COM211
Putting “Co” into collaborative
Enhancing Paraeducator/Teacher Teams
to Support the Needs of ALL Students

Wendy Brouillard
Martha Santa Maria
Putting "Co" into Collaborative
Enhancing Paraeducator/Teacher Teams to Support the
Needs of ALL Students – The HOW

Wendy Brouillard, Paraeducator

&

Martha Santa Maria, NBCT

Middlebury Union Middle School
Middlebury, VT
NEA Leadership COMPETENCY: COMMUNICATION

Level 1: Foundational

○ Develops a two-way strategic communications plan that focuses on research, planning, implementation, and evaluation of communications
○ Develops individual communication approach and style to fit appropriate audience
○ Acts as an effective speaker
NEA Strategic Goal and NEA Organizational Priority

● NEA Strategic Goal
- Advancing opportunities that will identify, organize, and engage new and early career educators; amplify the voices of all educators, support our members’ professional growth, and promote social justice for our students, communities, and our nation

● NEA Organizational Priorities
- Supporting Professional Excellence
Workshop AIMS

From this workshop, you will be able to...

• Understand significant factors that influence student achievement,

• Incorporate 2-5 components of respectful communication, and

• Recommend 3-6 organizational tools/tips to use within your classrooms to promote effectiveness.
What Are Your Roles & Responsibilities?
THE NATIONAL EDUCATION ASSOCIATION

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

OUR VISION

Our vision is a great public school for every student.

OUR MISSION

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.
Ask yourself—whatever your role in your school is—why do you do what you do? Why do you work where you work? Why do you make sure that the kids are treated well, encouraged, noticed, and cared for?
Now, turn to your table / partner and discuss your why … your takeaways, and/or what resonates with you.
Abraham Maslow’s Hierarchy of Needs
Putting "Co" into Collaborative Enhancing Paraeducator/Teacher Teams to Support the Needs of ALL Students——The HOW

Whole Student Tenets

- Whole Child Tenet #1: Healthy
  Each student enters school healthy and learns about and practices a healthy lifestyle.

- Whole Child Tenet #2: Safe
  Each student learns in an environment that is physically and emotionally safe for students and adults.

- Whole Child Tenet #3: Engaged
  Each student is actively engaged in learning and is connected to the school and broader community.

- Whole Child Tenet #4: Supported
  Each student has access to personalized learning and is supported by qualified, caring adults.

- Whole Child Tenet #5: Challenged
  Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.
Equal Opportunity. We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

A Just Society. We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.
OUR CORE VALUES

Democracy. We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.

Professionalism. We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.
Partnership. We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

Collective Action. We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.
<table>
<thead>
<tr>
<th>Collective Action = Collective Teacher Efficacy</th>
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<tbody>
<tr>
<td>Factors Influencing Student Achievement</td>
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Putting "Co" into Collaborative Enhancing Paraeducator/Teacher Teams to Support the Needs of ALL Students—The HOW

KEEP CALM AND MAINTAIN HUMOR
The Team - group whose members share a common purpose of serving students by...

- identifying student needs,
- establishing priorities, and
- implementing actions and resources.
Putting "Co" into Collaborative
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Have Clarity of
Roles & Responsibilities
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Roles and Responsibilities of Teachers and Paraeducators

**Teacher**
- Administer & interpret standardized test
- Write IEPs, conduct IEP meetings, & make placement decisions (if applicable)
- Prepare lessons
- Set instructional goals
- Identify what is working or what needs improvement
- Establish regular check-ins to assess goals with students, parents, & other educators
- Determine curriculum, teaching strategies, & assessment practices
- Assign grades to students
- Plan, develop, & modify instructional objectives & management plans
- Set schedule and delegate appropriate tasks for paraeducators
- Initiate formal & informal parent contacts
- Orient new paraeducators to classroom & school environment
- Provide training, coaching, & mentoring of paraeducators

**Paraeducator**
- Assist & collaborate in the instructional process
- Assist in teaching social skills to students
- Maintain & confidentiality
- Support classroom behavior management plan
- Support equity & diversity
- Know & understand expectations, roles, & responsibilities that go with each
- Create & maintain a positive school climate
- Create & maintain a safe and healthy environment
- Know & practice good professional ethics
- Participate in and advocate for on-the-job training and other professional development learning opportunities to enhance knowledge & skills
- Seek clarity & understanding in a timely manner from the teacher(s)
- Use classroom management strategies developed by a teacher to engage & support students
- Assist in building & maintaining student-centered, supportive environment
Respectful Communication & Problem Solving
The “Four Knows” and Teaming to Support Learning Inventory

**Know Yourself**
- What are your strengths and weaknesses?
- What is unique about you?
- What do you contribute to your team?
- What would you like to do more of?
- What professional learning would you like to pursue?

**Know Your Partner(s)**
- What are their strengths or weaknesses?
- How do you communicate what you need to each other?
- How do they handle conflict? Problem solving?
- How do you support each other?

**Know Your Students**
- Do I know each student’s strengths and weaknesses?
- Do I know what motivates each student?
- Do I know each student’s likes or dislikes?
- Do I know what their dreams are?
- Do I know their self-perceptions?

**Know Your Stuff**
- Do I know the daily routines?
- Do I know learning strategies used?
- Do I know the subject matter?
- Do I know how to track student data?
The “Four Knows” and Teaming to Support Learning

**The “Four Knows”**
Reading Handout

**THE “FOUR KNOWS AND TEAMING TO SUPPORT LEARNING” INVENTORY**
# Cultural & Generational Differences

How might these affect a team?

## Putting "Co" into Collaborative Enhancing Paraeducator/Teacher Teams to Support the Needs of ALL Students -- The HOW

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<thead>
<tr>
<th>Core Values</th>
<th>Respect for authority</th>
<th>Optimism</th>
<th>Stimulation</th>
<th>Realism</th>
<th>Uniqueness</th>
<th>Authenticity</th>
<th>Creativity</th>
<th>Shareability</th>
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<td>Acceptance</td>
<td>Self-reliance</td>
<td>Self-direction</td>
<td>Goal-focused</td>
<td>Purpose</td>
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<tr>
<th>Communication preferences</th>
<th>Written</th>
<th>Formal</th>
<th>One-on-one</th>
<th>Direct</th>
<th>Text messaging</th>
<th>Social media</th>
<th>Digital natives</th>
<th>Hand-held devices</th>
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<td></td>
<td>Telephone</td>
<td>Email</td>
<td>Text messaging</td>
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<tr>
<th>Feedback preferences</th>
<th>No news is good news</th>
<th>Take pride in a job well done</th>
<th>Not keen on feedback</th>
<th>Direct</th>
<th>Require lots of instantaneous feedback</th>
<th>Bite-sized feedback</th>
<th>Immediate feedback</th>
<th>Real-time feedback</th>
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<th>Stereotypes</th>
<th>Old-fashioned</th>
<th>Practical</th>
<th>Risk-takers</th>
<th>Job-hoppers</th>
<th>Constantly connected</th>
<th>Distraught</th>
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<td>Wealthy</td>
<td>Cynical</td>
<td>Tech dependent</td>
<td>Work-to-live</td>
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*The Silent Generation: 1922–1945
Baby Boomer Generation: 1946–1964
Generation X: 1965–1980
Generation Y or Millennials: 1981–2000
Generation Z: 1995–2015*
What do you notice about your conflict management style?

<table>
<thead>
<tr>
<th>Conflict Management Style Assessment</th>
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<tbody>
<tr>
<td><strong>STEP 1:</strong> For each item below, please CIRCLE ONE response that best describes you. Be honest, this survey is designed to help you learn about your conflict management style. There are no right or wrong answers!</td>
</tr>
</tbody>
</table>

**Name** ____________  **Date** ____________  

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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<tbody>
<tr>
<td>1. I discuss issues with others to try to find solutions that meet everyone’s needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. I try to negotiate and use a give-and-take approach to problem situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. I try to meet the expectations of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4. I would argue my case and insist on the advantages of my point of view.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. When I find myself in an argument, I usually say very little and try to leave as soon as possible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8. I prefer to compromise when solving problems and just move on.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. I find conflicts exhilarating; I enjoy the battle of wits that usually follows.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Being in a disagreement with other people makes me feel uncomfortable and anxious.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. I try to meet the wishes of my friends and family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. I can figure out what needs to be done and I am usually right.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. To break deadlocks, I would meet people halfway.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>14. I may not get what I want but it’s a small price to pay for keeping the peace.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. I avoid hurt feelings by keeping my disagreements with others to myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. PASSIVE COMMUNICATION

Passive communicators will often fail to assert for themselves.

The impact of a pattern of passive communication is that these individuals often feel anxious or resentful (but are unaware of it) because their needs are not being met.

A passive communicator will say, believe, or behave like: “People never consider my feelings.”
2. AGGRESSIVE COMMUNICATION

Aggressive communicators will often try to dominate others.

The impact of a pattern of aggressive communication is that these individuals often blame and alienate others.

An aggressive communicator will say, believe, or behave like: “I’m loud, bossy and pushy.”
3. PASSIVE-AGGRESSIVE COMMUNICATION

Passive-aggressive communicators will often use subtle sabotage to annoy, disrupt, or get even.

The impact of a pattern of passive-aggressive communication is to become alienated from those around them.

A passive-aggressive communicator will say, believe, or behave like: “I’m weak and resentful, so I sabotage, frustrate, and disrupt.”
4. ASSERTIVE COMMUNICATION

Assertive communicators will state needs and wants clearly, appropriately, and respectfully, and will listen well without interrupting.

The impact of a pattern of assertive communication is that these individuals address issues and problems as they arise and create a respectful environment for others.

An assertive communicator will say, believe, or behave like: “We are equally entitled to express ourselves respectfully to one another.”
Which of the four communication styles is most applicable to you?

How might your style impact your team’s effectiveness?
## TYPES OF FEEDBACK

**POSITIVE:** Motivated by desire to acknowledge and encourage positive and desired behaviors. “I appreciate what you did. Thank you.” Encourages repetition of behavior.

**NEUTRAL:** Information that helps another person look at his/her behavior and make a decision about whether to change or continue the behavior. Sender makes no judgment; receiver constructs own conclusions.

**NEGATIVE:** Discomfort or displeasure with another person’s behavior motivates this type of feedback. The agenda of negative feedback is to discourage or change behavior or invite discussion and problem-solving. The choice of words, and the when and how it is shared is key to the receiver hearing it in a way that promotes open communication to continue. Perceived as criticism, it is the most challenging to give and receive.

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Communication Tips

VERBAL

★ Explain a problem or give information in a concise, factual, and timely manner

★ Acknowledge the expertise and contributions of others
Communication Tips

NON-VERBAL

★ Assume good intentions
★ Understand that sometimes individuals have competing needs/responsibilities
★ Reflect on your own bias
Communication Tips

NON-VERBAL

★ Observe non-verbal behavior
★ Be mindful of your own non-verbal communication and word choices
★ Pay attention—look, act, and *be* interested
Communication Tips

NON-VERBAL

★ Let the speaker finish his/her point
★ Listen without drawing premature conclusions
★ Seek to understand whole message
Communication Tips

NON-VERBAL

★ Consider the other person’s viewpoint

★ Stay CALM
Which action could you take to improve communication and/or your team effectiveness?

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Positive Spirit of Inquiry
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Multiple Pathways
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Unity
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https://www.teachstarter.com/blog/10-funny-teaching-memes/
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Organizational Tips & Tools
Organizational Tips & Tools

DO NOW

Assignments
Putting "Co" into Collaborative
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Organizational Tips & Tools

AIMs

Agenda
Organizational Tips & Tools

Model Classroom Notebook

_Toolbox_ of Resources

Paraeducator Notebook & Extra Resources

_Public_ Records

Teachers in Google Classroom
Organizational Tips & Tools

Groupings

Routines
Organizational Tips & Tools

Unit Overview & Assessments

Differentiated Texts & Coding
Given your particular situation, what do you consider to be the biggest **obstacle** to effective teaming: lack of planning time; ineffective communication styles; lack of understanding each educator’s roles and responsibilities; lack of clear classroom routines, structures, and / or expectations; or other?
SS Lesson Scenario

The teacher asks the paraeducator to develop and teach a social studies lesson to a student. The paraeducator asks the teacher for some information and guidance. The teacher responds, “Oh, it doesn’t make a difference how you do it, but I know you’ll do a great job.”

Task: Identify ineffective teaming practices and possible solutions.

Analysis of the Scenario:
Possible Solutions:
1:1 Assignment Scenario

A paraeducator is assigned to work in an inclusion classroom with a third-grade student with complex needs. The paraeducator receives only the student name, the classroom location, and the date to begin.

Task: Identify ineffective teaming practices and possible solutions.

Analysis of the Scenario:
Possible Solutions:
Let’s brainstorm to develop a plan.

Task: Identify an ineffective practice and use resources to brainstorm possible solutions to develop an action plan.
### Session Outcomes

The content from this session will allow you to be able to...

- Evaluate the importance of collective action to meet the needs of all students,
- Incorporate 2-5 components of respectful communication, and
- Recommend 3-6 organizational tools/tips to use within your classrooms to promote effectiveness.
QUESTIONS?

Wendy Brouillard: wbrouillard@acsdvt.org
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THANK YOU!

- Please complete the evaluation for **COM211** by using the NEA Summit Mobile App!

- Please visit the Leadership Development Resources website at [www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)

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  Martha Santa Maria msantamaria@acsdvt.org
Helpful Resources


“Determine Classroom Procedures Before School Starts”

NEA ESP Professional Growth Continuum (PGC) Paraeducator Standards
- www.nea.org/assets/docs/ESP_PGC_digital.pdf

NEA Teacher Leadership Competencies
- www.nea.org/assets/docs/AZK1408_TLC_FINAL.pdf
Works Cited

“48 Deerfield Lane, Middlebury VT to 10 Wheelock St, Montpelier.” Google Map, Google, 2018, www.google.com/maps/dir/48+Deerfield+Lane,+Middlebury,+VT/10+Wheelock+St,+Montpelier,+VT+05602/@44.1813944,-73.1567357,10z/data=!3m1!4b1!4m13!4m12!1m5!1m1!1s0x4cb55cdb8275eb3d:0x95e039b37422h292m21d-73.1524356/2d43.9982614/1m5!1m1!1s0x4cb5080735902d3d:0xb536c326924a99b9!2m2!1d-72.5625307!2d44.248955.


“KEEP CALM AND MAINTAIN HUMOR.” Like This Poster, www.keepcalm-o-matic.co.uk/n/keep-calm-and-maintain-humor-3/.


“Professional Growth Continuum.” National Education Association for Great Public Schools.

