



Paraprofessional Pipeline: Research & Training Grant

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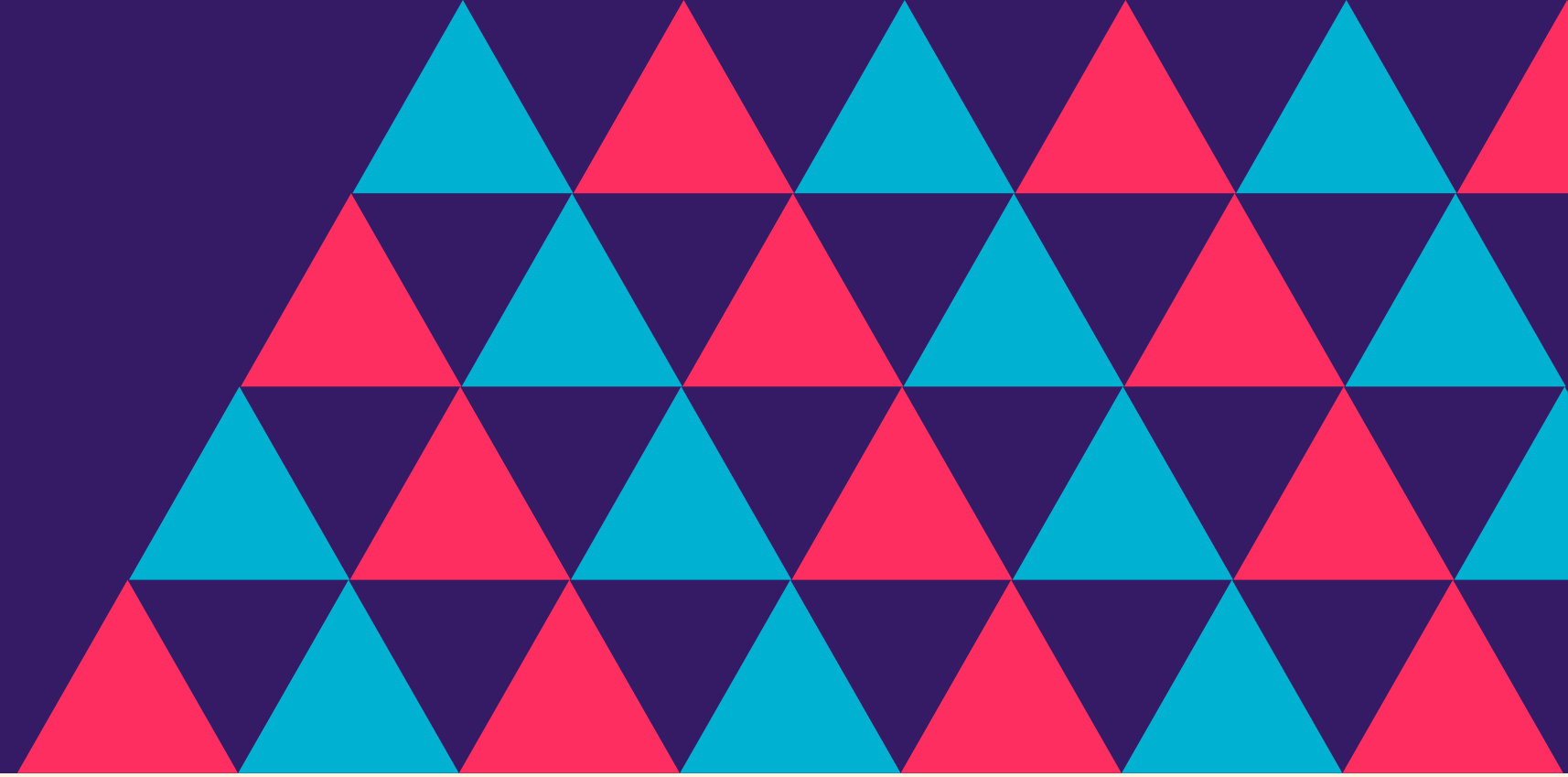
How did this story get started?

2020- (1) Critical special education teacher shortage (In CO 88 sped vacancies left unfilled in 2019...) + (2) Pandemic impacts + (3) Increased special education teacher disillusionment & overwhelm = training grant projects that were both a recruitment incentive, training, and research study

- 2021-2020 AT Cohort
- 2022-2023
Paraprofessional Pipeline Training Grant



Components of Alternative Special Education Teacher Project, 2021-2022 (1st CEEDAR grant)



Recruitment

- Incentive
- "Grow your own" marketing

Tech Kit + Asynchronous Professional Development

- iPad + Apple Pencil
- ETextbooks
- OER Assistive Technology (AT) Course focused on: AT, UDL, Multimodal Literacy

Ongoing Projects

- Integrated Coursework exemplars and independent AT SMART Goals

Theoretical Framework

- UDL
- Constructivist
- SAMR Model

Components Paraprofessional Training Project, 2022-2023 (2nd CEEDAR Grant)

Recruitment

- Paraprofessionals
- Mentors
- Incentive
- "Grow your own" marketing

Tech Kit + Asynchronous Professional Development

- iPad + Apple Pencil
- Guided Notes
- OER Assistive Technology (AT) Course focused on: AT, UDL, Multimodal Literacy

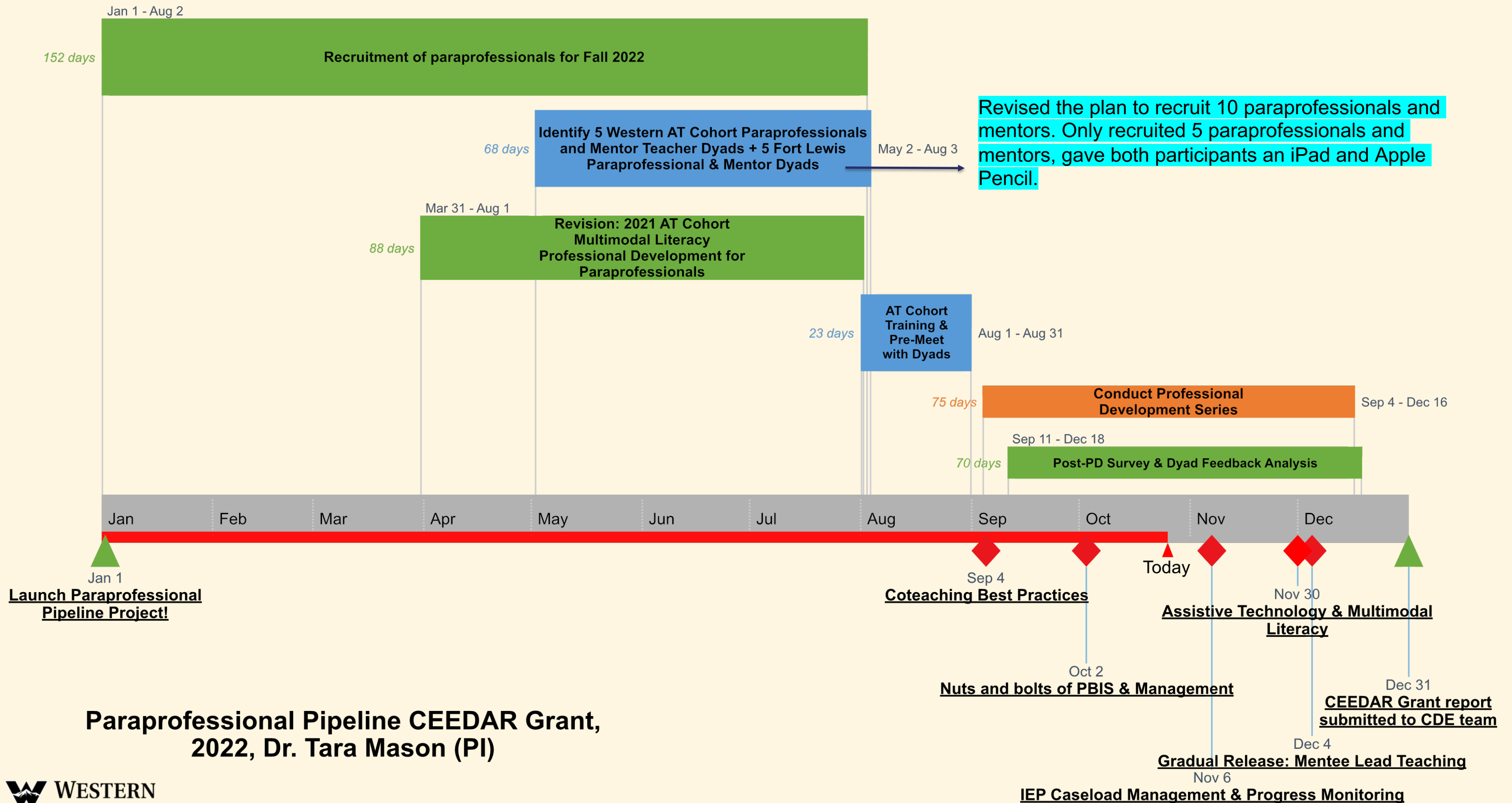
Synchronous Trainings

- (1) Coteaching Best Practices: Mentor & Mentee ;
- (2) Nuts and Bolts of Positive Behavior Support and Classroom Management ;
- (3) IEP Case Management and Progress Monitoring ;
- (4) Assistive Technology in Special Education Programs; and
- (5) Gradual Release: Mentee Takes on Lead Teaching.

Let's dig in!

- Timeline
- Research review
- Synchronous trainings
- How is it going?
- Next steps





Research Foundation: Paraprofessionals



Increased
Diversity



Less Turnover &
More Retention

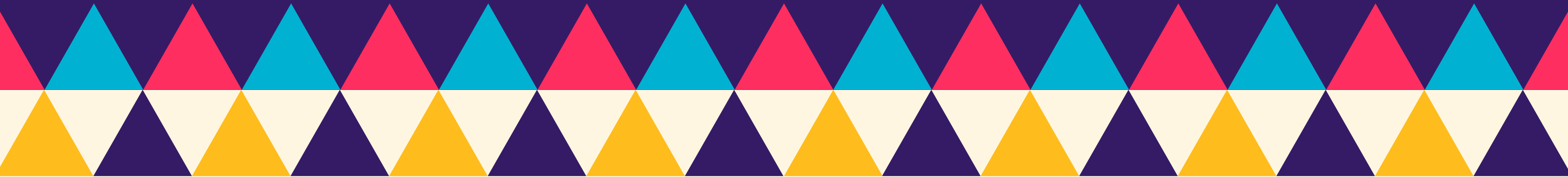


Unique Perspective and
Increased Comfort in Special
Education



Synchronous Trainings

Conducted training survey, May 2022, identified themes (n= 56)



- (1) Coteaching Best Practices: Mentor & Mentee;
- (2) Nuts and Bolts of Positive Behavior Support and Classroom Management;
- (3) IEP Case Management and Progress Monitoring ;
- (4) Assistive Technology in Special Education Programs; and
- (5) Gradual Release: Mentee Takes on Lead Teaching.

IEP Case Management and Progress Monitoring

The IEP Process

Understanding the individual parts of the IEP process such as timeframes for when testing, reports, and finalization needed to be completed.

Identify a Data System

Finding systems for data collection and reporting for IEP's is important

Progress Monitoring

Progress monitoring must be meaningful and consistent to make informed decisions based off the progress

Understand the IEP Sections

Many survey respondents commented on making sure paraprofessionals understand the laws and individual parts of the IEP.

Relationships

Build a relationship with all IEP stakeholders, especially students.

Goals

Establish effective goals and stick to them (if they are not effective goals... change them).

Nuts and Bolts of Positive Behavior Support and Classroom Management

Behavior is Communication

Survey respondents commented a need to understanding what behavior is communicating and using that information to better help students who are struggling with their behavior.

PBIS

Positive reinforcement and supports were discussed frequently on the survey.

Whole Student

Understanding the whole child and what they bring and where they are at are essential in beginning PBIS or any behavior program.

Coteaching Best Practices: Mentor & Mentee

Set Times to Plan

Have set times to co-plan (ideally) and also set times for when planning for the week or lesson will be done. Follow those as a way to value one another's time.

Build on Strengths

Knowing each other's strengths and challenges helps the workflow and supports ways to overcome issues.

Set Expectations

Having expectations around how you will co-teach and division of tasks helps the relationship stay healthy.

Collaboration Best Practices

Collaboration and respect for each other, communication is KEY.

Relationships with Students

Continuously build relationships with students and each other to stay healthy in your partnership.

Accommodations & Differentiation

Are best implemented collaboratively.

Assistive Technology in Special Education Programs

AAC & Implementation

Teachers & paraprofessionals need more training on Alternative, Augmentative, Communication Devices (AAC) and how to teach the use of it in the classroom

Assessment & Set up

This includes how to implement it, how to set it up, and how to use it for assessment

Available in GE

Assistive Technology needs to be more available in general education classrooms

Text to Speech

Especially text to speech

Availability of AT

Teachers and professionals need to be more knowledgeable about assistive technology and know that it is available

Devices

Most common, UDL, matching devices to students, and training on devices

Gradual Release: Mentee Takes on Lead Teaching

Nearly ½ say....

Nearly 50% (49.01) of survey respondents strongly agree on the use of gradual release

Understanding Accommodations

Teaching teams need to be more knowledgeable of the importance of accommodations, how they work, and the baseline student skills

Learning how to Mentor

Mentors need more training on how to mentor, how to give effective feedback, and how to coach

Mentoring is Important

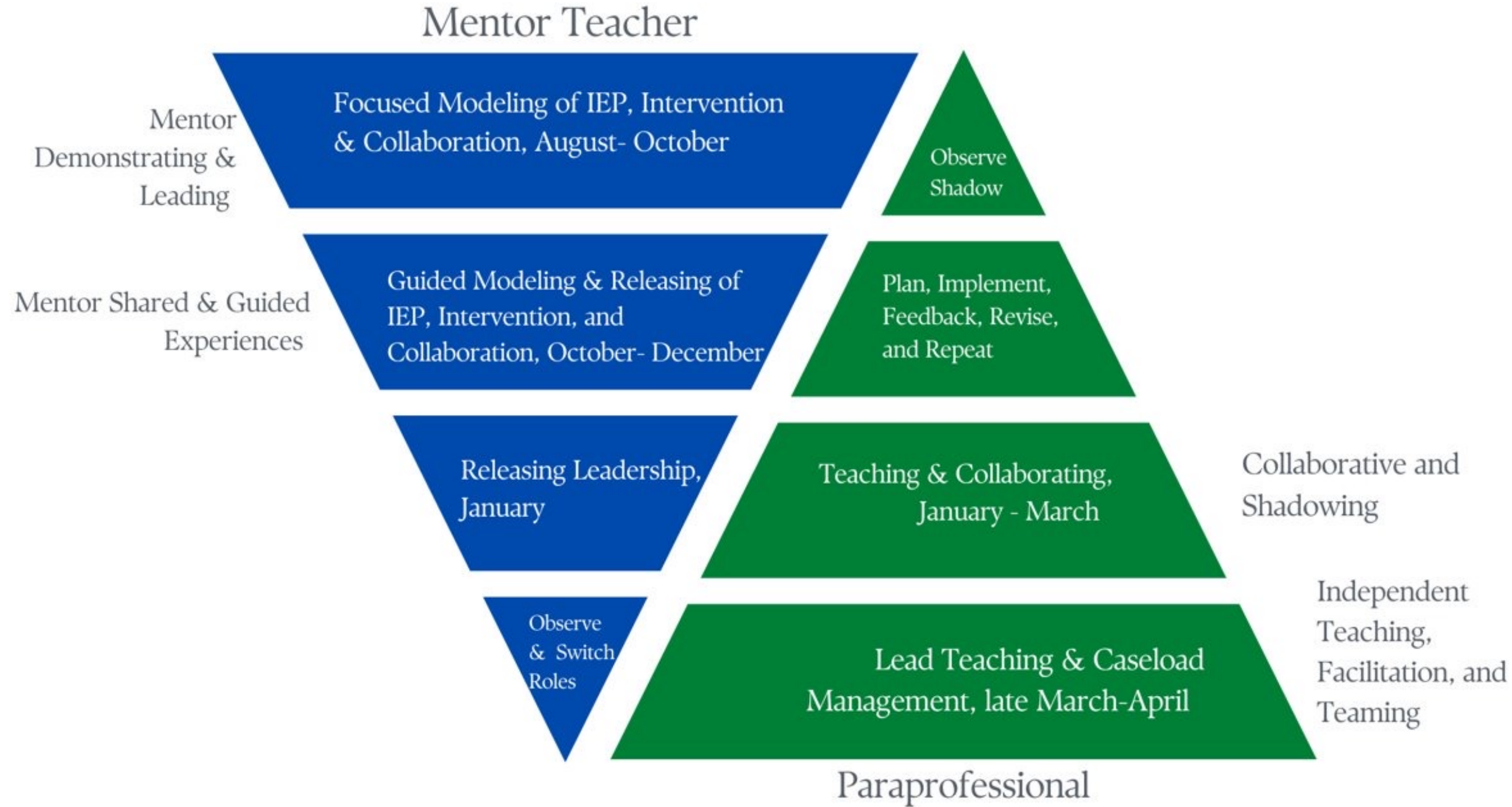
Approximately 70% of respondents believe mentoring new special education teachers is highly valuable

The Order

For teaching, the gradual release must include observation, then co-teaching, and then release of (lead) teaching

PARAPROFESSIONAL TRAINING TO BE A SPECIAL EDUCATION TEACHER

Gradual Release of Responsibility

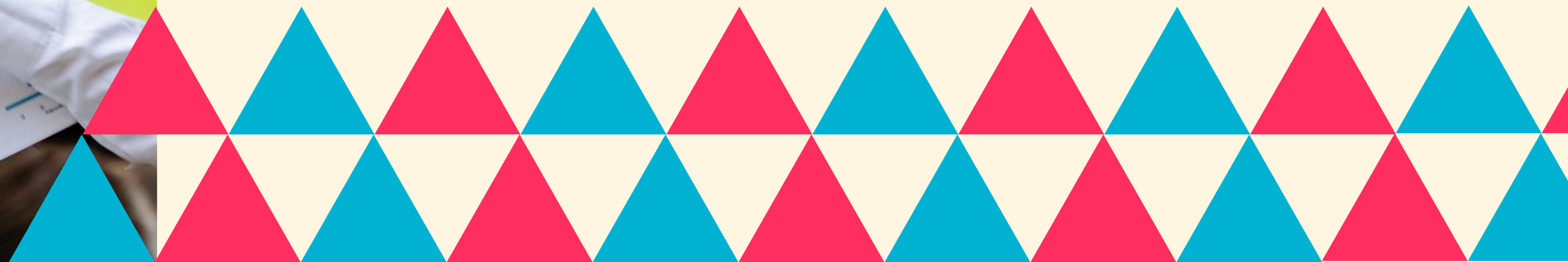




How is it going & next steps...

Nearly 100% attendance in training, all dyad members added to the course and reviewed PD materials.

- Complete trainings with periodic surveys
- Disseminate descriptive research study and training materials as OER for other IHEs
- Grow and continue partnerships to create paraprofessional pipelines



Where can you find us?

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CEC TED Richmond, VA Nov. 9, 2022

Building Bridges

**Para to Educator
Programs**

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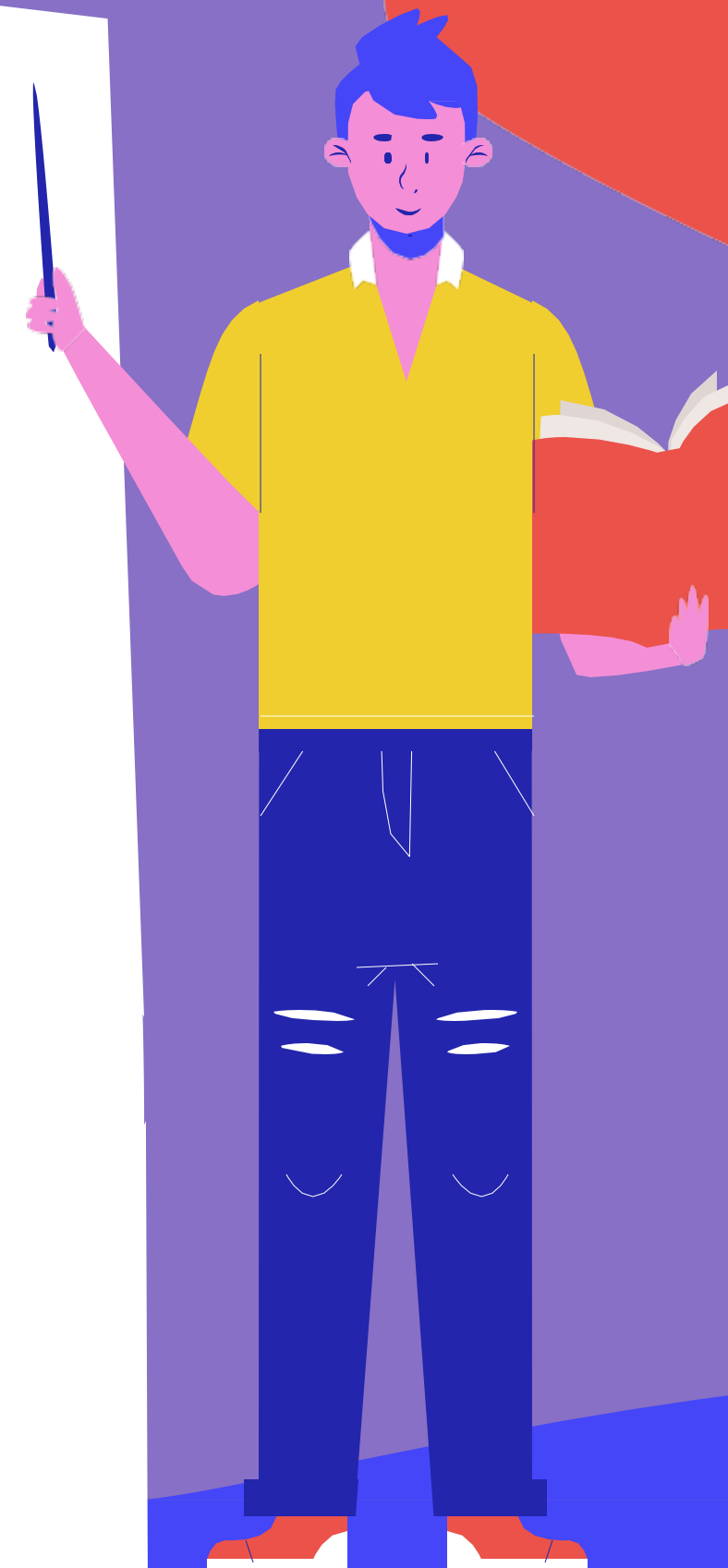
Implementation

Recruitment, Selection and Evaluation

04

Discussion

How are you addressing educator shortage in your fields?





01.

INTRODUCTION

Shortages of workers,
especially educators

Utah's students and workers aren't choosing to become teachers

High Turnover

Highest turnover in low income schools and rural schools. 71% of teachers say retention is an issue

Decline in Entrants

Since Fall 2019, undergraduate enrollment has fallen 6.6%

Pathway Options

In 2017, only 34 % of new teachers came from Utah's academic teacher prep programs, compared to 58 % in 2007

WHY ARE TEACHERS LEAVING?

SALARY

Not in line with national averages. 47.5% respond pay is the cause for leaving

CULTURE

Interview Summary by Office of Legislative Audit General
<https://public.tableau.com/app/profile/utah.legislative.auditor.general.s.office/viz/TeacherInterviewsSummary/DashboardTeacherInterview>



WHAT IS THE **IMPACT?**



REDUCED QUALIFICATIONS

of teachers entering
the classroom with
alternative certification.



PANDEMIC RESIGNATIONS

Increased resignations
during the pandemic.

UNDERMINED ACHIEVEMENT

Student and school
improvement is
lowered.

NEW TEACHERS

Turnover rate is 42%
during the first five
years of teaching.
Higher than nation.

AREAS of MOST NEED

Teachers of math and
special education in
Utah.

LEVELED LICENSES

Professional, Associate,
LEA Specfic.



WHY DO TEACHERS STAY?

- ✗ Mentoring
- ✗ Enhanced working conditions
- ✗ Enhanced learning and instructional practice
- ✗ Effective teacher preparation



02 SOLUTION ATTEMPT

Creating stackable programs to
increase educator preparation

$$2\sqrt{48}(1)$$





HAPPY DAY!

We do have some happy thoughts to share.

FACILITATING RETENTION and PREPARATION

For twenty years, there has been a chronic nationwide shortage of special education teachers. To combat shortages many states, including Utah, have looked at alternative preparation programs. However, teachers using these routes to licensure are often put in difficult situations, and the retention of these teachers is below that of teachers trained in traditional programs. As a special education teacher preparation program, we chose to primarily focus on creating pathways that provide students support from the outset of the university experience.

PARA CERTIFICATE PROGRAM

RETENTION

Teachers who were paras are more likely to remain

INCENTIVE

Districts may offer more pay for certified paraeducators

FULLY FUNDED

Student tuition for PCP is fully funded

TIMELY

Can be completed in one year

TARGETED

PCP consists of 18 credits or 6 courses

STACKABLE

Aligned with other WSU degrees.



Stackable PROGRESSION

Certificate

Associate

Bachelor

License

PCP

18 credits
One year
District Recognition
Awaiting State
Recognition

AS or AAS

60 credits
2.0 GPA
Elementary
Early Childhood
General Education
Requirements
Prerequisites
courses for Major

BA or BS

120 credits
2 + 2
Elementary
Secondary
Special Education
Early Childhood

Professional

3.0 GPA
Approved Program
Competency Exam
Ethics Review
Practicum Experience

IMPACT



WEBER STATE
UNIVERSITY



Participant IMPACT

Melissa

My parents were hard workers but were not able to afford to go to college themselves. However, they made sure to teach me the importance of receiving a college education. I am now the mother of five children, and I teach them how important it is to get a college education. Now I get to teach them by example.



TYLER

I have been going to school for over 6 years only able to afford one class a semester. I am able to fulfill my dreams of becoming a teacher.

Madison

No matter who you are in this world a teacher has inspired you in some way, shape, or form.



03

Implementation

Recruitment, Selection,
Evaluation

RECRUITMENT



NOW ACCEPTING PARA CERTIFICATE APPLICATIONS

A rewarding career in education awaits!

In cooperation with the Teacher Education Department at Weber State University and Utah Workforce, the Paraeducator Certification Program is a one year program designed for those seeking employment as a paraeducator, improving their skills as an experienced paraeducator, or earning stackable degrees towards a teaching license and bachelor degree. Those accepted will receive full financial assistance for tuition, fees, and books. Program can be completed in one to three semesters.

Are you interested in employment as a paraeducator in schools or increasing your teaching skills?

The
Paraeducator
Certificate
Program may be
for you!

Get the certificate
expectations and
requirements at
<https://weber.edu/teachered/paraeducatorcertificateprogram.html>

Applications Due
June 30, 2021

NEED INFORMATION?
Dr. Melina Alexander
melinaalexander@weber.edu

Apply at:
https://weber.co1.qualtrics.com/jfe/form/SV_cZ3iqIsNUyhssOa



NOW ACCEPTING TAPT PROGRAM APPLICATIONS

This may be the program for you!

In cooperation with the Teacher Education Department at Weber State University and USBE, we are accepting applications from individuals interested in earning full teacher licensure in elementary, secondary, or special education. Those persons who are accepted into the program will receive tuition, cohort, and scholastic support. If you are interested in applying, scan the QR Code and submit your completed application to your district representative by March 31, 2022.



Do you want to become a professional licensed teacher and work in Utah?



Get the full program
qualifications,
requirements, and
application from your
district representative
or scanning above.

Applications Due to
District
March 31, 2022

NEED INFORMATION?
Contact your district
representative
OR

Dr. Shirley Dawson, TAPT
Program Director,
shirleydawson@weber.edu



NOW ACCEPTING STEP UP APPLICATIONS

This may be the program for you!

In cooperation with the Teacher Education and Graduate Certificate Teaching Departments at Weber State University and Utah State Board of Education, STEP UP is an expedited special education teacher preparation program specifically designed for those with a bachelor degree and employed in local public or charter schools as special education teachers. Those accepted into the program will receive financial assistance through USBE supported funding.



Are you working as a special education teacher in Utah but do not have a teaching license?

Special Education
Teacher Expedited
Pathway for Utah
Professional
Licensure

Get the program
expectations and
requirements at
<https://www.weber.edu/teachered/STEPUP.html>

Applications Due
July 31, 2021

NEED INFORMATION?
Dr. Shernavaz Vakil
svakil@weber.edu

Apply at:
https://weber.co1.qualtrics.com/jfe/form/SV_cZ3iqIsNUyhssOa

SELECTION



Criteria

Grant or Award
Commitment
Prerequisites
Licensing
Board Rule
Legislative Rule
Availability
Funding
Capacity



Process

Application
Interview
Employment



WORK BASED LEARNING

- Credit given for experiences
 - Intro course waived for some programs
- Requirement for continuing experiences
 - Work in the field
 - Practicum experiences align with work placement
 - District
 - Field
 - Area



EVALUATION



Program

Participants and employers evaluate program each year



Participant

Participant self evaluation



Performance

Indicators for participants and program



INDIVIDUAL

- × External Exam
- × GPA
- × Performance Assessment and Evaluation System (PAES)
- × ETeacher Supporting Documents (TSD)

PROGRAM IMPROVEMENT

- × Utah Teacher Education Student Survey
- × Utah Teacher Education Employment Survey



EVALUATION: Performance Indicators



04

DISCUSSION

Your turn

DISCUSSION QUESTIONS

A

FIELD

Is there a educator shortage in your state/fields?

B

PROGRAMS

Do you have existing stackable programs? Are any stairs missing?

C

SUPPORT

What supports do you have? What supports are needed to train more educators in shortage areas?

ee



Do you have any
questions?

THANK YOU!

Shernavaz Vakil
Shirley Dawson
Melina Alexander

Moyes College Of Education,
Teacher Education Department



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