topics identified by all participants related directly to better understanding of the diversity of our student population. I chose to incorporate all three of these topics in the training sessions I designed for our team. I created original training materials that summarize information relevant to the training topic, which I sourced from research-based literature. Any links to outside resources that were included or embedded in the slides as part of the training are credited within descriptions of the training; cited at the end of the slide deck; and, if applicable, included on printed handouts.

Each of the training sessions took place in my classroom. The district I work in schedules early out each Monday, with students leaving one hour earlier than during the rest of the week. Once a month, this hour is designated for district-level collaboration meetings; the other weeks are at the discretion of the administrator. Our administrator holds a faculty meeting one Monday a month; the other two Monday afternoons are available for teams to meet. This allows me to meet with the paraeducators for an hour at a time twice a month, with no students present. It is especially beneficial because the paraeducators do not have full-time hours, and their schedules are staggered to accommodate adequate student supervision for the entire time the students are at school, so having these two meetings a month is our only opportunity to meet as a whole classroom team. The training sessions took place during Monday afternoon collaboration meetings with the paraeducators who work in my classroom.

Training 1: Cultural Responsiveness in an Education Setting

Preparation

The first training was held in my classroom on October 10, 2022, in the afternoon after the students had gone home for the day. For the first training session, the team spent the first 15 minutes of the hour talking about student needs and classroom concerns to meet regular collaboration objectives; the remaining 45 minutes was used for the first training session.

The topic I selected for the first training was “Cultural Responsiveness in an Educational Setting.” I felt this was a solid foundation for the other topics selected, and my goal was to provide an overview of best practices for making our classroom an inclusive and safe space for all students and staff. Objectives were stated at the beginning of the lesson and are listed below:

Objective 1: By the end of the training, participants will define culturally responsive teaching; and

Objective 2: Participants will identify one thing they do well in responding to the cultural needs of the students in our classroom; and will identify one way they would like to improve in responding to the cultural needs of the students

I prepared a Nearpod lesson for this training and had the staff login at the meeting using their phones. We sat around a table as a group, and I used a Chromebook to display the slides and asked the participants to respond by typing and submitting answers using their devices. I used some Nearpod features such as the “bulletin board” where responses could be seen by the group and others where responses were recorded anonymously.

Implementation

I used the Nearpod lesson to guide discussion on the impact of cultural responsiveness in an educational setting. Content was adapted and sourced from an IRIS module (i.e. *Classroom Diversity: An Introduction to Student Differences*) that discussed this topic, (The IRIS Center, 2012), and examples of cultural dissonance were explored. The first topic of discussion was different dimensions of culture and brainstorming ways that students can differ from each other, followed by discussing the effect these differences may have on classroom dynamics and student learning. Participants identified race, ethnicity, language spoken, religion, ability level, and socioeconomic status as potential ways that students could differ. Participants then evaluated which of these aspects of identity are visible and which are assumed.

Interactive elements of the training allowed participants to share personal information about their own cross-cultural experiences, specifically in regards to education. All participants acknowledged that the student population of our classroom is significantly different from the student population of their own education experiences. Participants were given a cultural competence self-assessment checklist to put in their training binder to use for self-reflection. There was not adequate time to allow participants to complete the checklist during the training session.

Outcomes

Results from a post-assessment given immediately after completing the training and slideshow indicated that 75% of participants correctly answered multiple choice, true/false, or short answer questions about the content objectives with at least 80% accuracy. At the end of the training, participants took a short, five-question multiple choice post-assessment designed to see if they had met the objectives of the training. These questions were embedded in the Nearpod and required reading. Three of the five questions required written responses.

After the post-assessment, participants also filled out a Likert-type scale survey about the training to gather feedback on how useful the participants felt the training was. Questions included the appropriateness of the length of time of the training; if something new was learned at the training; if information from the training could be used immediately in our classroom; and if the participants had interest in more training on this topic. Results of the survey are below:

1. Training provided useful information: 4/4 strongly agree
2. Learned something new: 3/4 strongly agree, one agrees.
3. Can use the information from this training in my job setting, 4/4 strongly agree
4. Training was the right length of time, 2/4 strongly agree, 2/4 agree
5. Would like to learn more about this topic: 4/4 strongly agree

Reflections on Training 1

I felt that there were some elements of success to report from the training session. The information provided in the training generated productive discussion among team members about the topic of culture and bias and the role that these play in education. It helped me, as the paraeducators' direct supervisor, get to know the participants better and helped me identify what I can do better to provide direction and feedback to them in their roles in our classroom and how to recognize them for the good things they are doing. It also caused me to reevaluate how their skills could be best used to benefit the students in our setting.

By providing training that included recognizing inherent cultural bias, I recognized how much I still need to learn. The discussion generated by the training exposed the very different life experiences of this group of people that I had labeled in my mind as being homogenous. The differences that they each individually bring to the classroom are a benefit to our team and knowing more about those differences increased my appreciation for each of them. Before the discussion that happened as a part of the training, I had assumed that they shared common backgrounds and world views based on appearance alone and found that there is more diversity on our team than I realized.

One major takeaway that I had from the first training was that I had not taken the participants' learning preferences into consideration when preparing the material. I chose to use a technology-delivered lesson to an audience of participants who struggle with technology use. All of the participants required direct instruction in how to log in to the Nearpod lesson using their device and how to use their device to respond to interactive lesson elements. The time it took to get everyone logged in and responding took valuable time away from the purpose of the instruction, which was to explore cultural responsiveness.

The second way the training came up short was that it did not include a variety of ways to show mastery of a concept. Results from the post-training assessment showed that 75% of the participants responded to objective questions with at least 80% accuracy, indicating that most participants were able to demonstrate understanding of the concepts. One participant did not complete the questions that required written responses and did not correctly answer multiple choice or true false questions. After viewing the individual results of the post-assessment after the training was over, I remembered that this participant has a specific learning disability that requires more time for them to read and produce written responses. By limiting response options to reading and writing, I was not able to gather accurate post-training assessment data for this participant.

What I will do the same

For future training sessions, I plan to continue to gather participant feedback from a Likert-type scale survey to reflect and adjust future training. The information gathered from this training showed that all participants learned something new at the training; some, but not all, participants enjoyed the format of the training; most participants, but not all, found the training useful for our classroom setting and most, but not all found the length of the training to be appropriate.

The length of time, 45 minutes, felt appropriate to me as the trainer, but the feeling was not unanimous among participants. At the end of a work day, any extra meetings are unpopular, but, as this is the only time I have available to meet with the classroom team, I plan to continue to use this time for similar training sessions going forward.

What I will do differently

In future training, I will do a better job at knowing my audience. More specifically, I will provide diverse ways of assessing the extent to which the participants have met the objectives. Opportunities to respond and alternate ways to assess understanding in this training were inadequate for the participants, and I was surprised at my own lack of foresight on this topic. I was aware of the needs of the participant in regards to their reading ability, but failed to incorporate appropriate accommodations into the training I was creating specifically for them. Another thing I would do differently is reduce the amount of text included on slides and handouts. While the text served as a prompt for me in leading the discussion and I put effort into making the presentation visually appealing, participants did not appear to be reading the slides or referring to them in any way unless a response was required, which then became a stressor as they learned how to provide the digital responses on the platform.

I also felt that I over prepared materials and came to the training with more content than could be adequately covered in such a short period of time. Because my post-assessment was embedded in the digital lesson and I really wanted to see data, I rushed through parts of the lesson to get to the end. One way I could avoid this going forward is to break the knowledge

checks into smaller pieces rather than create a cumulative assessment of the content at the end. I could include a question or two after each section and immediately see the feedback on content mastery before moving on to the next section. This would allow me more flexibility in pacing the training appropriately to the audience.

Training 2: Instruction That Works for Multi-Language Learners

Preparation

The second training took place in my classroom after school on Monday, November 7th, 2022, within the hour-long time frame designated for collaboration, with the same four participants as the first training. The topic for the training was “Instruction That Works for Multi-Language Learners” and content for the materials came from *Classroom Instruction that Works with English Language Learners* (Hill & Miller, 2013). To prepare for this training, I reviewed the feedback from previous training and decided to change the format of the lesson. Instead of creating a Nearpod lesson, I created a slide deck with the summarized information that would be presented. I brought paper and pencils to take notes or brainstorm and brought copies of a Likert-type scale survey that I had designed for each participant to complete at the end of the training.

I started the training with a review of the cultural responsiveness objectives and verbally asked for responses about what the participants remembered from the previous training. Two of the four participants verbally responded, and two did not. I then reviewed the objectives for the second training session:

Objective 1: Paraeducators will learn to and practice giving specific praise.

Objective 2: Paraeducators will each identify one way our team can improve instruction to Multi-Language Learners (MLLs) in our classroom.

Implementation

Information presented in the slide deck facilitated discussion about the population of our district, school, and class. As a group, we discussed the percentage of MLLs in the classroom compared to instructors who come from ethnically, linguistically, and/or racially diverse backgrounds. We discussed the most current published district-wide statistics for our entire student population, which indicate that students are 82% white, 12% Hispanic, 0.7% African American, 0.4% Asian, 0.7% Hawaiian or Pacific Islander, 0.3% Indigenous American/Indigenous Alaskan; 2.7% other or 2 or more races. The subject classroom student population is 57% white/caucasian, 31% Hispanic, 6% Pacific Islander, 6% Asian, 0% Indigenous American/Indigenous Alaskan, and 0% African American. Participants were asked to brainstorm ideas about why special education in general and our classroom specifically has a higher percentage of racially, ethnically, and/or linguistically diverse students than general education.

Further discussion involved the positive aspects of learning more than one language and the research that supports the continued development of a student's home language while learning a second or third language. Participants filled out a graphic organizer about stages of language acquisition; after completing it, group discussion focused on how long it takes to develop various language skills, particularly expressive language skills and academic language skills. In our class, one student is around level 3, using short memorized phrases; three other students are close to native-speaking socially, but not academically.

Content from the slides then covered ways to make the classroom an environment for learning by creating a safe space that celebrates pride in diversity of culture, language, family and community. Participants provided verbal written responses to what they can do to contribute to this type of environment.

Finally, the discussion covered the research-based methods that support MLLs to experience success in an education setting, summarized below:

- a. First method: Provide objectives and feedback. Practice giving specific praise. Paraeducators were assigned to give the person to their left a specific praise statement.
- b. Second Method: Reinforce effort and provide recognition.
- c. Third Method: Cooperative learning. Pairing students of different abilities/backgrounds/language/etc. to promote learning from each other.
- d. Fourth Method: Using Non-linguistic Representations to teach.

Outcomes

I felt this training went well and had several positive elements that were an improvement over Training 1. All paraeducators participated in the discussion and had good ideas for how to incorporate the concepts into our classroom while working with and supporting the students who are MLLs. The training felt more productive as it lacked the frustration of trying to log in to Nearpod and the resulting difficulties with technology.

Additionally, this training served to illustrate several of the research-based instructional methods that were discussed in the lesson; for example, as a cooperative training element of Training 2, participants worked as a group to brainstorm ideas for how the team can improve instruction with the MLLs in our classroom. Each participant verbally responded, and responses were recorded on a shared brainstorm organizer during the training. Responses have been copied below:

Paraeducator A: We can use kinesthetic learning: use actions to teach, especially while at job sites or in the community.

Paraeducator B: Take time to listen to the MLL student to try to understand them before running to ask Joanna (the teacher).

Paraeducator C: Studying Spanish on Duolingo to learn some words to communicate with the Spanish speakers in our class; create visuals for the daily schedule.

Paraeducator D: Praise for effort and adjust expectations.

Myself: Hold MLL students to high expectations; give specific feedback. Collaborative learning groups.

Reflections on Training 2

All four participants were active in the discussion and had insights to share during the training. The slides were a guiding point to lead discussion, but I felt that I once again overloaded the slides somewhat with the amount of content provided. I feel I paced the training better than in Training 1 and did not feel rushed. All four paraeducators engaged, appeared interested, and contributed to the discussion. I was able to gather responses from all participants.

Incorporated into the training were examples of some of the research-based methods that were presented in the training. At the end of the training, participants had the opportunity to identify the methods. For example, identifying that working together to brainstorm ideas was an example of a cooperative learning approach to instruction, and using a brainstorm graphic organizer was a way to provide cues to what the expected response would look like. Another example is the “practice” part of the lesson where participants gave each other specific praise statements and gave and received feedback.

After the training, participants filled out a post-training Likert-type scale survey with a scale of 1-4 (i.e., 1: *Do not agree*; 2: *Somewhat agree*, 3: *Agree*, 4: *Strongly agree*). Survey is found in Appendix A2. Results of this survey are summarized below:

1. Training provided useful information: 4/4 strongly agree
2. Learned something new: 3/4 strongly agree, 1/4 somewhat agrees
3. Can use the information from this training in my job setting, 4/4 strongly agree
4. Training was the right length of time, 3/4 strongly agree, 1/4 agrees
5. Would like to learn more about this topic: 4/4 strongly agree

Other informal feedback received regarding Training 2 was a verbal report on Nov. 11th, 2022, the Friday following the training. Paraeducator B told me that she has learned from the training and recognized how at a job site in the community she was doing something for a MLL student instead of explaining how to do it and teaching, like she had done for another student. She said she was excited to tell me that she used what she had learned, and that by recognizing that she was treating this student differently, she was able to correct herself and instruct the MLL student like she would any of the other students. Based on the feedback from the paraeducators, I feel this topic is so relevant that we should continue this discussion at least in summary at each collaboration meeting, to evaluate how we are doing with the MLL students in our class.

Were The Training Objectives Met?

Objective 1: Yes, after practice, paraeducators were able to verbally give a specific praise statement.

Objective 2: Yes, each paraeducator contributed to brainstorming ideas about how as a team we can provide better instruction to our specific MLL students using methods from the training.

What I will do the same

For this audience, the change I made to this training by creating opportunities for participants to provide verbal responses was an improvement over the technology-driven training that required digital submission of responses. The slide deck I created was less text heavy and provided visuals and discussion prompts, but did not play a role in any interactive elements of the training. Even the Likert-type scale survey used for post-training feedback was done with paper and pencil for this training, as opposed to the digital version from the Nearpod lesson.

What I will do differently

For the next training I conduct, I will prepare some paper handouts summarizing the content that can be kept by the participants in their classroom training binders. I will create visuals for the classroom that will serve as reminders of the training content. I will also add these trainings to the paraeducator training log in the participants training binder so they can track the topics they have been instructed in.

Training 3: Trauma-Informed Response to Intervention

The third and final training session included in the project report was held in my classroom on November 21, 2022. Three of the four participants from the previous training session participated in the third session; the fourth participant was at work but completing a separate assignment and was unable to attend the training. The training took approximately 45 minutes of an hour-long collaboration session.

Preparation

For this training, I created a slide deck with information to guide the discussion. Information presented in the slide deck was adapted from *Creating, Supporting and Sustaining Trauma-Informed Schools: A System Framework*. (The National Child Traumatic Stress Network, 2017). I also prepared some printed materials in the form of a handout to be completed during the training, for participants to add to their paraeducator training binders. Handout is found in Appendix A3. The final material prepared was a visual for the classroom of the Three-Tier Framework for trauma-informed supports in schools. This graphic is found in the referenced article. I used the same Likert-type scale survey for post-training social validity assessment, found in Appendix A2.

Lesson objectives were presented at the beginning of the training session, and participants were provided with handouts to complete with information provided in the session. The objectives were as follows:

Objective 1: Participants will identify Tier 1, Tier 2 and Tier 3 level interventions

Objective 2: Participants will explain why zero tolerance policies and out-of-school discipline procedures are inappropriate as a primary disciplinary tool.

Implementation

Because discussing the topic of trauma can itself be a trauma trigger, my goal was to approach and present this topic with sensitivity. Putting any previous knowledge of personal traumatic experiences of participants aside, our discussion started with acknowledging the wave of trauma our immediate community has experienced over the last several weeks and months, mourning the deaths of several high school students due to pedestrian and traffic accidents, cancer, suicide, and gun violence. These events are personal to the students in my classroom, as many of them are in their first year of post-high and know these students and their families from high school.

The Three-Tiered Trauma-Informed Framework, as published by the National Child Traumatic Stress Network (2017), was used as a visual to guide discussion and evaluation of how trauma informed our school system is. Participants identified Tier 1 supports that are in place in our setting, such as promoting positive school climate; wellness support and education, such as the monthly emotional regulation skills lesson taught to our class by the school psychologist; and emergency preparedness through monthly safety drills that address fire safety and lockdown safety; and first aid training. A Tier 2 support identified by the participants was referrals for psychological assessment. Tier 3 supports could be IEP-specific psychological or behavioral support.

Outcomes

Participant interest in this topic was high, and participant feedback gathered after the training indicated that trauma-informed response is a topic of professional development that would continue to be welcome information. Results from post-training Likert-type scale survey were unanimous among participants and were as follows:

1. Training provided useful information: 3/3 strongly agree

2. Learned something new: 3/3 strongly agree
3. Can use the information from this training in my job setting: 3/3 strongly agree
4. Training was the right length of time: 3/3 strongly agree
5. Would like to learn more about this topic: 3/3 strongly agree

Reflections on Training 3

Of the three trainings included in this report, this training topic solicited the most discussion among participants. Participants with the degree of experience in special education classrooms that this group had are no strangers to trauma. It was valuable to me to hear some of the traumatic experiences that took place in their work settings and think about what measures could be taken to make our school a safer place for students and for staff.

One of my hopes in delivering the training was that the participants would be open to exploring the idea of seeing unexpected student behaviors as something other than just rebellion or a power struggle that needs to be punished with removal of a reinforcer, or worse, removal from the classroom. A student who lashes out verbally or physically after having a classroom iPad or Chromebook taken away may have been traumatized by removal from their home into foster care and not having access to belongings. A student who steals money from the school store may be experiencing the trauma of homelessness and food insecurity. Students who soil their clothing or disrobe as a “behavior” may have been abused. All behavior that occurs serves a function, and the most critical functions are those of survival: food, clothing, shelter, and safety. If those needs are not being met, academic learning is difficult if not impossible. With the amount of time educators spend with students, they may be among the first to notice when behavior or academic changes arise and can be first responders with interventions.

What I would do the same

Over the last two months, I have made improvements in designing training material that is appropriate for the participants and for the time available to present the information. I will

continue to use a paper handout that has elements that need to be filled in; using this provides a tangible item that contains some information as well as a structured way to take notes, with spaces provided as prompts for important concepts to write down. While one participant did not complete the paper, the other two did, and all participants put the information in their binders for future reference. I will continue to use Likert-type scale post-training surveys to gauge social validity. It has been helpful to know how the participants perceive the format of the training and usefulness of the content.

What I would do differently

I felt this training was successful, and, for this particular training, I cannot think of a specific thing I would have done differently. While all participants did not use the provided materials in the same way (one participant did not fill out the handout), I think materials were adequate for their purpose and were used appropriately.

Final Reflection on Report 1, Training for Paraeducators

The training element of our team collaboration meeting has become something I look forward to, and participants have reported the same. With the overload of content included in the slide decks, the material I created could be used over a longer period of time, and, as a group, we could dive deeper into the content over the course of the school year. I intend to continue to follow the same agenda for bi-monthly collaboration meetings going forward, with the first part of the meeting dedicated to housekeeping, and the rest of the meeting devoted to training.

All participants have approached me at different times over the past three months to tell me how they applied something they learned in the training or how they saw something in a different way following the training, either in the classroom setting or in their personal lives. Hearing these individual reflections on the impact of the training has been a positive reinforcer for me as a supervisor who provides training and has motivated me to start mapping out future

topics for our collaboration meetings. We have grown as a team since starting the training, and I feel like the required collaboration meetings have become time well spent. I will continue to recognize and embrace the fact that my role as a special education teacher includes the role of supervisor and trainer of paraeducators, with a goal to be not only a good teacher but a good supervisor as well.

Report 2: Curriculum Adaptation for a Multi-Language Learning

Student in a Post-High Setting

The literature review I conducted showed the need for training for paraeducators working in special education classrooms. Duties performed by paraeducators often overlap with teacher duties, and much of the direct instruction provided to students in self-contained classrooms is delivered by paraeducators, who may have received little training (Nover & Farrell, 2022).

The socioeconomic, linguistic, and racial makeup of classrooms in the United States today is increasingly diverse, while the teachers and staff providing instruction to students remain less so. The percentage of K-12 students in the United States who were English learners increased between Fall 2010 (9.2 percent or 4.5 million students) and Fall 2019 (10.4 percent or 5.1 million students). Nationwide, in the 2017-2018 school year, the most recent for which statistics are available, indicated that teacher demographics for U.S. public schools were 79% white, about 9 percent Hispanic (of any race), and 7 percent were Black and non-Hispanic. Two percent of teachers identified as Asian and non-Hispanic, 2 percent as two or more races and non-Hispanic, and less than 1 percent as Native Hawaiian/Pacific Islander, non-Hispanic and American Indian/Alaska Native, non-Hispanic (National Center for Education Statistics, 2022).

Additionally, a higher percentage of the students found in self-contained special education classrooms represent minority populations. Statistically, the chance is high that a teacher or paraeducator working in public, private, or charter schools in the United States will

work with students who speak a language other than English in their home and are multiple language learners. According to the National Education Association (2020), by 2025, 1 out of 4 children in classrooms across the nation will be an English language learner (ELL) student. The second project included in my professional portfolio is a curriculum adaptation to meet the needs of a multi-language learner in a self-contained classroom, designed to be implemented by the paraeducators who deliver much of the direct instruction to students.

Rationale for Adapted Curriculum

Students who are multi-language learners have needs specific to their language acquisition of the majority language used in schools. They may also have social and emotional needs stemming from adverse childhood experiences. While there have been several different models of English language services provided to students in the United States who are multi-language learners, the one used in the district I work in is one of inclusion in general education classes for the majority of the day, with services minutes in English language instruction being provided during specific times of the week during pull-out sessions, or for secondary students, during a class period. For students with low-incidence disabilities who also have English language needs, these language services are provided by pulling the student from the class they have been placed in, whether that is a self-contained classroom or a general education classroom.

When these students with disabilities move on to post-high, they may lose access to English language services as they are no longer part of the general education setting. The classroom staff working with these students may or may not have any training or experience in working with multi-language learners. My goal in adapting the curriculum for the focus student in my class is to create written lesson plans that include research-based teaching strategies for MLL students that can be implemented by classroom staff supporting this student in their IEP goals. This project builds on my first project which was to create training for the paraeducators who work in my classroom. An outline of this report is included in Appendix B (B1).

Student Participants

The target student selected for the example lesson plan of the adapted curriculum is a 22-year-old student who is in their last year of eligibility for special education and will hereafter be referred to as “Student A”. Student A emigrated to the United States at age 17. Spanish is Student A’s home language and English is only used at school. Student A receives speech services as part of their IEP and receives grade-level instruction through support of Utah’s Essential Elements. In curriculum-based assessments from August 2022, Student A placed at a grade K level across all domains in reading. The student participated in a curriculum-based math assessment in August 2022, where they scored at grade K level across all domains. The student can identify all capital and lowercase letters of the alphabet by pointing and can verbally identify most of the letters. Student A can use a visual model to log on to a Chromebook; and can write their first and last name, phone number, city of residence, and parents’ names on a personal information form. Student A can also copy text with a model and has memorized how to write the names of favorite movies and musicians. Past IEP goals for Student A have included learning to write and dial parents’ phone numbers, following a visual task list, and learning directional words and prepositions. Student A is social, friendly, interacts with peers and staff appropriately, and verbally uses Spanish and English to communicate.

While the curriculum and lesson plan was adapted for Student A who has an IEP goal to read environmental print, I chose to include Students B and C in the lesson. Students B and C are at similar reading academic levels as Student A and could benefit from participation in this lesson. Student B is a 22-year-old-student who was adopted from Laos and emigrated to the United States at age two. Student B’s first home language was Lao, but currently speaks English only. Student C is caucasian and English speaking and is 20 years old. All students have an eligibility classification of Intellectual Disability.

Considerations for Multi-Language Learners

Teacher preparation programs instruct special educators in providing differentiated instruction for students in their classrooms, but multi-language learners in special education classrooms have an additional layer of diverse needs. While the multi-language learner will need instruction in domain-specific language along with the rest of the class, multi-language learners would also benefit from the support of Tier 2 vocabulary focus. Sample lesson plan will take into account the need for Tier 2 vocabulary instruction, and adapted lessons will include suggestions for incorporating this into the lesson. Lessons include considerations for multi-language learners adapted from *Classroom Instruction that Works with English Language Learners, 2nd Edition* (Hill & Miller, 2013).

Description of IEP goal, standards-based on Essential Elements

Student A's IEP goal was written that "Student A will verbally identify 30 examples of environmental print, including community signs, with 100% accuracy in 3 consecutive data sessions." Student A's IEP goal is for reading and is based on Utah Essential Element EE.CCSS.ELA-Literacy.L.11-12.4, Demonstrate knowledge of word meanings. The IEP goal is broken down into three objectives; each objective requires mastery of a set of ten examples of community print before moving to the next set of ten. The student's existing skill set includes the ability to recognize some familiar environmental print in the community, such as fast food restaurants and local stores. This goal was added to the IEP because parents expressed that they would like Student A to be able to navigate signs they may encounter in the community, especially safety and directional signs.

Curricular Unit and Sample Lesson Plan

The literature review I conducted indicated that few teachers provide written lesson plans for paraeducators, who deliver much of the direct instruction to students receiving special education services. (French, 2001). The lesson plan I created was first written for my use as a teacher, then adapted for instruction to be delivered by paraeducators. The adapted lesson plan uses simpler, more direct language while containing the most critical elements of the original

lesson plan. The Curricular Unit Plan is found in Appendix B2; a Sample Lesson Plan adapted for the MLL student is in Appendix B3; and an Adapted Lesson Plan for Paraeducators is in Appendix B4. Appendices B5 and B6 are resources designed to be used by the paraeducators in providing instruction specific to the adapted curriculum.

Objectives

Lesson objectives for the written lesson are outlined in the written Curriculum Unit and Adapted Lesson Plan, found in Appendix B. Additional objectives for this project included the development of materials to be used in a lesson adapted for instruction by a paraeducator to a MLL student. Typical behavior in this classroom setting has been that paraeducators request that I work with MLL students who have very emergent English skills, because I speak Spanish and am able to translate instructions for the students and can better understand their responses. My goal was to adapt a lesson plan for a MLL student to give paraeducators the tools they need to feel confident in providing instruction to the student to support them in their IEP goals. In addition to the written lesson plan, I created a visual reminder of tools for working with MLL students and a list of domain- and lesson-specific vocabulary translations into Spanish.

Outcomes

I created a survey for students who were instructed using the adapted curriculum to gather feedback on how they enjoyed the lesson. Student A, Student B, and Student C are emerging readers and writers and all use verbal communication. The survey question was “Did you enjoy the lesson on community signs?” and response options were a frowning emoji face, a neutral emoji face, and a smiling emoji face. The question was read aloud to the students and was verbally explained to the multi-language learning student, Student A, in Spanish. All three participants in the lesson circled the smiling emoji on the survey, indicating that they felt the lesson was appropriate and enjoyable for them. Student assessments as recorded on the data sheet showed that by the end of the Environmental Print lesson 1.1, Student A could verbally

identify Exit, Restroom, Men and Women and needed a prompt to identify Entrance. Student B was able to verbally identify all five words at the end of the lesson; while Student C was able to verbally identify Exit, Restroom, Men and Women, with prompts to verbally identify entrance. When given options for response that included selecting the “entrance” sign picture from a group of three pictures, Student C selected the correct picture

The paraeducator who delivered the instruction was asked to respond to a Likert-type scale survey to provide feedback on how easy it was for them to understand and follow the lesson plan. Response from the paraeducator was overwhelmingly positive, as they expressed they benefited from being provided with a written lesson plan and felt increased confidence delivering the lesson with the instructions and resources provided.

Reflections on Adapted Curriculum

This project caused me to reflect that I should have been adapting my lessons all along to meet the needs of my MLL students. Because I speak Spanish and have the ability to translate, if somewhat grammatically incorrectly, I provide most of the instruction to my multi-language learning Spanish-speaking students; prior to this project, I have not taken the time to develop individual materials to adapt a lesson specifically for their needs. I also failed to recognize the need for support or training for the paraeducators specific to working with multi-language learners, with the erroneous assumption that my ability to speak Spanish was meeting the needs of the specific students in my class. The reality is that I have 16 students and am not a one-on-one teacher or instructor for the MLL students in my class, and they will benefit from appropriate instructional strategies used by whomever is delivering the lesson. I am grateful for the suggestion from members of my graduate committee who suggested I gather feedback from the potential participants in the training to find out what topics they were interested in receiving training in.

What I would do the same

I plan to continue adapting curriculum by including multi-language learner considerations into the lesson plans I write from this point forward. The initial time invested in creating the materials and including the written instructions for scaffolding instruction will be time well spent as I build a library of adapted materials and lessons. It is very likely that my classroom demographic will always include MLL students, and all students can benefit from the instruction strategies recommended for MLLs.

What I would do differently

Going forward, I will likely further simplify the lesson plans for paraeducator use. The lesson plan is not designed to be the primary means of training the paraeducator to deliver the lesson, but rather to serve as a visual prompt to guide them through steps of a lesson that they are implementing using strategies that have been demonstrated and that they have had opportunities to practice and to receive feedback on.

Final Reflections on Reports 1 and 2

The scope of this project was limited to exploring practical applications of research-based instructional strategies as implemented by a special education teacher/graduate student in a self-contained, post-high classroom. The interventions used, which included the training materials and the adapted curriculum, were designed by the teacher specifically for the target audience and are included as examples only. The interventions were implemented without baseline data or established environmental control to determine the potential influence they may have had on outcomes. Like much of the literature reviewed, this project lacks empirical data on how the provided training impacted the performance of paraeducators in the classroom, or more importantly, on student outcomes. It also did not compare student outcomes following direct instruction delivered by paraeducators who used access to written adapted lesson plans to student outcomes following direct instruction delivered by the teacher.

What this project did accomplish was the opportunity to apply the things I have learned through graduate studies in my professional capacities, not only as a classroom teacher providing instruction to students, but also as a supervisor of the paraeducators who work in my classroom. I now have a better understanding of the time it takes to adapt a curriculum and the time it takes to adapt lesson plans for paraeducators, as well as a stronger belief that the more training that is provided using research-based instruction methods, the better the outcomes will be for the students receiving special education services. Creating training materials for paraeducators and adapted curriculum for classroom instruction was a heavily front-loaded intervention designed to meet a need I identified in my classroom; my goals going forward are to build on what I have started through this project by using collaboration time with my team as an opportunity to provide training to paraeducators on a consistent basis. A second part of this goal is to become more efficient at creating high-quality, easily understood, written lesson plans to be used by the paraeducators in my classroom, who provide so much of the direct instruction to the students. Instructional strategies that benefit multi-language learning students can benefit all students in a special education setting and incorporating these strategies into lesson design will be my practice going forward as I adapt the curriculum for students in my class.

References

- Bheam, L.A.; Yan, X.; and Cook, B.G. (2021). Where do teachers go for behavior management strategies? *Education and Treatment of Children*, 44, 201-213.
- Brock, M. E., & Carter, E. W. (2017). A meta-analysis of educator training to improve implementation of interventions for students with disabilities. *Remedial and Special Education*, 38(3), 131-144.
- Education for All Handicapped Children Act of 1975, 20 U.S.C. 1411 § 1400 *et seq.* (1975). <https://www.govinfo.gov/content/pkg/STATUTE-89/pdf/STATUTE-89-Pg773.pdf>
- Erath, T. G., Reed, F. D., DiGennaro Reed, Sundermeyer, H. W., Brand, D., Novak, M. D., & Harbison, M. J. (2020) Enhancing the training integrity of human service staff using Pyramidal Behavior Skills Training, *Journal of Applied Behavior Analysis*, 53(1), 449-464.
- Freeman, J., Simonsen, B., Briere, D. E., & MacSuga-Gage, A. S. (2014). Pre-service teacher training in classroom management: A review of state accreditation policy and teacher preparation programs. *Teacher Education and Special Education*, 37(2), 106–120.
- French, N. K. (2001). Supervising paraprofessionals: A survey of teacher practices. *The Journal of Special Education*, 35(1), 41-53.
- Hill, J., & Miller, K. (2013). *Classroom Instruction that Works with English Language Learners*. (2nd ed.). ASCD.
- Gable, R. A., Tonelson, S. W., Sheth, M., Wilson, C., & Park, K. L. (2012). Importance, usage, and preparedness to implement evidence-based practices for students with emotional disabilities: A comparison of knowledge and skills of special education and general education teachers. *Education and Treatment of Children*, 35(4), 499–519.
- Giangreco, M. F., Suter, J. C., & Doyle, M. B. (2010). Paraprofessionals in inclusive schools: A review of recent research. *Journal of Educational and Psychological Consultation*, 35, 41-57.
- National Center for Education Statistics. (2022). *Students with disabilities. Condition of Education*. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/cgg>.
- National Child Traumatic Stress Network, Schools Committee. (2017). *Creating, supporting, and sustaining trauma-informed schools: A system framework*. National Center for Child Traumatic Stress.
- National Education Association. (2020). *English Language Learners*. <https://www.nea.org/resource-library/english-language-learners>

Nover, C. H., & Farrell, A. (2022). Trauma-informed paraeducator training in the United States. *Association for Behavior Analysis International, 45*(2), 231-237

The IRIS Center. (2012). *Classroom diversity: An introduction to student differences*.
<https://iris.peabody.vanderbilt.edu/module/div/>

Appendix A

Appendix A1. Project Outline for Paraeducator Training

Outline of Details for Paraeducator Training Report

Professional Participants

- Four paraeducators who work in my classroom under my direct supervision
- One paraeducator has 19 years of experience working as a paraeducator in special needs classrooms; one has six years of experience working as a paraeducator in my school, one is a transfer from an elementary school self-contained classroom and has 16 years of experience; another is a transfer from another school in the district and has 21 years of experience.

Training Activities

- Three trainings will be included in the report
- Twice-monthly trainings will be held on the first and third Monday of each month
- Trainings will be approximately 45 minutes in length
- I lead the trainings and hold them in my classroom

Possible Training Topics and Materials

- List of potential topics to be addressed in training sessions (written learning objectives will be provided for each in final report):
 - Technical Terms
 - Precision Requests
 - Cultural Responsiveness
 - Professionalism in the workplace
 - Person-first language
 - Working with Multi-Language Learners
 - Recording data for student goals
 - Trauma-informed response
 - What to do if you are left in charge for fifteen minutes
 - De-escalation strategies
 - Modeling appropriate behavior to students
- Final report will include written learning objectives
- Potential Training Materials:
 - Google slide presentation
 - Videos
 - Informal post-training feedback surveys
 - Participant post-training assessments

Measurement of Collaboration Outcomes

- For each training: Informal feedback from comments, etc. of people in the group
- For each training: Responses on anonymous surveys
 - Rating scale of what they learned
 - Rating scale of degree to which they will implement at least one thing learned/presented in that session

- Open-ended questions about what was most valuable/least valuable/suggestions for improvement
- For each training: Self-reflection on how each training went
- For summary of trainings:
 - Participant self-report of degree to which they improved in areas trainings addressed
 - Self-reflection of the trainings overall

Summary

- What I learned
- What I would change next time
- What I will continue in the future

Appendix A2. Likert Scale Survey

Post-Training Survey

Training:

Date:

	Do not agree	Somewhat agree	Agree	Strongly Agree
1. This training provided useful information.	1	2	3	4
2. I learned something new in this training.	1	2	3	4
3. I can use the information from this training in my job setting.	1	2	3	4
4. This training was the right length of time.	1	2	3	4
5. I would like to learn more about this topic.	1	2	3	4

Appendix A3. Training Plan and Objectives for Training 3

Training 3 Outline and Lesson Plan

Topic: Trauma-Informed Response in a School Setting	Date: November 21, 2022
Training Summary: Overview of what makes an environment trauma-informed; applications in an educational setting; examples of tiered interventions	
Vocabulary: ACE (Aversive Childhood Experiences)	
Objectives: <ol style="list-style-type: none"> 1. Participants will identify Tier 1, Tier 2 and Tier 3 supports or interventions in educational setting 2. Participants will explain why zero tolerance policies and out-of-school discipline procedures are inappropriate as a primary disciplinary tool. 	
Materials: Google slide deck, outline to fill out, visual of Three-Tier framework for classroom, papers for training binders,	
Source: Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework, National Child Traumatic Stress Network, Schools Committee. (2017).	
Total Time: 45 minutes	Assignments and Activities
1. Discussion: Who experiences trauma? How does this affect their ability to learn? (5-7 min)	Use prepared slides to provide statistical information and have participants discuss. Academic outcomes of ACEs
1. Define Trauma-informed response (5 min)	Definition as provided in article
2. 4 Rs of Trauma-informed response (10 min)	Fill in handout
3. Three-Tier framework for school system (10 min)	Fill in handout, Show visual
4. Applications in participant setting (10 min)	Discuss why zero-tolerance policies and out of school discipline are not appropriate

Evaluation: Post-training survey to assess social validity of training

Individual Participant Considerations:

Be mindful of potential trauma triggers for participants; allow for verbal responses as well as written

Appendix A3. Training 3 Handout

Trauma-Informed Response

“One in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, staff, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge and skills into their organizational cultures, practices and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery or adjustment of the child and family, and support their ability to thrive.”

ACEs - Adverse Childhood Experiences

The “4 Rs”

1. _____
2. _____
3. _____
4. _____

Three Tiers of Trauma-Informed Interventions

Tier 3 Supports	
Tier 2 Supports	
Tier 1 Supports	

Material adapted from The National Child Traumatic Stress Network, Schools Committee. (2017).

Appendix B

Appendix B1. Outline for Adapted Curriculum for MLL Student

Outline of Details for Proposed Adapted Curriculum

Description of Classroom Environment:

- Post-high school classroom
- 16 students
- 4 paraeducators
- Classroom demographics
 - Students come from White/Caucasion, Hispanic, Pacific Islander and Asian ethnic backgrounds
 - Students come from middle-class and socio-economic disadvantaged backgrounds
 - Students are aged 18-22
 - Most students live with parents but are legally their own guardian; some live with a grandparent or professional parent and some in a group home.
 - Students' academic achievement levels range from Pre-K to grade 11 in reading
 - Student's academic achievement levels range from Pre-K to grade 8 in math
 - Students in the class have classifications of ID, AU, MD, OHI and ED
 - 30% of students in the class have a language other than English spoken at home

Student Participant:

- 21-year-old female student who is a multi-language learner
- Student emigrated to the United States at age 17
- Spanish is the student's home language and English is only used at school
- Student receives Speech services as part of IEP
- Student receives grade-level instruction through Utah's Essential Elements

Description of Considerations for Multi-Language Learners

- Direct instruction in domain-specific vocabulary to aid in understanding
- Tier 2 vocabulary for whole class instruction (cooperative learning)
- Providing multiple ways to show understanding (demonstrate comprehension by pointing to a picture instead of drawing a picture; writing a word instead of sentence, etc.)
- Set objectives and provide feedback
- Reinforce effort and provide recognition
- Incorporate cooperative learning teaching strategies
- Use cues, questions and advance organizers
- Teach using non-linguistic representations (physical models, manipulatives, kinesthetic gestures, mental pictures to teach words or concepts)
- Be aware of cultural considerations in social interactions, teaching methods, etc.

Description of IEP goal, standards-based on Essential Elements

- Goal will be chosen from student IEP
- Goal will be either a Language Arts, Math, or Transition goal
- Goal will include two objectives

Example Lesson Plan

- Lesson plan will include objectives
- Lesson plan will include scaffolded support specific to multi-language learners
- Lesson plan will include research-based instructional methods
- Lesson plan will be written in a way to be understood and implemented by classroom technicians

Measurement of Outcomes

- Feedback from Paraeducators
 - Was the lesson plan understandable?
 - Ask paraeducators for any suggestions for improving accessibility of the lesson plan, for example simplify it, create visuals, incorporate technology, etc.
- Student Feedback
 - Feedback from focus student
 - Feedback from other students participating in the lesson
- Self-Reflection Piece
 - What went well? What would I change? What would I keep the same?

Appendix B2. Adapted Curriculum Unit Plan

Unit Lesson Plan

Subject: Reading	Unit Name: Environmental Print 1.1-1.6
IEP Goal Summary: Student will verbally identify 30 examples of environmental print, including community signs, with 100% accuracy in 3 consecutive data sessions	
Standards: EE.CCSS.ELA-Literacy.L.11-12.4, Demonstrate knowledge of word meanings	
Objectives: When presented with environmental print, student will correctly identify the meaning by verbally stating it or matching environmental print to text	
Materials: Flash cards of community signs, community signs data sheets, environmental print visual posters (fast food or stores, etc.)	
Resources: Kahoot for assessment	
Time: 20 Minutes each lesson until mastered at 100% in 3 consecutive data sessions. (Goal of mastering one lesson per week for six week unit).	
Lesson 1 Title: Essentials, Words 1-5	Enter, Exit, Restroom, Men, Women
Lesson 2 Title: Safety Warnings, Words 6-10	Danger, Flammable, Poison, Beware of Dog, Caution
Lesson 3 Title: Community Safety, Words 11-15	Walk, Do Not Walk, Hospital, Ambulance, Police
Lesson 4 Title: Transportation, Words 16-20	Bus Stop, Do Not Enter, Bike Route, Parking, Crosswalk
Lesson 5 Title: Community Information, Words 21-25	Open, Closed, Recycle, School Zone, First Aid

Lesson 6 Title: Building Safety, Words 26-30	Escalator, Stairs, Elevator, Accessible, Slippery
<p>Methods of Instruction:</p> <ol style="list-style-type: none"> 1. Start each lesson with a verbal introduction of the purpose of the lesson. (Identify community signs) and why it is important (safety and to get information). 2. Taking turns with lesson participants, give each student an opportunity to identify familiar environmental print from a visual card. (Fast food poster, store poster, etc.) 3. Introduce new community signs. Ask the students to use choral responses to respond as a group. Use the instructional method of tapping the card “This is “Exit”. When I touch the card, say “Exit”. Ready? “Exit”. When I touch the card, say “Exit”. Ready? “Exit”. 4. Provide specific feedback, either corrective (“Student, this word is ‘Exit’, Let’s try again, say it with me. ‘Exit’”) or praise (“Student, great job reading ‘Exit!’”) 	
<p>Evaluation: When conducting assessment at the end of each lesson, probe previously mastered content to verify retention.</p>	
<p>MLL Considerations:</p> <ol style="list-style-type: none"> 1. Take time to focus on pronunciation for words 2. Use choral responding for all students to practice words together. 3. Use photos to show use of these signs in the community (photo of bus for bus stop, etc.) 4. Tie new instruction to previous knowledge (compare English word to Spanish word) 5. Celebrate participation. If a student responds in their home language, thank them for answering, encourage them to repeat it for you, then say “the word in English is _____”. 5. Use kinesthetic learning-act it out! (Example: for “open”, open the door to illustrate) 6. Use errorless correction technique: if a student misses a word, go back to prompted (answer together) or choral responding answer if in a group. 	
<p>Notes:</p>	

Appendix B3. Adapted Lesson Plan for MLL Student

Environmental Print Lesson Plan

Adapted for MLL students

Lesson 1: Essentials, Words 1-5	Time: 20 minutes
Lesson Summary: Students are introduced to common examples of environmental print or community signs and are assessed for ability to identify them at the end of the lesson	
State Standard: EE.CCSS.ELA-Literacy.L.11-12.4, Demonstrate knowledge of word meanings	
Objective: Student verbally reads cards with environmental print or community signs.	
Materials: Flash Cards, printed images, data sheets	
Students: Student A, Student B, Student C	
<p>Introduction:</p> <p>We read signs in our community every day. Our community is where we live, go to school, and work. Why are signs important? Allow for response (“They tell us where to go, they help us know where things are, we can recognize them quickly,” etc.).</p> <p>Do you recognize these signs?</p> <p>(Show environmental print visuals of familiar local restaurants, stores, products, etc.) Allow for verbal response by each student</p>	
<p>Tier 2 Vocabulary: <i>recognize</i></p> <ol style="list-style-type: none"> 1. Have students repeat the word “recognize” three times. 2. Ask if anyone can define the word, allowing for student response. 3. Clarify definition. 4. Use the word in a sentence. 5. Have each student verbally use the word in a sentence with a partner 	
<p>Tier 3 Vocabulary: <i>community</i></p> <ol style="list-style-type: none"> 1. Have students repeat the word “community” three times. 2. Ask if anyone can define the word, allowing for student response. 3. Clarify definition. 4. Use the word in a sentence. 5. Have each student verbally use the word in a sentence with a partner “I live in the Payson community” or “I live in a farming community” 	

Multi Language Learner (MLL) Considerations:	
<ol style="list-style-type: none"> 1. Provide alternate ways to respond in addition to verbal response, such as <ol style="list-style-type: none"> a. pointing at the card b. selecting a card from among an array c. drawing a picture d. pointing to a sign in the natural setting e. sorting cards with like images of environmental print into like piles f. Requesting a kinesthetic response when the text is presented (holding up a stop sign or red and green papers to signal “stop” or “go” in a game of red light/green light, playing a game where students can only move forward when a certain sign is shown, etc.) 2. Student answers which are correct in English or in their home language are recorded as correct. Below are Spanish translations of words 1-5 	
1. Enter	Entrar
2. Exit	Salida
3. Restroom	el baño
4. Women	Las mujeres
5. Men	Los hombres
Assignments and Activities:	
<ol style="list-style-type: none"> 1. Give each student an opportunity to read familiar environmental print from restaurant and store images, then teach new community signs 2. Use choral responding to teach pronunciation 3. Go for a scavenger hunt around the school to identify these community signs in the school setting 4. Have all students repeat the words in English, then in Spanish 	
Evaluation: Present students with environmental text/community signs from Lesson 1: Essentials, words 1-5. Record data on student goal data sheets.	
Notes:	
Individual Participant Considerations:	
Student A	Take time to teach pronunciation, may use Spanish words to explain meaning.

Student B	Prompt Student B to wear their glasses. Provide alternative response options.
Student C	Provide 15 seconds additional response time after prompting answer; Provide alternative response options.

Appendix B4. Adapted Lesson Plan for Paraeducator Use

Environmental Print Lesson Adapted for Paraeducator Use

Lesson 1: Essentials, Words 1-5	Time: 20 minutes
Lesson Summary: Students are introduced to common examples of environmental print or community signs.	
Objective: Student verbally reads environmental print from cards	
Materials: Flash Cards, Fast Food Restaurants Paper, Data sheets	
Students: Student A, Student B, Student C	
<p>Multi Language Learner (MLL) Considerations:</p> <p><i>Allow optional ways to respond</i></p> <ol style="list-style-type: none"> 1. Place two or more images of the sign and ask the student to touch the sign you would like them to identify "Touch "Entrance" 2. Student answers which are correct in English or in their home language are recorded as correct. Below are Spanish translations of words 1-5 	
1. Entrance	Entrada
2. Exit	Salida
3. Restroom	el baño
4. Women	mujeres
5. Men	hombres
<p>Evaluation:</p> <ol style="list-style-type: none"> 1. Show card with image of community sign. Touch card. "When I touch the card, tell me what this says. Ready? (touch card) 2. Record responses on data sheet 3. Keep showing cards until each student has responded correctly to at least three signs 	

Individual Participant Considerations:	
Student A	Take time to teach pronunciation, may use Spanish words or point to respond
Student B	Provide alternate response options if needed
Student C	Provide alternate response options if needed
Notes:	

Appendix B5. Community Signs Spanish Translations

Community Signs Spanish Translations

Lesson 1: Essentials

1	Entrance	Entrada
2	Exit	Salida
3	Restroom	El baño
4	Women	Las mujeres
5	Men	Los hombres

Lesson 2: Safety Warnings

6	Danger	Peligro
7	Flammable	Inflamable
8	Poison, Poisonous	Veneno, Venenosa
9	Beware of Dog	Cuidado con el Perro
10	Caution	Precaución, Cuidado

Lesson 3: Community Safety

11	Walk	Caminar
12	Do Not Walk	No Caminar
13	Hospital	Hospital
14	Ambulance	Ambulancia

15	Police	Policia
----	--------	---------

Lesson 4: Transportation

16	Bus Stop	Parada de autobus
17	Do Not Enter	No Entrar
18	Bike Route	Ruta de bicicleta
19	Parking	Estacionamiento
20	Crosswalk	Paso peatonal

Lesson 5: Community Information

21	Open	Abierto
22	Closed	Cerrado
23	Recycle	Ricicle
24	School Zone	Zona escolar
25	First Aid	Primeros auxilios

Lesson 6: Building Safety

26	Escalator	Escalera mecánica
27	Stairs	Escaleras
28	Elevator	Ascensor
29	Accessible	Discapacitado accesible
30	Slippery	Resbaladizo

Appendix B6. Multi-Language Learning Visual

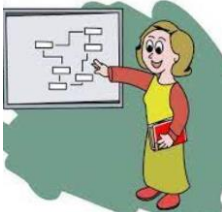



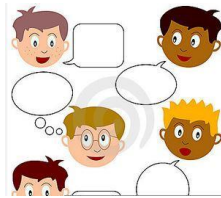
Multi-Language Learning

1. Recognize effort with specific praise

“(Student Name), great job reading ‘Entrance’!”

2. Provide multiple ways to respond

Students can demonstrate understanding by:

Pointing	Drawing	Moving	Writing	Speaking
				

3. Connect new concepts with what they know. (Check the translation list for words that are similar in Spanish and English!)

4. Use visuals, movement or real-world examples to teach and to give feedback.

Appendix C

This project proposal was presented to and approved by the committee on Sept. 9, 2022.

An alternate project was later proposed and used for the final report due to changed circumstances that did not allow for implementation of this project.

Report Proposal Outline: Training teachers for supervision of paraeducators

The literature reviewed on teacher and paraeducator training supports my own experiences as a teacher and that of my colleagues in regards to teacher preparation for paraeducator training and supervision. As a district collaboration group leader during the 2021-2022 school year, I conducted monthly meetings for a group of five special education teachers who teach in secondary self-contained classrooms outside of my school. In my collaboration group, each teacher's caseload ranged from 14 to 18 students per class, and each teacher was a direct supervisor of three to four paraeducators. Additionally, the teachers from the junior and high schools were teachers to "peer tutors", general education students who support their peers who have disabilities by either attending the self-contained class for one period a day, or who accompany students with disabilities in general education classes. The teachers in my collaboration group had each been employed in special education for five years or less and had recently completed university teacher education programs. I will be a district collaboration group leader for the 2022-2023 school year, with responsibility for the secondary self-contained teachers of schools in the middle school, junior high and high school in my city.

One of the roles of the collaboration leader is to identify and communicate items of concern from the collaboration group to the district specialists. Over the 2021-2022 school year, the concerns from my group were overwhelmingly regarding issues with needing support with

classroom staff training and management. While special educators rely heavily on paraeducators to support their students, the special education teachers in my group felt they had not been adequately prepared for how much of their role as a special education teacher would be related to managing the staff in the classroom; and that it was the biggest challenge they faced as teachers.

Rationale for Training

Paraeducator turnover at my school and those of my collaboration group members was high in 2021-2022. Reasons cited by paraeducators who left my school were that our district does not offer full-time hours or benefits for paraeducator positions and that working as a substitute pays more and is less stressful. Open paraeducator positions were listed and remained unfilled for months while teachers managed large class sizes with inadequate staffing. With the current staffing shortage across many professions nationwide, it is difficult to imagine that this trend will reverse in the near future. (National Education Association, 2022)

When a paraeducator is hired in the district and setting I work in, a self-contained post high, they complete district-wide employee critical policies training (completed online); within a set amount of time (usually several months) they must complete a six-hour, in-person training in crisis prevention intervention, which focuses on deescalation techniques for a student having a significant behavioral event. They also complete a medical needs training module, which may be online or in person. They do not receive any specialized training in management of mild-moderate behaviors or general classroom management unless provided by their supervising teacher. Behavioral issues are a primary reason for initial referrals for special education and behavioral support can be identified as something that paraeducators in special education are expected to perform as part of their everyday tasks; yet many enter their work setting with little to no training in this area.

The literature I reviewed documented the need that special educators have for resources and instruction in providing effective, efficient training for the paraeducators they work with. My

first professional portfolio project consists of a collection of resources and training materials that I presented to my collaboration colleagues at our meeting each month. These training modules, which will use modeling and feedback, will directly relate to the professional skills needed to effectively supervise, train and evaluate paraprofessionals for which the teacher has responsibility.

Outline of Details for Proposed Training Report

Professional Participants

- Teachers working in secondary self-contained classrooms in Nebo School District from Spring Canyon Middle School, Springville Junior High, and Springville High school; or from other schools as assigned to collaboration groups.
- Each teacher directly supervises three-four paraeducators in their classroom
- Some teachers also have peer-tutors (general education students) attending their class as peer support for their students.

Training Activities

- Two trainings will be included in the report
- Trainings will be held at Nebo District Secondary SPED collaboration meetings
- Trainings will be approximately 10-15 minutes in length
- I lead the trainings as part of a larger monthly mandatory collaboration meeting

Possible Training Topics and Materials

- List of potential topics to be addressed in training sessions (written learning objectives will be provided for each in final report):
 - Start with Why- Keeping paraeducators informed
 - Professional communication Do's and Don'ts
 - Finding what motivates your staff
 - Providing timely, useful feedback
 - Cultural responsiveness in the workplace
 - Creating visual prompts for classroom staff
- Final report will include written learning objectives
- Potential Training Materials:
 - Google Slide Presentation
 - Videos
 - Participant post-training survey
 - Participant post-training assessment

Measurement of Collaboration Outcomes

- For each training: Informal feedback from comments, etc. of people in the group
- For each training: Responses on anonymous surveys
 - Rating scale of what they learned

- Rating scale of degree to which they will implement at least one thing learned/presented in that session
- Open-ended questions about what was most valuable/least valuable/suggestions for improvement
- For each training: Self-reflection on how each training went
- For summary of trainings:
 - Participant self-report of degree to which they improved in areas trainings addressed
 - Self-reflection of the trainings overall

Summary

- What I learned
- What I would change next time
- What I will continue in the future

Teacher Training Report Summary

In August 2022, I met with our district specialist over Secondary Self-Contained classrooms to discuss the possibility of developing and presenting the teacher training as part of monthly collaboration meetings. I received approval to use time in each monthly meeting to conduct the designed training, however prior to the first training session our district was informed that several (most) of the secondary schools in the district had been selected for the Utah Special Education Program Improvement Planning (UPIPS) audit, to take place in early December. All further collaboration and training meetings from that point on were dedicated to preparation for the audit and the opportunity to conduct the teacher training as planned was subsequently postponed. I proposed an alternate report, a curriculum adaptation, to replace the teacher training outline I presented at the proposal meeting. The committee approved of the change and the rationale and report outline are included as Appendix C.