

# Professional Development Opportunities for MCPS Paraeducators

Opportunity	Description	Audience	Sponsor	Offered	# Slots per Year
<p>Paraeducator Career Ladder Training</p>	<p>This 18-hour course was designed with the enduring understanding that “the academic achievement of our students is dependent upon the knowledge and skills of paraeducators in assisting teachers as they create positive classroom environments and plan for instruction to improve teaching and learning.” Textbooks used for the course were: <u>Classroom Instruction That Works</u> by Robert Marzano and <u>The Skillful Teacher</u> by Jon Saphier and Bob Gower. And the MCPS Handbook, “State of the ART” The following topics were covered:</p> <ul style="list-style-type: none"> <li>• Creating a positive classroom environment</li> <li>• Understanding best practices in instruction</li> <li>• Understanding curriculum revisions</li> <li>• Planning for instruction</li> <li>• Providing instruction for gifted and talented, special education, and English language learners</li> </ul> <p>Completion of this course results in a pay upgrade.</p> <ul style="list-style-type: none"> <li>• Regular education paraeducators are upgraded to grade 12.</li> <li>• Special education paraeducators are upgraded to grade 13.</li> </ul> <p>The course is customized for each group. Instructors who are certified in special education teach special education career ladder training and the material is taught from the special education point of view. Paraeducators must attend the course designed for them in order to receive an upgrade.</p> <p>To date, 1,137 paraeducators have completed this training: 673 special education paraeducators, and 464 regular education paraeducators.</p>	<p>Regular and special education paraeducators</p>	<p>OOD, Supporting Services Training Team</p>	<p>Every semester</p>	<p>330 for special education paraeducators,  150 for regular education paraeducators</p>
<p>Studying the Skillful Teacher for Paraeducators: Supporting Teaching and Learning</p>	<p>Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. This is a six-day course designed specifically for paraeducators. It parallels the Studying Skillful Teaching course available to teachers. The Skillful Teaching for Paraeducators course will explore the question, "What can we do to maximize student learning?" through reflecting on your experiences, working with colleagues, examining research, and exploring a wide variety of teaching strategies.</p>	<p>All paraeducators</p>	<p>Center for Skillful Teaching</p>	<p>Each semester</p>	<p>Pending</p>

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<p>Studying the Skillful Teacher for Paraeducators: Supporting Teaching and Learning (continued)</p>	<p>Requirements for successful completion include attendance at all scheduled sessions and successful completion of all class assignments. Participants may either take the course for three undergraduate college credits from Fitchburg State College, or receive a \$15.00/hour stipend for six hours each day for a total of 36 hours.</p> <p>Began: Summer '06 As of March, 2006, 146 paraeducators are signed up or are on the waiting list for the next class of 25.</p>				
<p>New Teacher Workshops</p>	<p>These after school workshops to offer training and support for new teachers. They are also open to paraeducators who care to attend. Workshops include:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Fostering Good Parent Relationships</li> <li>• Classroom Management</li> <li>• On-going Classroom Assessment</li> <li>• Thinkport</li> <li>• Strategies for English Language Learners</li> <li>• Technology Training</li> <li>• Financial Workshop</li> <li>• Differentiation</li> <li>• Special Education Strategies</li> <li>• Data Collection</li> </ul> <p>To date, approximately 60 paraeducators have attended workshops in School Year 05/06.</p>	<p>New teachers</p>	<p>OOD, New Teacher Induction Team</p>	<p>Throughout the school year</p>	<p>“Space Available”</p>
<p>Para Pro Test Prep</p>	<p>No Child Left Behind standards require that paraeducators working in Title I schools be rated “highly qualified”. One of the ways to achieve this rating is to pass the ParaPro test administered through the Educational Testing Service.</p> <p>This training was designed by the Office of Organizational Development and the Division of Academic Support, Federal and State Programs to assist in preparing Title I paraeducators to take the ParaPro Assessment.</p>	<p>Title I Paraeducators</p>	<p>OOD and the Division of Academic Support</p>	<p>Each semester</p>	<p>As needed</p>

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County Wide Module Training	<p>These half-day training modules are offered in one location on November 1. Designed to meet the needs of paraeducators who work with special needs children, the list of modules varies by year, but could include:</p> <ul style="list-style-type: none"> <li>• Positive Behavioral Strategies</li> <li>• Surface Management Strategies and Interventions</li> <li>• </li> <li>• </li> <li>• Best Practices in Special Education</li> <li>• Autism Spectrum Disorder for non-Autism staff (paras in LAD classes, resource, learning centers, or general education)</li> <li>• Physical Restraint Training Part I</li> <li>• Physical Restraint Training Part II</li> <li>• Basic Sign Language for School-based Staff</li> <li>• Autism Spectrum Disorder for non-Autism staff (paras in Learning for Independence classes, School-Community based classes or Special Schools)</li> </ul>	Special Education Paraeducators	Department of Special Education and Student Services	Yearly	300
University Partnerships	<p>University partnerships represent an opportunity for paraeducators to further their education in order to become professional staff. By participating in a partnership cohort, paras can benefit from convenient class locations, the support of the members of their cohort, possible reductions in tuition costs, and ultimate career opportunities in critical need areas within MCPS. <b>Internships can be completed in MCPS programs without having to take a leave of absence.</b></p> <p>Partnerships include:</p> <p><b>Montgomery College Associate of Arts in Education</b> This degree focuses on elementary education and prepares an individual for entering a four-year bachelor's degree in education.</p> <p><b>Columbia Union College Bachelor's Degree</b> This program provides the second two years of a Bachelor's program. It is designed for individuals seeking a Bachelor's degree and dual certification in Elementary and Special Education. Participants are employed as paraeducators and do their</p>	<p>MCPS staff with fewer than 60 credits.</p> <p>MCPS staff with an associate's degree or 60 credit hours</p>	<p>OOD</p> <p>OOD</p>	<p>On-going</p> <p>Every 2 years</p>	<p>Cohort of 10</p>

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University Partnerships (continued)	<p>internships on the job. In addition to salary and benefits, participants are eligible for tuition reimbursement. The first cohort of 10 began the program in fall, 2005.</p> <p><b>John's Hopkins University</b> <b>SET IT – Special Education Teacher Immersion Training</b> <b>Master's Degree</b> For career changers and support staff seeking to be special education teachers. This program results in K-12 certification in Special Education, mild to moderate disabilities. Candidates are employed as special education paraeducators, work in two schools, at either the elementary, middle or high school level and do two formal internships. In addition to salary and benefits, participants are eligible for tuition reimbursement as MCPS paraeducators. 122 graduates to date.</p> <p><b>McDaniel College</b> <b>Media Library Science</b> <b>Master's Degree</b> Results in a master's degree and certification in school library and media services.</p> <p><b>Towson University</b> <b>Media Library Science</b> <b>Master's Degree</b> Results in a master's degree and certification in school library and media services</p> <p><b>Towson University</b> <b>Master's in Special Education and k-12 certification</b></p> <p><b>University of Maryland</b> <b>Library and Information Services</b> <b>Master's Degree</b> Results in a master's degree and certification in school library and media services</p> <p><b>University of Maryland</b> <b>CITE – Creative Initiatives in Teacher Education</b></p>	<p>MCPS staff and career changers with a bachelor's degree</p> <p>MCPS staff with a bachelor's degree</p> <p>MCPS staff with a bachelor's degree</p> <p>MCPS staff with a bachelor's degree</p> <p>MCPS staff with a bachelor's degree</p>	<p>OOD</p> <p>OOD</p> <p>OOD</p> <p>OOD</p> <p>OOD</p>	<p>Every Year</p> <p>Every year</p> <p>Every 2 years</p> <p>Every year</p> <p>Every year</p>	<p>Cohort 15-20</p> <p>Cohort of 5 - 20</p> <p>Cohort of 5-20</p> <p>Cohort of 10 teachers, 10 paraeducators</p> <p>Cohort of 5 - 20</p>

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	<p><b>Master's Degree</b> Results in a master's degree in elementary education and MSDE certification in grades 1-8. Participants work as paraeducators for two years in an MCPS elementary school and complete two formal internships. In addition to salary and benefits, participants are eligible for tuition reimbursement. 100 graduates to date.</p>	MCPS staff with a bachelor's degree	OOD	Every 2 years	Cohort of 18
<p>Continuing Professional Development (CPD) courses</p> <p>CPD Courses (continued)</p>	<p>These courses are offered by MCPS to teachers in order to support their efforts to maintain their certification. Paraeducators are welcome to take courses on a "space available" basis. Courses attended by paraeducators include:</p> <ul style="list-style-type: none"> <li>• CS-03 Principles of Webpage Design</li> <li>• EC-09 Fluency in Primary Classroom</li>   <li>• FL-16 Spanish for Teachers</li> <li>• HE-15 Intervention through Student Assistance</li> <li>• HR-12 Education that is Multicultural</li> <li>• MA-61 Algebra: Concepts and Technology</li> <li>• Ntt-01E Induction, New Teachers</li> <li>• PE-22 Care and Prevention of Athletic Injuries</li> <li>• RD-43 Learning about Words in Balanced Literacy</li> <li>• RD-48 Processes and Acquisition of Reading</li> <li>• RD-49 Methods of Teaching Reading in the Content Area, Part I</li> <li>• RD-50 Methods of Teaching Reading in the Content Area, Part II</li> <li>• RD-51 Assessments for Reading Instruction</li> <li>• RD-52 Instruction in Reading</li> <li>• SA-23 Beginning Sign Language</li> <li>• SA-35 Teaching Students with Special Needs</li> <li>• SA-36 Intermediate Sign Language</li> <li>• SA-71 Comprehensive Behavior Management Interventions</li> <li>• SA-78 Sequential Decoding Instruction for Students with Significant Reading Disability</li> <li>• SA-82 Written Productivity Profile Assessment to Support Assistive Technology Decisions, I</li> <li>• SA-83 Writing Tools for Struggling Writers</li> <li>• SA-85 Universal Design for Learning Using Kurzweil</li> </ul>	Supporting Services staff, on a "space available" basis	OOD	Every semester	"Space available"

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	Paraeducators attended 87 CPD courses so far in FY05. Attendees include 29 participants in SET-IT program				
Supporting Services Training Opportunities	<p>In-service training is provided to all support staff in the following categories:</p> <ul style="list-style-type: none"> <li>• Organizational Development</li> <li>• Supervisory Development</li> <li>• Career Planning</li> <li>• Diversity Studies</li> <li>• Computer Training</li> </ul> <p>By the end of spring semester, 154 classes will have been offered.</p>	Supporting services staff	OOD	Each Semester	Class size varies from 15 to 30 for each section
Supporting Services Tuition Reimbursement	MCPS will reimburse tuition and fees for up to 9 credits, or equivalent, per fiscal year. Tuition reimbursement is capped at 50% of the in-state tuition rate of University of Maryland, College Park.	Permanent status support staff who are not on long-term leave	OOD	On-going	Not limited
Released Time for Support Staff to Attend School	<p>Released Time is available to support staff during work hours to allow them to pursue further education and job-related training which will improve present job skills or qualify them for other positions within MCPS.</p> <p>Eligible employees may request up to 10% of their monthly scheduled work time to attend classes. Approval for released time is not automatic. Each request must be reviewed and approved by the immediate supervisor and must not interfere with job performance or the needs of the school system.</p>	Permanent status employees who work more than 20 hours per week.	OOD	On-going	Not limited