



How Can I Help?

The Role of the Instructional Assistant in the Classroom

Agenda for Today



- Why are we doing this?
- Who are we?
- How do we get our “ducks in a row”?
- How do we effectively use two adults in a classroom to best meet the needs of all students?

Why are we doing this?



What we can do together is better than what one can do alone.

Establishing Roles



- Teacher and Paraprofessional Role Differentiation
 - The Virginia Guide to Supervision and Collaboration with Paraprofessionals: A Partnership

Program Manager/ Program Provider



Teacher (Program Manager)

- Indirect and direct services to students
- Lesson planner and provider
- Test developer and interpreter
- Introduces skills and concepts
- Develops and implements behavior management plan
- Devises instructional material

Paraprofessional (Program Provider)

- Provides instructional support to students
- Collects data on students
- Offers practice and review opportunities
- Implements behavior management plans
- Produces materials

Administrator/Assistant



Teacher (Administrator)

- Meets and confers with parents, teacher, and other professionals (IEPs...)
- Initiates referrals and planning
- Informs paraprofessional of program changes

Paraprofessional (Assistant)

- Communicates information from observations of student progress to teacher
- Participates in planning
- Implements program changes, after directed by the teacher

Supervisor/Supervisee



Teacher (Supervisor)

- Provides clear directions for instructional procedures
- Provides regular constructive feedback
- Assists in developing paraprofessional's skills

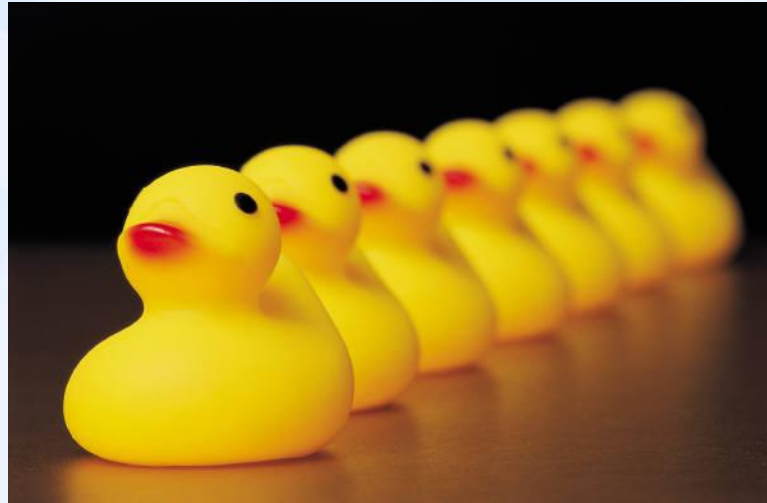
Paraprofessional (Supervisee)

- Consistently follows directions given by the supervisor
- Accepts or responds to supervisor's feedback



Your local district's policies regarding paraprofessional job descriptions, duties, and responsibilities provide the final word!

How do we get our ducks in a row?





Communication!

Communication!

Communication!

Communication



It is not just what you say (the content) that needs to be examined carefully but, equally important, the way you deliver your message (the process).

Working Together: The Art of Consulting and Communicating



Communication



Do you know these percentages?

___% words

___% pitch, intonation, and timing

___% facial expression and
body language

Communication



7% words

38% pitch, intonation, and timing

55% facial expression and body language



Factors That Influence Effective Communication



- Distraction with extraneous details
- Emotional block
- Selective perception
- Frame of reference
- Hidden agenda
- Physical environment
- Defensiveness
- Rehearsing a response

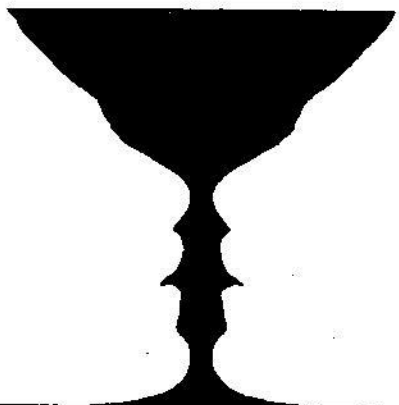
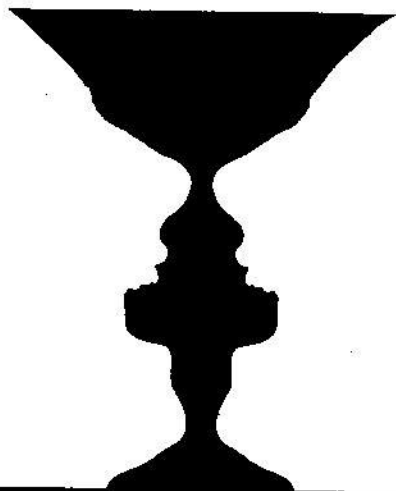
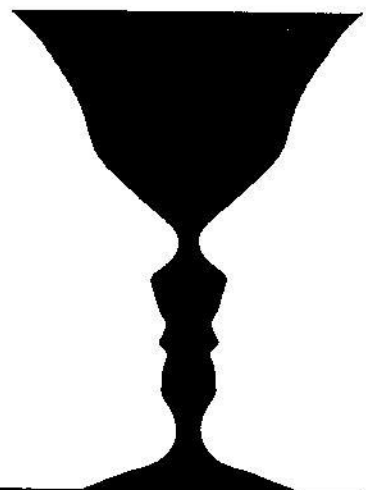
IC-Teams 1999

Write a Conversation



- On the next slide you will see a number of faces, choose two and write a brief conversation they might be having.





Shared Perspective



By definition, effective communication requires the expression of an idea, a belief, a need, or a feeling by a speaker and the assimilation of this information by a listener in such a way that there is an **almost perfect correspondence between what the speaker intended to say and what the listener understood.**

Working Together: The Art of Consulting and Communicating

Good listening requires...



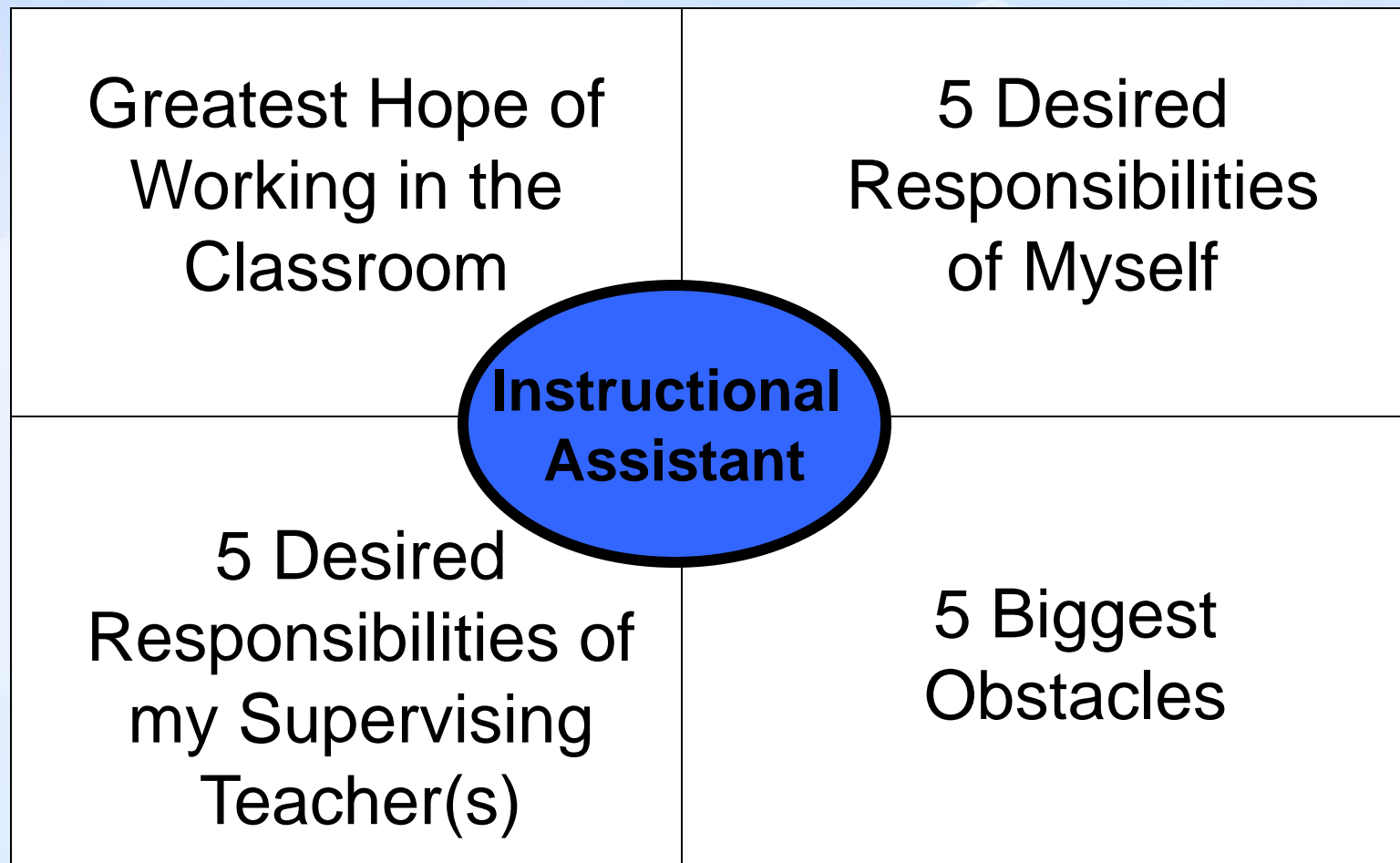
- Emotional strength
- Patience
- Openness
- Intense desire to understand another point of view



If you disagree...



- Keep your focus on what is best for students
- Be positive, calm and respectful
- Follow through on any decisions made
- Once the disagreement is over, let it go!



Effective Collaboration



- How do we effectively use two adults in a classroom to best meet the needs of all students?

Managing Student Behavior in a Full Group Setting



- Be planful and clear regarding student expectations and your role as an instructional assistant
- Circulate among students
- As much as possible, scan the setting
- Reinforce responsible student behavior

Reinforcement



- Non-verbal, verbal or written
- Specific and descriptive
- Age appropriate
- Given in a way that is comfortable

Preventing Misbehavior in a Full Group Setting



- Give effective directions, 1 or 2 at a time
- Use proximity management
- Get the student's attention
- Use clear and simple language
- Provide specifics that result in observable actions
- Provide visual prompts when possible
- Allow a reasonable response time

Responding to Misbehavior in a Full Group Setting



- Use proximity management
- Give positive feedback to students near the area of misbehavior (I see...)
- Speak as privately as possible to the student regarding the misbehavior
- Use a gentle reprimand

Responding to Misbehavior in a Full Group Setting



- Don't take it personally
- Think before you respond
- View misbehavior as an opportunity to teach

Preparing to Work with Small Groups



- Be clear about the time schedule and transitions
- Find out what instructional material you will be using and training available
- Review the daily program and check the format for consistency
- Find out prep time involved and when you are expected to do it

Preparing to Work with Small Groups



- Find out what supplies are needed, where do you get them and store them
- Be clear about student work expectations
- Know any housekeeping rules/ procedures
- Be aware of your responsibility in giving academic and behavior feedback to the teacher

Working with a Small Group



- Establish small group rules and an attention signal
- Incorporate all the components of a well-structured daily lesson
- Keep students' attention focused on the lesson
- Respond appropriately to correct and/or incorrect answers

Student Behavior in a Small Group



- Maintain frequent eye contact
- Be sure physical layout gives a direct line of sight to all students
- Prompt responsible student behavior
- Effectively respond to misbehavior:
 - Intervene as soon as you observe the behavior
 - Try a verbal correction first
 - Implement a corrective consequence

Keep Students Interested



- Remember time on task (age +2) before interacting somehow to process the information
- Maintain your instructional momentum but don't talk too much
- Be interested in what you are presenting
- Incorporate variety
- Use humor
- Change-up when a lesson starts to drag

Effective Instructional Techniques



- Review previously taught skills
- Preview what is to be learned
- Provide instruction
- Assess student understanding



Commonyms

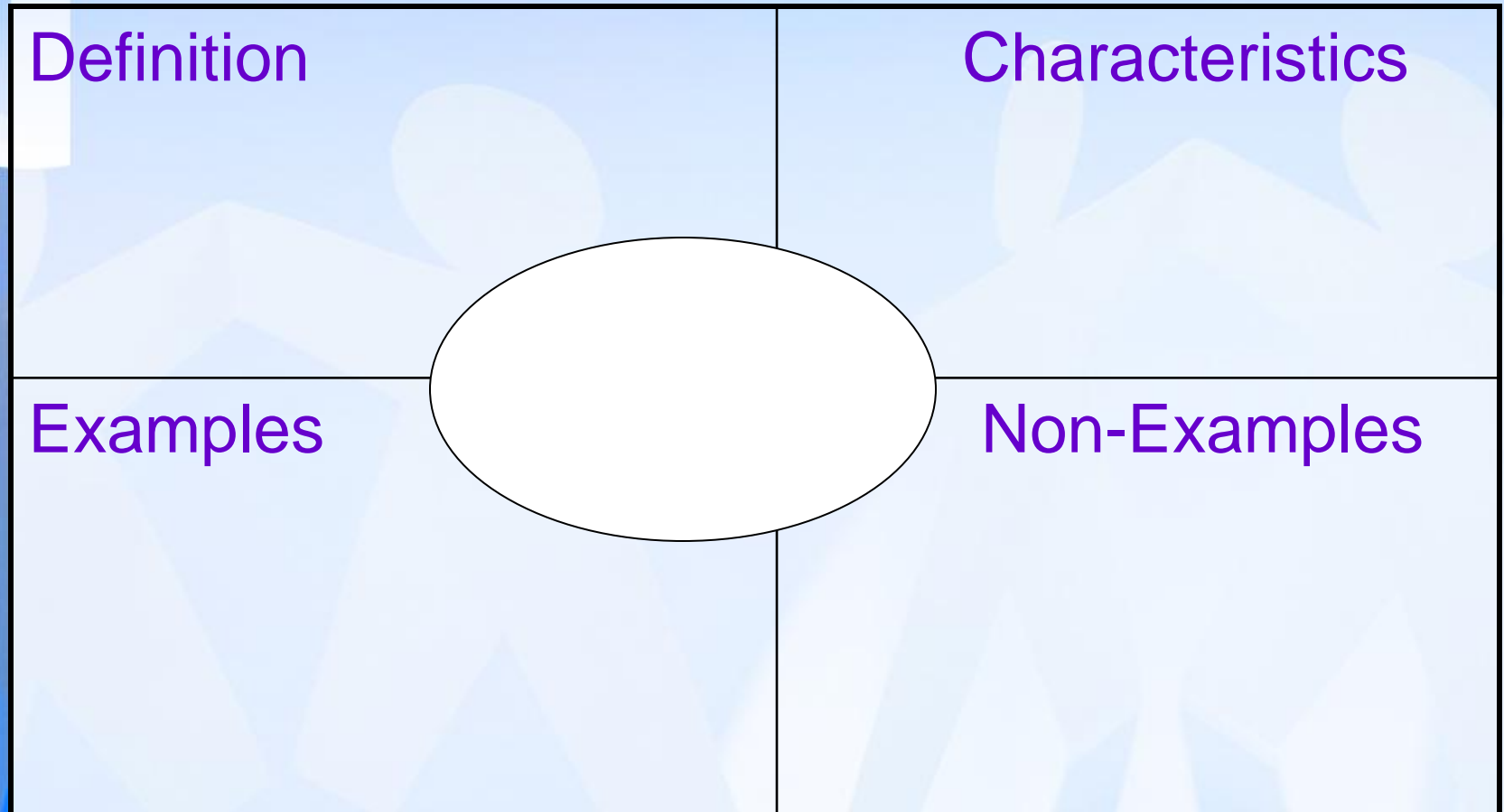
- **Find a similarity between these items.**
- **Ex:** *tooth, hair, scrub* – they are all brushes
- Com, dandruff, bran
- A kiss, multiplication, a treasure
- A flag, a kite, time
- 25 cents, 15 minutes, 3 months

Frayer Model



- Brainstorm a list of ideas related to your topic.
- Have students read a selection or participate in an activity related to your topic.
- Pass out a blank copy of the Frayer Model.
- Using their brainstormed words and new knowledge of a topic, students will group their words into one of four categories: Essential Characteristics, Non-essential Characteristics, Examples, and Non-examples.
- Have students add additional words to the Frayer Model until all four categories are substantially represented.

Frayer Model Template



Frayer Model: Math



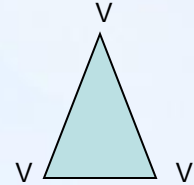
Definition

A polygon is a geometric figure formed by line segments connected end to end to form a closed figure. These segments are called sides.

Characteristics

Made up of 3 or more lines that connect. The connecting point (V) is a vertex. The number of vertices identifies the type of polygon.

3 vertices = triangle



Polygon

Examples

triangles
quadrilaterals
pentagons
hexagons
octagons

Non-Examples

Circle
One line

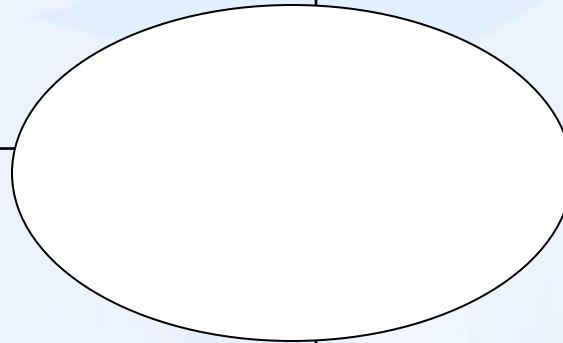


Frayer Model: Vocabulary



synonyms
characteristics
related words

Definition in “student”
friendly language



Use it meaningfully in a
sentence

picture
antonyms
non-examples

Frayer Model: Vocabulary



Synonyms; characteristics; related words

clever
intelligent

Definition in "student" friendly language

Knowing a lot from things
you've already learned or
done

wise

foolish

The boy was wise not to
walk home in the rain.



Use it meaningfully in a sentence

Picture; antonyms; non-examples

Accommodations for Frayer Model



- Have words/shapes printed on strips to glue in place
- Word bank
- Use pictures
- Work in pairs/small groups
- Model an example with direct instruction

Concept Circles



Concept circles can be used by students to record their ideas about a vocabulary word.

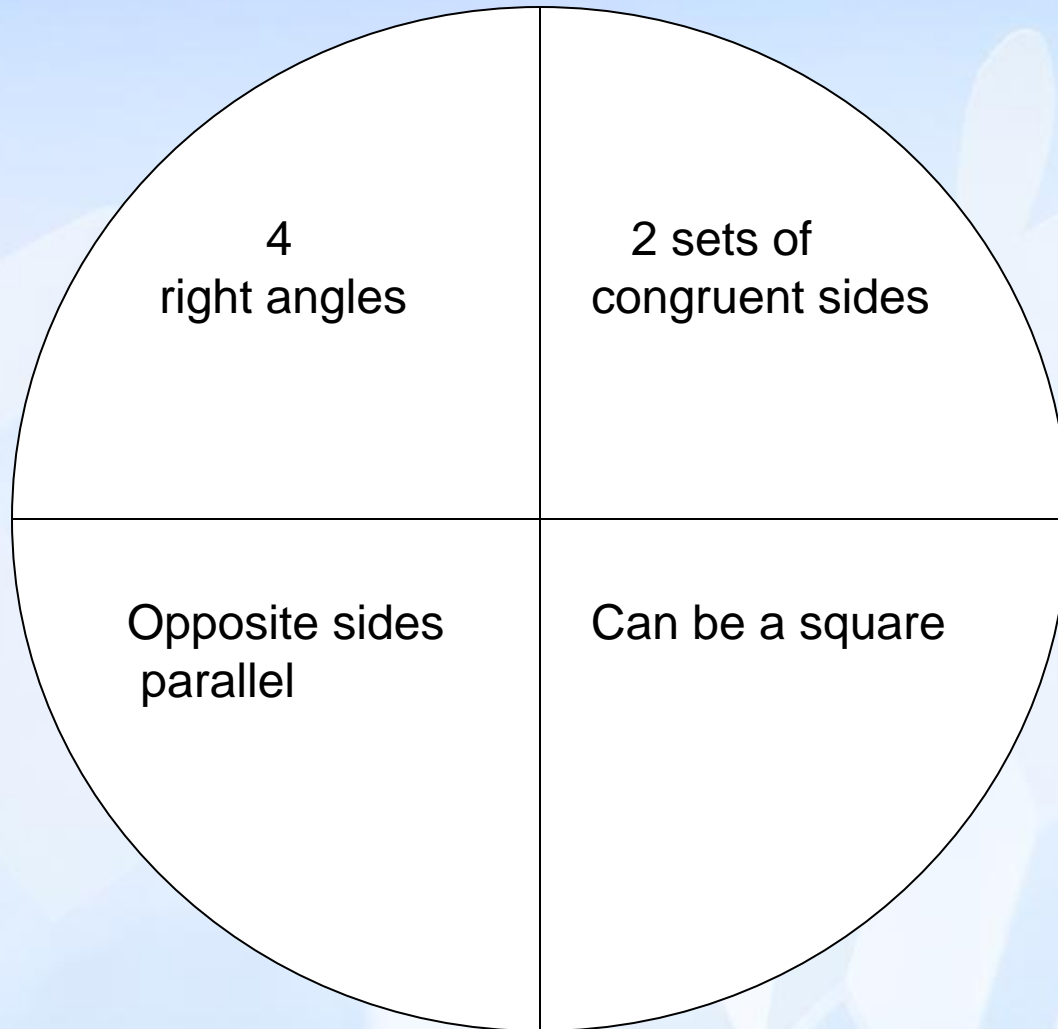
The circles can be divided into as many equal parts as you might want.

The student writes the concept and then writes examples of the concepts in the different sections of the circle.

classroom activity:

Find the section that does not belong

Concept: Rectangle

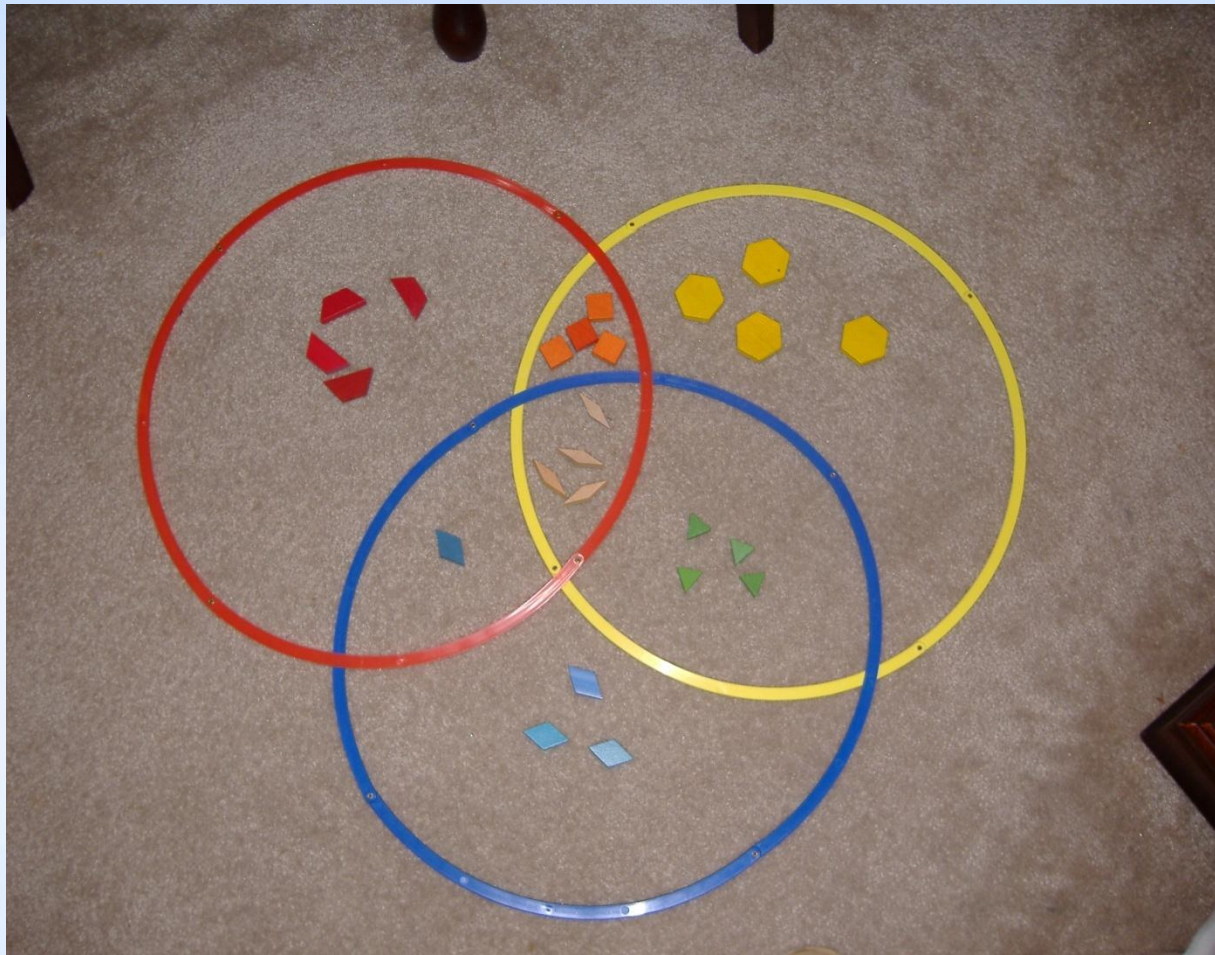


Accommodations for Concept Circles



- Use pictures/drawings
- Use shapes/manipulatives
- Enlarge circle
- Colored sections
- Partners/ small group
- Think/Pair/Share

Venn Diagrams



Bloom's Taxonomy



Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action
Checking, hypothesizing, critiquing, experimenting, judging

Analyzing

Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying

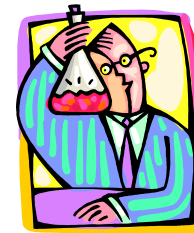
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering

Recalling information
Recognizing, listing, describing, retrieving, naming, finding



Money with Bloom's Revised Taxonomy



Remembering

List 1 thing you could buy for \$1.00, \$2.00 and \$5.00 or less

Understanding

Draw the coins that you would use to pay for the items

Applying

Draw the coins you could receive as change if you paid \$1.00, \$2.00 and \$5.00

Analyzing

Determine and record the operation that you used to calculate change.

Evaluating

What criteria would you use to evaluate if your answer is correct?

Creating

Create a fast food order for \$2.00, \$5.00 and \$10.00 buying what you would like to eat, getting as close to each amount as possible. Record your meal, the cost and any change you would receive.

Fractions with Bloom's Revised Taxonomy



Remembering

List the fractions you know and can show.

Understanding

Find items that you can use to show the fractions.

Applying

Draw a diagram which shows these fractions or take photographs of fractions

Analyzing

Design a survey to find out which fractions are easy and which are hard. Graph your results.

Evaluating

Choose a diagram or picture to represent the hardest fractions to use in a game


Creating

Create a power point presentation game for others to play

Higher Order Thinking: Putting Bloom To Use!

(Successful Connections, Kim Geddie)

Knowledge	What...? When...? Where...? Who...? List... Define... Identify...
Comprehension	Locate the following... Describe the way... Explain... How would you restate this in your own words?
Application	Demonstrate... Show me... If you were... How is ___ an example of ___?
Analysis	What are the consequences of ___? What are the parts of ___? Compare/contrast ___ with ___.
Synthesis	Suppose ___. Prioritize ___. What do you think about ___?
Evaluation	In your own opinion, will it work? Judge... Select some items and tell why you did and did not like them.

A stack of colorful index cards is shown, fanned out from top-left to bottom-right. The top card is blue and has a white rectangular label in the center with the word "APPLICATION" printed in black, uppercase letters. The cards below are in various colors: red, purple, orange, green, and yellow. The stack is resting on a surface with a colorful geometric pattern. A metal ring binder is visible on the left edge of the blue card.

APPLICATION

Four Ways to Accommodate



- Adjust Setting/Environment
- Adjust Task to Bypass/Reduce Impact of Problem
- Adjust Instruction/Presentation of Information
- Make Accommodations in Testing/Performance

Adjust Setting/Environment



- Different sources or intensity of light
- Allow privacy for reading aloud
- Provide a space with minimal distractions

Adjust Task to Bypass/Reduce Impact of Problem



- Paired reading
- High interest/low level books
- Shorter assignments/longer completion time
- Rewrite difficult material using simpler language
- Assistive technology

Adjust Instruction/Presentation of Information



- Highlight or color code important information
- Chunk assignments
- Use a consistent format
- Use manipulatives

Make Accommodations in Testing/Performance



- Allow additional time
- Allow use of line markers to keep place
- Provide a distraction-free area
- Allow marking of answers directly on test paper

Have a Great Year!



- We know why we are doing this.
- We know who are we.
- We can get our “ducks in a row”.
- We will effectively use two adults in a classroom to best meet the needs of all students.



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