EPSY 6129: Advanced Studies in Collaborative Service Delivery, Education and Transitions
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Assignment 1 (Group)
Paraprofessional Development Series

Education Specialist Level 2 Standards Addressed:
15: Current & Emerging Research and Practices
18: Advanced Communication Skills
19: Leadership & Management Skills

Directions

This is the one group assignment which must be completed in groups of three-four. Pairs or groups of five will be permitted only if enrollment numbers require this option.

I. Process (up to 4 points)
   1. Upon forming your group, complete the Team Effectiveness Exercise as a springboard for deciding upon your group process and structure/"rules" and roles. Follow with developing your Group Rules & Process.

   2. Build in checkpoint times to monitor how your group is functioning. Develop a format for this. Pay particular attention to positive interdependence in workload division, face-to-face as well as electronic communication or interaction, and accountability.

   3. Include group documentation of group process review and discussion within your evaluation section as well.

II. Task (up to 16 pts.)

   A. Develop a training or development series for paraprofessionals with whom you work, based on your observations of their curricular content/instructional and other needs, as well as on (hypothetical data ok) assessment of their own perceived needs. Some key web sites to investigate which may assist you in this option are listed in the Syllabus week 2, & at end of this assignment.

   B. Your Group's Plan Should Include:
      1. Information as to how you would /did conduct a needs assessment with the paraprofessional audience. (Surveys? Meetings?, Observations? Interviews with supervising teachers?), and a summary of hypothetical results indicating the rationale for your chosen topic areas. (2pts.)

      2. Specific Goals/Objectives for Development: (3 pts.)
      What competencies, skills, information do you expect participants to obtain or leave with? (any products, etc?) How will objectives change across sessions?

      3. Climate-Setting (2 pts.)
Opening activities to set the tone, warm-ups or get-acquainted activities for each session (such as topical bingo), and other strategies you will employ to insure a positive climate, (Scheduling breaks, tickets and rewards, etc.), as well as room set-up. Will this be the same for each session?

4. **Schedule and Sequence of Activities: (2 pts.)**
   When will these training activities occur? What is the length of sessions/# of sessions and likelihood of meeting objectives within this time frame? Will this be voluntary/mandatory training? After school or on minimum days? Include overall outline of sessions and activities with time frames.

5. **Activities, Training Strategies: (5 pts.)**
   - Outline and description of activities, including any directions or script for presenters.
   - Clear relationship of activities to objectives
   - Appropriateness to principles of adult learning and stated needs as well as needs you have observed
   - Quality of activities: Innovative, engaging, variety of activities; good transitions; presenters are knowledgeable in area
   - Include follow-up coaching component and how that will be delivered.
   - Materials: all citations are listed for copyrighted or other source material; materials are relevant to activities, easy to use, clear relationship to goals; supplementary reading list is attached
   - Use of media, AV, technology appropriate to activities and topic area, including: Powerpoint, web, DVD-video, overheads etc.

6. **Evaluation: (2 pts.)**
   - Addresses their utilization of skills and new knowledge
   - May include products/ or culminating activity for evaluation
   - Planned follow-up evaluation to observe implementation of learned content.

7. Group process review Include documentation of group process review and discussion to obtain points for this area.

C. Plan to demonstrate one (maximum 15 minute) segment of your series as a group on April ____. This is not an oral report, rather, it is a demonstration of a training piece.

D. Submit your group’s complete assignment to Taskstream no later than ____. Post it as well on Blackboard for sharing with classmates or email it to all. (Be sure all materials are there if you are emailing). Please also submit hard copy to me.

**Websites for Resources in Planning:**
[http://www.uvm.edu/ncdci/paraprep](http://www.uvm.edu/ncdci/paraprep)
[http://ici2.umn.edu/para/](http://ici2.umn.edu/para/)
[http://www.usc.edu/dept/education/CMMR/@Learninghouse.htm/](http://www.usc.edu/dept/education/CMMR/@Learninghouse.htm/)