

Instructional Assistant Playbook

Empowering Every Student, Every Day

Rational

Instructional Assistants and Paraprofessionals are an integral part of what we do to enable students to succeed

- in the classroom
- to and from school
- Assisting with Daily Living Tasks
- Assist with Behavioral Interventions

In working with the PDEC committee this year we understand that Instructional Assistants are part of this process and that professional development opportunities need to be offered that address the job requirements. This playbook will be a flexible and open resource. This playbook will document and memorialize the work that continually is happening in order to address the needs in the classroom and reduce achievement gaps for our students.

Glossary of terms

<https://iris.peabody.vanderbilt.edu/resources/glossary/>

Working together

The goal of the handbook would be to provide strategies for staff to work with students.

By creating this “live” document together will increase the usability of the handbook as a resource for our staff members.

Resource:

<https://www.colorincolorado.org/article/10-ways-teachers-can-partner-paraprofessionals-behalf-ells>

For Review

<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

High leverage Practices:

<https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/>

Reading

https://drive.google.com/open?id=1nJChdB4iYOfJTSAKpDFe2HaDX4TlJterXJfNUXo-V6Q&usp=chrome_ntp

A Instructional Playbook

Strategies to Use When Supporting Students

Coaching



Math

<https://iris.peabody.vanderbilt.edu/module/pmm/>

This resource introduces users to progress monitoring in mathematics, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (est. completion time: 2 hours).

Intensive intervention

This module, first in a series of two, overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists) (est. completion time: 3 hours). When you have completed this module, be sure to visit:

[Intensive Intervention \(Part 2\): Collecting and Analyzing Data for Data-Based Individualization](#)

Behavioral

Tips for managing challenging behaviors in the classroom:

<https://iris.peabody.vanderbilt.edu/module/bi2-elem/cresource/q1/p01/>

High Leverage Practices for Behavioral Challenges.

<https://highleveragepractices.org/four-areas-practice-k-12/social-emotional-behavioral>

Written Language

Written language strategies/spelling strategies.

https://ldaamerica.org/lda_today/what-teachers-can-do-to-support-writers-with-learning-disabilities/

<https://blog.brookespublishing.com/7-steps-to-teaching-writing-skills-to-students-with-disabilities/>

Working with Students

Working with specific students:

- Get to understand and know the IEP, the goals and objectives and what the team has decided collaboratively in terms of time, strategies, accommodations and modifications.
- Keep a log of observations.
- Collaborate with Special Education teachers.
- Ensure concerns are addressed, documented - send an email.
- Be clear with boundaries, be intentional with your time

Resources

https://www.cga.ct.gov/pri/archives/para/20141217FINAL_Full.pdf

<https://idahotc.com/Portals/0/Resources/422/2018%20Paraprofessional%20Handbook.pdf>

<https://iris.peabody.vanderbilt.edu/>

<https://www.learningforallab.ca/educational-assistants/10-strategies/>

<https://lftlearning.com/scaffolding-strategies-for-k-12-teachers/>

-Recruiot,emt and retention

<https://www.sec-ed.co.uk/content/best-practice/recruiting-and-retaining-our-teaching-assistants/>