PARAEDUCATOR ACADEMY
AND
MODULE DESCRIPTIONS

CO-TOP PROJECTS

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CO-TOP PARAEDUCATOR CERTICATE REQUIREMENTS

This document contains outlines for 15 academies and an information sheet for the CO-TOP Practicum or Field Experience. The table that follows describes the requirements for the CO-TOP Special Education Paraeducator Certificate as well as the CO-TOP Linguistically Different Paraeducator Certificate. Seven academies comprise the common core curriculum requirements for both certificates. Out of the remaining eight academies, 5 are designed specifically for Special Education Paraeducators and the rest are designed specifically for paraeducators who work with students with Limited English Proficiency.

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PARAEDUCATOR ACADEMY AND MODULE DESCRIPTIONS

I. INSTRUCTIONAL TEAMWORK ACADEMY

This academy is designed to help paraeducators work effectively on a team. This course is recommended for teachers as well. Teachers and/or paraeducators may take this course without the other team member, but it is most effective when teams take the course together. The academy consists of four modules of varying length for a total of 15 clock hours of instructional time. The content of these modules consists of introductory material regarding teamwork, delineation of roles and responsibilities, classroom instruction, and behavior management.

Module A. Building the Team Relationship (3 hours)
The paraeducator will:
1) Recognize effective and disruptive characteristics of team communication.
2) Know the characteristics of effective team functioning.
3) Identify levels of decision making in teams, schools, and districts.
4) Recognize own strengths and weaknesses as a team member.

Module B. Roles and Responsibilities of Paraeducators and Other Team Members (4 hours)
The paraeducator will:
1) Differentiate between paraeducators' and professionals' roles and responsibilities.
2) Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality, reporting child abuse).
3) Know the role of paraeducator to lead students toward increasingly independent behaviors.

Module C. A Team Approach to Classroom Instruction (4 hours)
The paraeducator will:
1) Identify the components of an effective direct instruction lesson.
2) Recognize the characteristics of an effective cooperative learning lesson.
3) Know the value of peer-teaching.
4) Know how to follow a written lesson plan.
5) Know the rationale of cognitive modeling and coaching.

Module D. A Team Approach to Behavior Management (4 hours)
The paraeducator will:
1) Know basic principles of behavior modification.
2) Recognize the need for functional assessment of behavior.
3) Know how to establish basic rules, procedures, and routines with students.
4) Know basic principles of communication with students.
5) Know basic management strategies for minor behavior problems.

II. ORIENTATION TO SPECIAL EDUCATION ACADEMY

This academy is designed to provide a basic introduction to special education and the needs of students who have disabilities. The content consists of introductory material regarding legal and historical foundations of special education, human growth and development, the nature of disabilities, and an introduction to the basic human needs that paraeducators must address.

Module A. History, Legal Precedents, and Values (5 hours)

The paraeducator will:
1) Know major laws and court rulings that have helped shape special education services.
2) Know the legal rights of students with disabilities and the qualification processes for special education services and 504 plans.
3) Know the steps and processes of special education services in Colorado.
4) Articulate the values and rationale for inclusion of students with disabilities into general education.

Module B. Overview of Human Growth, Development, and Learning (3 hours)

The paraeducator will:
1) Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.
2) Know basic styles of human learning.
3) Know the risk factors that may prohibit or impede typical development.

Module C. Overview of Exceptionalities (5 hours)

The paraeducator will:
1) Know how beliefs about people with disabilities are related to life experiences.
2) Use people-first language by talking and writing about people with disabilities in ways that honor their dignity and respect their value.
3) Know categories of exceptionality according to state and national laws.
4) Recognize the cognitive, communicative, physical, and affective needs that students may have as a result of a disability.
5) Know how to access information about specific disabilities, syndromes, and medical conditions on the internet, through libraries, and other sources.

Module D. Health, Safety, Physical, and Belonging Needs of Students with Disabilities (2 hours)

The paraeducator will:
1) Know written health, safety, and emergency procedures and practices.
2) Know responsibilities and practice associated with maintaining the physical health and safety of students.
3) Know the obligation of all school personnel to report child abuse, suicidal ideation and/or dangerous behavior.
4) Know techniques that promote interactions and facilitate friendships among students with and without disabilities.

III. INTERPERSONAL SKILLS ACADEMY

This academy helps paraeducators develop effective interpersonal skills that are necessary for working as a part of a team. The focus of this academy is on developing effective interpersonal skills through understanding the perception, communication and conflict resolution processes. Throughout this academy issues of diversity based on culture, experience, gender, etc. are pointed out and their roles in each aspect of the topic are examined.

Module A. Interpersonal Sensitivity (5 hours)

The paraeducator will:
1) Identify factors that affect perception and understanding of situations and the behavior of others
2) Recognize the importance of creating positive communication climates.

Module B. Effective Communication (5 hours)

The paraeducator will:
1) Identify the components of effective verbal communication.
2) Identify the components of effective non-verbal communication.
3) Recognize the importance of effective listening and responding in effective communication.
4) Adapt communication effectively to diverse situations

Module C. Conflict Resolution (5 hours)

The paraeducator will:
1) Identify the characteristics of effective interpersonal relationships in the workplace.
2) Recognize the role of conflict in interpersonal relationships.
3) Demonstrate effective strategies for resolving conflict between two people.
4) Demonstrate effective strategies for resolving group conflict.

IV. PERSONAL GROWTH AND DEVELOPMENT ACADEMY

The purpose of the academy is to help paraeducators carry out self-appraisals, participate in the evaluation process, and plan for continued professional growth and development. The course covers stress-management strategies and using creativity and flexibility in dealing with problematic situations.

Module A. Reflection and Personal History (3 hours)

The paraeducator will:
1) Create his/her personal history.
2) Reflect on the personal history and how it affects relationships with students.
3) Reflect on the personal history and how it affect relationships with school professionals.

Module B. Monitoring and Managing Stress (3 hours)

The paraeducator will:
1) Identify sources of stress in the workplace.
2) Identify personal reactions to job-related stress.
3) Describe various ways to manage stress.
4) Make a personal plan for managing stress.

Module C. Creativity and Flexibility (3 hours)

The paraeducator will:
1) Recognize the mental blocks that inhibit creativity in the workplace.
2) Apply creative methods to manage problematic situations while expanding flexibility and fluency in thinking.
3) Make a personal plan for enhancing creativity and flexibility in the workplace.

Module D. Planning for Continued Growth and Development (3 hours)

The paraeducator will:
1) Conduct a self-analyses of job-related skills.
2) Identify areas in which development of skills or additional knowledge is desired.
3) Identify specific supervision needs in light of personal skills and needs.
4) Identify choices for training opportunities and recognize the advantages and limitations of each.
5) Create an action plan for personal growth and development.

Module E. Participating in the Evaluation Process (3 hours)

The paraeducator will:
1) Describe the need for systematic, planned, purposeful feedback regarding job performance.
2) Identify the relationship between duties listed on job descriptions and types of feedback needed.
3) Demonstrate use of self-evaluation methods.
4) Demonstrate effective ways of accepting and using constructive feedback from supervisors.
5) Design a personal plan for self-improvement based on job evaluations.

V. STUDENT SUPERVISION ACADEMY

This academy assumes that the paraeducator has Basic First Aid/CPR Certification and focuses on the effective supervision of students on playgrounds, in lunchrooms, on school buses and in other instructional settings.

Module A. General Principles of Student Supervision (3 hours)
The paraeducator will:
1) Identify rules and procedures for emergency situations.
2) Explain how to establish rules and plan for discipline.

Module B. Lunchroom Supervision. (6 hours)
The paraeducator will:
1) Identify the role of the paraeducator in lunchroom supervision.
2) Name lunchroom safety precautions and first aid specific to the lunchroom.
3) Explain rules and procedures to be followed in lunchroom emergencies.
4) Demonstrate a variety of signals for getting students' attention in the lunchroom.
5) Demonstrate eating procedures for students with special eating needs.
6) Conduct an ecological inventory to determine natural supports available in the lunchroom.
7) Demonstrate instructional methods for teaching pro-social lunchroom behaviors.
8) Show how to foster relationships among students in the lunchroom

Module C. Playground and Instructional Environment Supervision (3 hours)
The paraeducator will:
1) Identify the role of the paraeducator in playground and instructional environment supervision.
2) Explain standard rules and instructional methods for typical playground games.
3) Explain safety precautions for children using playground equipment.
4) Explain rules and procedures to be followed in playground emergencies.
5) Demonstrate a variety of signals for getting students' attention on the playground.
6) Conduct an ecological inventory of natural supports available on the playground.
7) Demonstrate instructional methods for teaching pro-social playground skills.
8) Show how to foster relationships among students on the playground.
9) Recognize conflicts among students on the playground.
10) Explain how to mediate conflicts among students on the playground.
11) Demonstrate methods for resolving conflicts among students on the playground.
12) Explain how to initiate, maintain, and supervise peer mediation programs on the playground.
13) Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.

Module D. School Bus Supervision (3 hours)
The paraeducator will:
1) Identify the role of the paraeducator in school bus supervision.
2) Explain how to establish rules, routines, and procedures for school bus riding.
3) Explain how to maintain order on the bus.
4) Explain rules and procedures to be followed in school bus emergencies.
5) Describe basic school bus operation procedures.

VI. INSTRUCTIONAL STRATEGIES ACADEMY

This academy gives the paraeducator knowledge and skills specific to the use of instructional strategies and methods. The academy bases teaching upon the belief that paraeducators must be constantly involved in the dynamic process of analyzing the teaching environment and individual student needs for the particular level of support, degree of adaptation/accommodation or modification, and instructional method that would best facilitate learning. The academy is designed to provide these skills for use by paraeducators supporting students in inclusive classrooms, resource rooms, or in self-contained settings.

Module A. Instructional Adaptations (3 hours)
The paraeducator will:
1) Define the terms "Adaptation," "Accommodation," and "Modification."
2) Demonstrate how to create both types of adaptation (accommodations and modifications) based on student need and the directions from a teacher or other school professional.
3) Demonstrate how the concepts of "Levels of Support" and "Components of Effective Instruction" apply to specific classroom situations.

Module B. Managing Individual and Group Instruction (3 hours)
The paraeducator will:
1) Recognize and define terminology and acronyms that are commonly used in school environments.
2) Demonstrate how to record and report three different types of data regarding student behavior and performance.
3) Demonstrate multiple ways to gain and maintain the attention of an individual student and small and large groups of students.
4) Know how to create opportunities for active student participation in instruction.

Module C. Math (2 hours)
The paraeducator will:
1) Know the developmental sequence of basic concepts related to mathematical skills.
2) Demonstrate teaching and learning strategies for math computation skills (functional math, time, and money).
3) Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.
4) Know the state and/or district math standards that apply to the relevant age or grade levels.

Module D. Reading (4 hours)
The paraeducator will:
1) Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).
2) Demonstrate skill in reading orally to and for students.
3) Demonstrate a variety of techniques for reading orally with students (choral reading, repeated readings, guided reading).

4) Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).
5) Know the state and/or district reading standards that apply to the relevant age or grade levels.

Module E. Written Language (3 hours)

The paraeducator will:

1) Describe the reasons for the importance of written language skills.
2) Identify the process of written language development in children.
3) Identify techniques, strategies, and tools available to engage students in organizing and producing written language.
4) Know the state and/or district written language standards that apply to the relevant age or grade levels.

VII. BEHAVIOR MANAGEMENT ACADEMY

This academy to gives the paraeducator knowledge and skill in instructional methods that support students who have challenging behaviors in inclusive classrooms, resource rooms, self-contained classrooms, domestic settings, and in the community. These modules focus on the interactions that paraeducators have with students whose behaviors are challenging and on the role they play in assisting the professional members of their team with behavior challenges.

Module A. Teaching Rules and Expectations (6 hours)
The paraeducator will:
1) Explain how to establish rules, routines, and procedures for students.
2) Demonstrate how to teach rules, routines, and procedures for students.

Module B. Understanding Behavior (3 hours)
The paraeducator will:
1) Define behavior.
2) Identify the motivations behind behavior.
3) Demonstrate how to teach and reinforce desired behavior.

Module C. Behavior Management Strategies (6 hours)
The paraeducator will:
1) Explain how to manage your own behavior.
2) Demonstrate how to use a variety of management techniques.
3) Explain how to establish positive and proactive behavior supports.
4) Explain how and when to use natural and logical consequences.
5) Explain how and when to use reinforcements and motivational strategies.
6) Identify the role of the paraeducator in behavior support.

VIII. INSTRUCTIONAL TECHNOLOGY ACADEMY

The intention of this academy is to assist paraeducators in examining the types of technology they use daily, as well as those types that they may not currently have skill in using but that can broaden their repertoire of available skills.

Module A. Operation and Use of Instructional Materials (3 hours)
The paraeducator will:
1) Define low- and high-tech materials.
2) Create a variety of instructional materials using low- and high-tech equipment.
3) Demonstrate how to operate typical types of school-wide technologies

Module B. Understanding the Paraeducator's Role in Implementing Technology in the Classroom (2 hours)
The paraeducator will:
1) Define accommodation and modification as they relate to the use of technology in the classroom.
2) Identify the role of the paraeducator in the use of typical and assistive technologies.

Module C. Computer Use in Schools and Classrooms (7 hours)
The paraeducator will:
1) Identify common uses of computers in classrooms.
2) Demonstrate how to use the Internet and email as educational tools.
3) Demonstrate the use of various types of computer-related assistive technologies used by students with special needs.

Module D. Assisting with Special Needs Through the Use of Adaptive Equipment (3 hours)
The paraeducator will:
1) Recognize the importance of legally defined assistive technologies in IEP objectives.
2) Demonstrate how to use a variety of adaptive equipment needed to address physical, sensory, and communicative needs.
3) Identify the role of the paraeducator in optimizing the use of technology for students.

IX. LIFE SKILLS ACADEMY

This academy provides the paraeducator with knowledge and skill in instructional methods and life skill support for youth and young adults who have moderate to severe cognitive, communicative, physical, or affective needs. The content addresses the role of the paraeducator in assisting the professionals on the team with transition planning and needs of students who are transitioning from school to community life and to adult roles and responsibilities.

Module A. Life Skills and Community-Based Training for Elementary and Middle School Students (4 hours)
The paraeducator will:
1) Describe the implications of a life-skills curriculum
2) Identify domain areas and embedded skills as they apply to elementary schools students.
3) Describe how community-based training coincides with inclusion.
4) Identify domain areas and embedded skills as they apply to elementary and middle school students.

Module B. Self-Determination Skills (4 hours)
The paraeducator will:
1) Describe how to help students conduct self-analyses.
2) Describe how to present choices to students and encourage choice-making.
3) Demonstrate the use of effective communication skills when coaching students.
4) Demonstrate how to coach students in the use of effective communication skills.
5) Demonstrate how to encourage students' exploration of interest areas.
6) Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

Module C. Life Skills and Community-Based Training for High School and Transition Students (3 hours)
The paraeducator will:
1) Define domain areas and embedded skills for high school and transition students.
2) Describe a person-centered planning process and how it determines what students are taught.
3) Carry out IEP-based instruction in community settings.
4) Define transition.
5) Identify forms, agencies, and supports necessary for transition and how to access them.

Module D. Vocational Skills and Job Coaching (4 hours)
The paraeducator will:
1) Define the rationale for providing vocational instruction.
2) Identify formal and informal vocational assessments.
3) Describe the process of job development.
4) Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.
5) Demonstrate job matching procedures, modifications, and adaptations.
6) Identify the embedded skills necessary for successful job performance.
7) Identify natural supports for stability and maintenance of jobs.

X. SIGNIFICANT COMMUNICATION SUPPORT NEEDS ACADEMY

This academy provides opportunity for paraeducators to have hands-on experiences with multiple high and low technology communication devices provided by the academy trainer.

Module A. Typical Language Development and Effective Human Communication (3 hours)
The paraeducator will:
1) Recognize the components of typical language development.
2) Identify the basic components of human communication.
3) Name the ecological components of communication.
4) Identify adult behaviors that facilitate communication with students.

Module B. The Relationship Between Communication and Independent Life Interactions (3 hours)
The paraeducator will:
1) Recognize the communicative intent of human behavior.
2) Define processing and comprehension difficulties.
3) Describe the process of communication without speech.
4) Identify the role of the paraeducator in facilitating student communication.

Module C. Low and High Technology Based Augmentative Communication Systems (9 hours)
The paraeducator will:
1) Explain the conceptual basis behind the use of augmentative communication systems.
2) Recognize, create and operate low and high tech communication systems

XI. SIGNIFICANT SUPPORTS FOR CHALLENGING BEHAVIOR ACADEMY

This academy provides the paraeducator with the knowledge and skills needed for working with children who have significant behavior needs. The academy focuses on working with students who have challenging behaviors. Its aim is to provide paraeducators with a basic understanding of behavior support and to provide them with the necessary skills to implement written behavior support plans. It is recommended that paraeducators complete the Behavior Management Academy prior to taking this course.

Module A. Introduction to Behavior Support (2 hours)
The paraeducator will:
1) Define behavior and challenging behavior.
2) Analyze behavior management and behavior support approaches.
3) Name the dangers of labeling behaviors.

Module B. Behavior is Communication (4 hours)
The paraeducator will:
1) Know that all behaviors communicate needs or wants.
2) Recognize that when behaviors are eliminated they are replaced with other behaviors.
3) Describe the relationship between communication and challenging behaviors.
4) Explain the importance of response validation.
5) Explain the importance of choices and opportunities for children with disabilities.

Module C. The Relationships Between Significant Behavior, Inclusion, and Friendship (2 hours)
The paraeducator will:
1) State what inclusive environments provide for students with disabilities.
2) Describe Maslow's Hierarchy of Needs.
3) Describe the importance of friendship and how to facilitate it.

Module D. Assessment Tools (3 hours)
The paraeducator will:
1) Identify the role of the paraeducator in assessment.
2) Conduct behavior observations and collect behavior data.

Module E. Behavior Support Plans (4 hours)
The paraeducator will:
1) Identify the elements of a behavior support plan.
2) Describe the role of the paraeducator in a behavior support plan.
3) Describe strategies and techniques for dealing with challenging behaviors.

XII. SIGNIFICANT HEALTH SUPPORT NEEDS ACADEMY

This academy prepares paraeducators and health aides in public schools with the knowledge and skills needed for assisting students who have significant health support needs. The academy also prepares support personnel to regard the significant health support needs of students with respect and dignity, and to provide support while maintaining a sense of normalcy for these students.

Note: The Significant Health Support Needs Academy fully supports the practice of professional nursing within the school setting. In many states, any health-related procedure must be the exclusive domain of the school nurse who is licensed to practice professional nursing in that state. In those states the school nurse is responsible for assessment, planning, implementation, and evaluation of the student in the school setting and may choose to delegate certain procedures to paraeducators.

Module A: Receiving Health-Related Services and Procedures in the School Setting (4 hours)

The paraeducator will:
1) Identify laws that guide health-related services in schools.
2) Identify services in schools designed to meet the needs of students who have significant health support needs.
3) Describe topics regarding funding, new roles, training, and liability.
4) Recognize the process of developing a health care plan.
5) Identify how to facilitate increased levels of participation.

Module B: The Roles of the School Nurse and Paraeducators in Health-Related Services (5 hours)

The paraeducator will:
1) Identify the role of the school nurse in health-related services.
2) Identify the role of the paraeducator in health-related services.

Module C: Functions of the Body's Systems (3 hours)

The paraeducator will:
1) Identify body systems and symptoms that require referral to the school nurse.
2) Identify guidelines related to infectious diseases in school-age children.

XIII.   AUTISM SPECTRUM DISORDERS ACADEMY

The purpose of this Academy is to provide the paraeducator with information and skills to be able to assist teachers in the instruction of students with autism. It gives factual information to dispel the many myths that abound in the field of autism, and emphasizes the relationship between communication and behavior. It prepares paraeducators to make and use visual supports, to structure tasks and the environment, and to provide appropriate supports for social skills instruction.

Module A: Overview and History of Autism
The paraeducator will
1. Distinguish myths from factual information about autism
2. Know the history of how autism ahs been identified and defined over the years.
3. Recognize the common characteristics of autism spectrum disorders (ASD)
4. Distinguish between research-based and unproven interventions

Module B: Communication
The paraeducator will
       1. Differentiate between communication and speech
       2. Demonstrate low-tech and high-tech systems to build communication skills
       3. Explain the relationship between communication and behavior
       4. Demonstrate the use of a communication device that provides a replacement for dangerous our unacceptable behavior

Module C: Visual Supports
The paraeducator will
       1. Explain why visual supports are used with students with ASD
       2. Identify the functions that visual supports may serve
       3. Illustrate a variety of visual supports for each function.
       4. Describe how visual supports are used with students.
       5. Explain the paraeducator's role in making and using visual supports for students.

Module D: Structured Teaching
The paraeducator will
       1. Identify key features of structured teaching
       2. Demonstrate how to use physical structure to address student needs.
       3. Explain how work systems provide structure.
       4. Demonstrate discrete trial instruction using all levels of prompting.

Module E. Social Skills
The paraeducator will:
       1. Identify the types of social skills that have to be taught.
       2. Identify opportunities to teach social skills in naturalistic settings.
       3. Demonstrate use of social stories, rule cards, power cards.
       4. Demonstrate how to document student use of social skills.

XIV. ASSISTING WITH PHONICS AND PHONEMIC AWARENESS IN THE CLASSROOM

The purpose of this Academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific areas of phonemic awareness and phonics. After attending this academy the paraeducator will be able to apply multiple and specific techniques to assist diverse populations, including students in special education, Title 1 and general education, English language learners, and others.

Module A: Historic Perspectives and Research

The paraeducator will:
1. describe the most relevant research outcomes leading to current instructional practices
2. identify the key stages in the history of phonics and phonemic awareness, including a national perspective

Module B: Phonemic Awareness: Laying the Foundation for Good Reading Skills

The paraeducator will:
1. define and describe the term "phonemic awareness"
2. demonstrate use of a developmental scope and sequence of phonological awareness to support instruction
3. describe the direct and systematic teaching of phonemic awareness

Module C: Phonics and Alphabetic Understanding

The paraeducator will:
1. explain the importance of decoding skills
2. summarize what is meant by "alphabetic code" and "sound-symbol relationships"
3. apply learning regarding decoding skills
4. examine use of a scope and sequence in phonics instruction

XV. ASSISTING WITH READING FLUENCY IN THE CLASSROOM

The purpose of this Academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific area of reading fluency. It prepares paraeducators to understand important fluency concepts and terms, and to use a variety of research-based instructional techniques that improve fluency at the word, phrase, sentence, and connected text levels.

Module A: Scientifically Based Research on Fluency

The paraeducator will:

1. Define *fluency* and terms related to fluency
2. Describe "scientifically based reading research"
3. Contrast the characteristics of fluent and non-fluent readers

Module B: Effects of Practice

The paraeducator will:

1. Describe the effect of practice on willingness to read
2. Explain automaticity and accuracy
3. Calculate the relative difficulty of a reading passage

Module C: Instructional Strategies to Enhance Fluency

The paraeducator will demonstrate:

1. The components of prosody
2. Guiding principles of fluency instruction
3. Speed drills for fluency at the word level
4. Phrase-cued instruction for fluency at the phrase level

Module D: Instructional Strategies for Connected Text Fluency

The paraeducator will demonstrate:

1. Problems with round-robin reading technique
2. Paired reading
3. Buddy reading
4. Choral reading
5. Reader's theater

XVI. ASSISTING WITH VOCABULARY & COMPREHENSION IN THE CLASSROOM
The purpose of this academy is to provide the paraeducator with information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific areas of vocabulary and text comprehension. The paraeducator will apply multiple and specific techniques to assist diverse populations such as: students in special education, Title I, General Education, English language learners and others.

Module A: The influence of early Language Skills on Vocabulary and Comprehension in Reading (4 hours)
The paraeducator will
1. Define the connection of oral language and literacy development
2. Reflect upon personal language acquisition of vocabulary and comprehension.

Module B: Concepts of Vocabulary and Comprehension (5 hours)
1. Define and examine the relationship between vocabulary and comprehension
2. Develop an awareness of multiple literacy assessments

Module C: Techniques for Teaching Vocabulary and Comprehension (6 hours)
1. List comprehension and vocabulary development strategies
2. Apply techniques for direct and indirect teaching of vocabulary
3. Apply strategies for reinforcing reading comprehension

XVII. ASSISTING WITH GRADES K-4 WITH MATHEMATICS IN THE CLASSROOM

This Academy is designed to provide paraeducators with the skills and knowledge needed to assist students, kindergarten through grade 4, with mathematics skills taught in the classroom. The course content is based on and adapted from standards recommended by the National Council of Teachers of Mathematics. It includes the specific skill-building areas of number sense, computational techniques, algebraic thinking, geometry, measurement, data, and probability as they apply to younger learners in elementary schools.

Module A: Mathematical Literacy

The paraeducator will:
1. Identify common misconceptions about mathematics
2. Identify the role of communication in mathematical literacy development
3. Identify the goal of problem-solving and its development in the classroom
4. Compare and contrast mathematical literacy and language/reading/writing (literacy) development

Module B: Patterns

The paraeducator will:
1. Use concrete materials to aid pattern recognition and generalization
2. Describe patterns and other relationships to interpret data using tables and graphs
3. Employ strategies of problem-solving to make predictions and determine the likelihood of an event
4. Relate basic patterns to algebraic concept development

Module C: Number Representation and Manipulation

The paraeducator will:
1. Use multiple models to develop understanding of place value and the base- 10 number system
2. Use patterns to explore algorithms for basic mathematical operations
3. Understand the meaning, effects, and relationships of the basic mathematical operations
4. Define and communicate scenarios for appropriate use of basic operations (applications, money, time, etc.)

Module D: Equivalency and Number Comparison

The paraeducator will:
1. Use a variety of concrete materials to develop meanings for commonly used fractions and decimals for sets and wholes
2. Demonstrate equivalent forms of the same number through the use of models, drawings, and other strategies
3. Compare numbers as equal, greater than and less than, using a variety of strategies

Module E: Spatial Development and Measurement

The paraeducator will:
1. Recognize and explore 2-D geometric shapes by their attributes (specific quadrilaterals, triangle, and circle; symmetry, diagonals, etc.)
2. Recognize and explore 3-D geometric shapes by their attributes (cube, cylinder, cone, and pyramid)
3. Solve problems using geometric relationships and spatial reasoning (e.g., coordinate geometry, congruence, similarity)
4. Identify angle types
5. Use both standard and non-standard measurement for perimeter and area

XVIII. NUMBER THEORY & RATIONAL NUMBERS

This Academy was designed to provide paraeducators with the skills and knowledge needed to assist students, grades 5 through 8, with mathematics skills taught in the classroom. The course content is designed and adapted from standards recommended by the National Council of Teachers of Mathematics. It includes the specific skill-building areas of number sense; computational techniques for fractions, decimals, and percentages; and their related applications for intermediate and middle-school learners. (*Prerequisite: Assisting with Grades K-4 Mathematics in Classroom)*

Module A: Mathematical Literacy

The paraeducator will:
1. Identify common misconceptions about mathematics
2. Identify the role of communication in mathematical literacy development
3. Identify the goal of problem solving and its development in the classroom
4. Compare and contrast mathematical literacy and language/reading/writing (literacy) development

Module B: Number Theory and Number Representations

The paraeducator will:
1. Apply number theory concepts to represent numbers in a variety of ways
2. Develop working concepts of factors and multiples
3. Use place-value concepts to represent numbers
4. Develop meanings for common rational and irrational numbers

Module C: Number Sense and Fractional Concepts

The paraeducator will:
1. Use number sense to justify the reasonableness of solutions for a variety of computation and problem-solving situations
2. Use concrete materials to develop fractional concepts for addition and subtraction
3. Use concrete materials to develop fractional concepts of multiplication and division

Module D: Decimal and Percentage Concepts

The paraeducator will:
1. Use concrete materials to develop decimal concepts
2. Use concrete materials to develop percentage concepts
3. Connect decimal and percentage concepts

Module E: Making Connections

The paraeducator will:
1. Develop conversion algorithms among fractions, decimals, and percentages
2. Compare rational and irrational numbers through equivalent forms, using a variety of strategies
3. Apply computational procedures for fractions, decimals and percentages to real-world problems

IX. ALGEBRAIC CONCEPTS AND SPATIAL REASONING

This Academy is designed to provide paraeducators with the skills and knowledge necessary to assist students, grades five through eight, with mathematics skills taught in the classroom. The Academy includes the specific skill building areas of real number properties; graphical representations; algebraic concepts and problem solving; data and probability; and spatial reasoning skills as they apply to intermediate and middle school learners. The course content is designed and adapted from the standards and expectations recommended by the National Council of Teachers of Mathematics. (*Prerequisite: Assisting with Grades K-4 Mathematics in Classroom*)

Module A: Mathematical Literacy

The paraeducator will:

1. Identify common misconceptions about mathematics
2. Identify the role of communication in mathematical literacy development
3. Identify the goal of problem solving and its development in the classroom
4. Compare and contrast mathematical literacy and language/reading/writing (literacy) development

Module B: Patterns and Predictions

The paraeducator will:

1. Employ strategies of problem solving to make predictions and determine the probability of an event
2. Develop integer concepts from concrete experiences
3. Develop rules for integer addition and subtraction from concrete experiences
4. Develop rules for integer multiplication and division from analyzing patterns
5. Explore the coordinate graph system

Module C: Algebraic Fundamentals

The paraeducator will:

1. Use patterns and sequences to predict and generalize outcomes
2. Describe patterns and other relationships using words and expressions
3. Relate basic patterns to algebraic concept development
4. Develop a plan for solving basic algebraic equations

Module D: Graphic Representations

The paraeducator will:

1. Explore linear and nonlinear functions as they represent data patterns
2. Interpret linear graphs as rates of change (i.e., slope)
3. Sketch and interpret graphs that represent real-life situations

Module E: Spatial Reasoning

The paraeducator will:

1. Use concrete methods to determine the connections between perimeter and area
2. Develop perimeter and area formulas for basic geometric shapes
3. Explore perimeter and area concepts in relation to circles
4. Use coordinate geometry to explain basic transformations

XX. ORIENTATION TO BILINGUAL EDUCATION ACADEMY

This academy provides a basic introduction to bilingual education programs. The content consists of introductory material regarding the legal and historical foundations of bilingual education, bilingual and ESL program model overviews, materials to address cultural issues in the classroom, and introductory information regarding human growth and development.

Module A. History, Law, and Language Policy (3 hours)
The paraeducator will:
1) Know major laws and court rulings that have helped shape education services for English language learners.
2) Know the steps and processes in providing appropriate educational services for English language learners.
3) Know key terminology in working with students who are learning English as a second language.
4) Know the legal rights of English language learners.

Module B. Program Models (5 hours)
The paraeducator will:
1) Know the types of programs available to meet the needs of English language learners.
2) Know ESL and/or bilingual models and philosophies being used in schools.

Module C. Culture in the Classroom (5 hours)
The paraeducator will:
1) Know the relationship between culture and schooling.
2) Define culture and understand ways in which culture may be viewed.
3) Know how cultural differences affect teaching and learning.
4) Know techniques to ease newcomers into the routines of the class.

Module D. Overview of Human Growth, Development, and Learning (2 hours)
The paraeducator will:
1) Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.
2) Know the risk factors that may prohibit or impede typical development.
3) Know basic styles of human learning.

XXI. LANGUAGE DEVELOPMENT AND ACQUISITION

This academy provides an introduction to first and second language development. The content consists of introductory material regarding first language development, language features, informal assessment, etc.

Module A. Language Development (3 hours)
The paraeducator will:
1) Recognize the process of primary language development.
2) Identify the principles, key concepts, and components of language.

Module B. Second Language Acquisition (3 hours)
The paraeducator will:
1) Identify key second language acquisition theories.
2) Identify the stages of second language acquisition.
3) Describe the factors that influence second language acquisition in schools.
4) Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.

Module C. Bilingual and English as a Second Language Instructional Settings (6 hours)
The paraeducator will:
1) Recognize instructional methods used in bilingual education classrooms.
2) Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.

XXII. INSTRUCTIONAL DELIVERY METHODS FOR SECOND LANGUAGE LEARNERS

This academy provides more in-depth information on different instructional methods and how to apply them in working with English language learners. It looks into practical strategies for modifying lessons in order to accommodate the students' linguistic and academic needs (dominance vs. proficiency).

Module A. Delivery Methods (7 hours)
The paraeducator will:
1) Recognize the general principles of the Natural Approach.
2) Describe the organization, techniques, and strategies used in sheltered English instruction.

Module B. Addressing the Needs of Students Learning English as a Second Language (8 hours)
The paraeducator will:
1) Recognize a variety of lesson plan formats for English language learners.
2) Identify areas of improvement in lesson plans for English language learners.
3) Recognize a variety of materials that promote classroom diversity.

The CO-TOP Practicum Experience Information Sheet

Overview. CO-TOP Paraeducator Certification requires 2 credit hours of field experience, each credit hour representing at least 90 hours in the field. Practicum credit hours may be taken one hour at a time, if needed.

⇒ Field experiences should balance out a person's previous experience to create a more marketable set of skills and a range of skills across ages, disabilities, grade levels, types of program or philosophical bases. It is recommended, but not required, that paraeducators seek experiences at both the elementary and the secondary levels.

⇒ There are three ways for a currently employed paraeducator to complete the required field experiences: (a) on the job, (b) at an exchange site, or (c) through a paid summer internship. Paraeducators will complete field experience requirements by taking two of the three options. A paraeducator who completes a field experience in her own setting will need to select either an exchange site or a summer practicum to complete the requirement.

⇒ In addition to the supervision provided by the cooperating teacher at the site, each paraeducator will receive at least 3 hours of monitoring and feedback from CO-TOP adjunct faculty.

On the job. The specifications for an on-the-job practicum include the following. The Paraeducator must:

⇒ work with students who have disabilities.
⇒ work under the supervision of a cooperating teacher who holds a valid teaching license with appropriate special education/ESL or Bilingual endorsement.
⇒ work under the supervision of a CO-TOP adjunct faculty.
⇒ obtain approval of the principal at the practicum site.
⇒

Exchange site. A paraeducator may participate in an exchange of placements with another paraeducator for field experience purposes providing that:

⇒ the exchange site is approved by the CO-TOP adjunct faculty.
⇒ the cooperating teacher at the exchange location is properly endorsed.
⇒ both cooperating teachers agree to the exchange.
⇒ the principals at both sites approve of the exchange.

Practicum Handbook. Each practicum participant will be provided a practicum handbook. The handbook will outline all components of the practicum experience. The handbook will be made available to each participant at the time of registration for the experience.

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