

Decorah Community School District

Paraeducator

Professional Development
and
Individual Career Plan

Adopted May 2017

Decorah Community School District believes that professional development should be required throughout the career of paraeducators. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their positions and job performance.

Professional development programs should assure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation.

There are many reasons why ongoing professional development— defined here as the process of enhancing one’s personal growth and job skills and improving one’s job performance in order to contribute to outstanding educational results for students—is important for paraeducators.

One of the most compelling reasons is that student achievement depends on rigorous standards and a knowledgeable education team. To have high standards for students, there must be high standards for the staff members who work with them.

Appropriate training is vital to the quality of paraeducator participation in the entire program of any state or school district.

Conceptualizing Professional Development for Paraeducators

Decorah Community School District’s professional development programs are meant to provide opportunities for District paraeducators to gain knowledge and skills that will enhance their professional growth. In turn, paraeducators use their newly developed skills and knowledge, thereby increasing their contributions within the educational community.

There are a variety of ways in which professional development can be obtained, ranging from participants taking classes or workshops on various topics, on-site presentations, and required and self-selected online modules within the District Professional Development Canvas course.

Professional learning opportunities begin with a foundation of basic knowledge, skills, and competencies, including annual overviews and updates, followed by more purposeful learning

that builds on previous experiences and is tailored to the individual needs of the paraeducator based on their career goals, job situation, and district/building needs.

Paraeducator inservice sponsored by the school district

Teacher inservice, sponsored by the school district, in which paraeducators are full participants

Workshops and classes sponsored by the Area Education Agency

Self-guided online challenges (via the District PPD site)

Paraeducators are team members who are responsible for assisting in the delivery of instruction and other direct services.

This requires systematic communication, on-the-job training, inservice training, and teacher/paraeducator training.

Annual Paraeducator Professional Development

Para Educator Overview

Bloodborne Pathogens

Chapter 103

PBIS (Elementary)

Other Possible Topics for Paraeducator Professional Development

Child development

Ethical, medical, and technical issues

Developmentally appropriate practices

Instructional strategies

Team building skills for teachers and Paraeducators

Confidentiality and ethics

Stress management
Technology skills related to position (Read, Write, Google)
Data collection
Conflict resolution
Reporting child abuse
First aid
Characteristics of specific disabilities
Suctioning
Intermittent catheterization
Blood-borne pathogens
Specialty care (lifting, back care, etc.)
CPR
Autism
Medicaid
PBIS
Gold Assessment
QRS/QPPS
Evacuation Procedures
CPI
Professional Learning Communities

Paraeducator Individual Career Plan

Each fall, paraeducators will be asked to submit an Individual Career Plan to their building principal. The ICP will include a self-selected growth goal area, actions you plan to take to accomplish the goal, trainings/learning opportunities to contribute toward your learning, supports and resources needed, how you will determine the goal has been met, and the educational benefits you expect to acquire as a result of your ICP.

Individual Career Plan - Due October 1

Please complete your individual career plan and meet with your building principal by October 1.

[Professional Development Plan Template](#) (WSECC; print off and complete)

[Professional Development Plan Form](#) (K-12)

Initial Plan Review Meeting (with principal) - *October*

Discussion of strength and growth areas. Sharing of professional development plan for the year.

What resources do you need to accomplish your goals?

Challenge Reflection Forms

Complete following every completed challenge from the PPD site and submit on the District Professional Development Canvas course.

Paraeducator End of Year Self Reflection - Due April 1

Please complete the Self Reflection and turn in to your building principal.

[Child Care Center Staff Self Assessment](#) (WSECC; make a copy and rename)

[Self Reflection](#) (all other buildings; make a copy and rename) **Needs to be scaled down.**

Final Annual Review Meeting (with principal) - *March/April*

End of year discussion of professional development plan accomplishments and continued needs.

Review of annual evaluation.

[Paraeducator Annual Evaluation Form \(TO BE LINKED HERE\)](#)

Links to Other Resources

[WSECC Paraeducator Expectations](#)

[JCE Paraeducator Expectations](#)

[CLE Paraeducator Expectations](#)

[DMS Paraeducator Expectations- General Education](#)

[DMS Paraeducator Expectations- Special Education](#)

DHS Paraeducator Expectations

[WSECC Teacher Expectations for Working Successfully With Paraeducators](#)

[JCE Teacher Expectations for Working Successfully With Paraeducators](#)

[CLE Teacher Expectations for Working Successfully With Paraeducators](#)

[DMS Teacher Expectations for Working Successfully With Paraeducators](#)

DHS Teacher Expectations for Working Successfully With Paraeducators