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CENTER FOR PROFESSIONAL DEVELOPMENT

TEACHERS AIDE / PARAPROFESSIONAL

208 Hours/12 Months/Instructor-Facilitated Course Code: **CPD149** || Course Cost: **\$3499**

OVERVIEW

The Teachers Aide/Paraprofessional Program will prepare you to assist classroom teachers in instruction of mathematics, reading and writing. The required topics include an overview of the job of Instructional Teachers Aides/Paraprofessional and an introduction to child development.

Other topics allow students to explore areas related to instruction including classroom management skills, teaching and learning theories and instructional methods. This program will help prepare you to pass the Educational Testing Services ParaPro Exam or other skills assessment exams and to pass any observation-based certification programs required by your state.

To receive a certificate, students will need to successfully complete the five required courses and three of the elective courses. Students will be required to create a portfolio of their work which is included in the final lesson of each completed course.

Required:

• Instructional Paraprofessional's Training

Students will investigate the requirements for becoming an Instructional Paraprofessional and the skills needed for classroom management, and instructing students.

• Child Development

Students will explore child development from several different viewpoints including biological, cognitive, social, language, and peer and family relationships.

• Teaching Math

Students will review the basic math skills required for the skills assessments test as they explore ways to present math content to students of all levels.

• Teaching Reading

Students will review the basic reading skills required for the skills assessments test as they explore ways to present reading content to students of all levels.

• Teaching Writing

Students will review the basic writing skills required for the skills assessments test as they explore ways to present writing content to students of all levels.

Electives:

• Classroom Management

Students will explore various approaches to classroom and student behavior management

• Learning and Teaching Theories

Students will receive an over various teaching and learning theories and how they can be applied to various areas of study in the classroom.

• Differentiated Instruction in the Inclusive Classroom

Students will learn various instructional strategies to help them present course content to a variety of students with varying backgrounds and skill sets.

• Motivating Students

Students will identify ways they can get and keep their students' attention and get them excited about learning.

• Learning Styles in the Classroom

Students will identify their own learning styles and learn how to incorporate activities that appeal to a variety of learning styles in their course activities.

• Multiple Intelligences in the Classroom

Students will explore how the Multiple Intelligences theory can be used to help identify students' strengths and weaknesses and help them to better learn any subject.

Fundamentals of Instructional Design

Students will go through the process of designing a unit of instruction from creating course objectives, course content and assessment.

DESCRIPTIONS / OBJECTIVES

Required Courses (5):

Instructional Paraprofessional's Training

Instructional Paraprofessionals play an important role in the classroom. This course gives an overview of the role the paraprofessional plays in the assisting the teacher and the students and how the teacher and paraprofessional can work together to create effective learning environments. The course will cover how to manage the classroom, characteristics of learners and how to support them and ways to improve instructional effectiveness.

- Students will identify:
 - The role of a paraprofessional in the U.S. Educational System
 - o Requirements for becoming a paraprofessional
 - o Factors that affect the organization of the learning environment
 - o Factors that influence how students learn
 - o Different forms of supervision
 - Ways they can assist teachers with time management and classroom management
 - o Professional and ethical requirements for the paraprofessional job
- Students will:
 - o Provide examples/ways of identifying effective instruction
 - Review what they have learned and reflect on changes they have made to their practices
 - Start their paraprofessional portfolio

Child Development

A child's age and developmental progress affects how they see the world and how they learn new things. In this course we will explore various child development and educational theories and how they influence how children learn. This course also explores how learning is affected by family, peers and cultural factors. This course is for educators and paraprofessionals.

Objectives

- Students will:
 - Explain the theories of human development that will be explored
 - o Apply cognitive development theories to their teaching practice
 - o Apply the social theories of development to their teaching practice
- Students will identify:
 - o The features of biological development
 - o The process of language development
 - o Ways intelligence is measured
 - o Reasons why motivation declines in students
 - o Ways family and peer relationships can affect development
 - o Ways gender role differences affect academic performance
 - Features of psychological problems that appear at different stages of development
- Students will review what they have learned and reflect on changes made to their teaching practice.

Teaching Math

Review the skills you will need to pass the Instructional Paraprofessional's exam as you explore ways creative ways to present math skills to students. We will learn ways to help students become excited about math. We will explore ways to present math skills to student at all grade levels. This course is applicable to teachers as well as instructional paraprofessionals.

Objectives

- Students will:
 - o Explore ways of teaching mathematics
 - o Design a unit of instruction for one of the content standard areas
 - o Design a unit of instruction for one of the content standards
- Students will create a unit of study for:
 - Number concepts
 - o Place value or addition and subtraction
 - Multiplication or division
 - o Extending multiplication or fractions
 - Decimals or percents
- Students will explore additional topics related to teaching mathematics.
- Students will review what they have learned and reflect on their teaching practice.

Teaching Reading

Review the skills you will need to pass the Instructional Paraprofessional's exam as you explore ways creative ways to present reading skills to students. We will learn ways to help students become excited about reading. We will explore ways to present reading skills to student at all grade levels and ways to improve the assessment of reading skills. This course is applicable to teachers as well as instructional paraprofessionals.

- Students will set goals for their study of teaching reading.
- Students will create a plan for:
 - o Sharing their reading life with their students
 - Helping students select books to read
 - Assessing reading unit of study
- Students will create a unit of study:
 - o Using the learning models described in this lesson
 - For teaching comprehension
 - Based on shared reading

Using guided reading

Students will research best practices in teaching reading.

Students will review what they have learned and reflect on changes to their teaching

practice.

Teaching Writing

Review the skills you will need to pass the Instructional Paraprofessional's exam as you explore

creative ways to present writing skills to students. We will learn ways to help students become

excited about writing. We will explore ways to present writing skills to student at all grade levels

and ways to improve the assessment of writing skills. This course is applicable to teachers as well

as instructional paraprofessionals.

Objectives

Students will set a goal for their teaching writing class.

Students will create a plan for:

Sharing their writing life with their students 0

Daily writing 0

Assessing student writing

Students will create a unit of study:

Using the learning models described in this lesson 0

Based on shared writing

Which links reading and writing

Teaching a basic writing skill

Students will research best practices in teaching writing.

Students will review what they have learned and reflect on changes to their teaching

practice.

Electives (Choose 3):

Classroom Management

We know that what we teach and how we teach are important, but possibly even more important

is how well we manage our classroom. From getting students to settle down and pay attention to

handling behavior issues and disruptions, this course will explore many aspects of effective classroom management. We will explore how to arrange your classroom, getting ready for the first day of school, setting classroom routines, reinforcing good behavior and managing misbehavior in a positive way. This course is good for teachers as well as instructional paraprofessionals.

Objectives

- Students will:
 - Organize their classroom and set rules and procedures
 - Set their classroom rules and procedures
 - o Plan instructional activities for their classes
 - Identify way to maintain appropriate behavior and manage behavior problems
 - Create a strategy for group learning
 - Create a plan for dealing with groups of students with special learning needs
- Students will review what they have learned and reflect on how it has changed their teaching practice.

Learning and Teaching Theories

This course will explore various theories of how people learn and ways that those theories can be applied to teaching. Theories that will be covered include conditioning theories, social cognitive theories, constructivist theory and cognitive information processing theories. For each type of theory we will explore the related theories and how to apply them to our own teaching environments. This course is good for current educators and instructional paraprofessionals.

- Students will identify reasons for studying learning theories.
- Students will design a unit of study using:
 - Conditioning theories
 - Social cognitive theory
 - o Cognitive information processing theory

- Cognitive learning processes
- Constructivist theory
- One of the models of instruction learned in this lesson
- Motivation theories
- Students will design a unit of study for a content area.
- Students will review what they have learned and reflect on the changes made to their teaching practice.

Differentiated Instruction in the Inclusive Classroom

We know that not all students are the same or learn the same. What works for one student may completely confuse the next students. Explore strategies for using your classroom time in a way that allows you to reach more of your students on a regular basis. Learn to build effective learning environments, design instructional strategies that support differentiation and how you can create a differentiated classroom.

Objectives

- Students will identify the elements of differentiation.
- Students will design:
 - o A learning environment that supports differentiation
 - o A lesson of instruction that supports differentiation
 - o An instructional strategy that supports differentiation
- Students will create a plan for managing their differentiated classroom.
- Students will review what they have learned and reflect on the changes to their teaching practice.

Motivating Students

Wouldn't it be great if your students look forward to your class each day and wanted to complete the work you assign? Learn skills to help motivate your students to want to learn. Learn to capture students' attention and keep it. Identify ways stress and emotions affects how students learn. Explore what influences your students.

Objectives

- Students will set a goal for their students' attitudes toward learning.
- Students will identify:
 - o Approach and avoidance responses in their students
 - o Sources of influence on their students' attitudes
 - o Positive and aversive feelings associated with their teaching
 - Ways to make students self-efficient in learning
- Students will create a plan for evaluating the results of their students' attitudes about their teaching.

Learning Styles in the Classroom

Does it seem like some of your students get it with very little help from you while others never seem to even after a lot of one-on-one coaching? If so, it could that you are not speaking their learning language. Every person brings their own learning style to the classroom, even young children. By learning about your own learning style and the learning styles of others you will learn ways to reach all of your students and to help them to learn better.

- Students will identify characteristics of:
 - o The intelligences
 - Various learning styles
 - Students will identify ways Multiple Intelligences and Learning Styles can be integrated.
- Students will create:
 - o Lesson plans that incorporate multiple intelligences and learning styles
 - o Performance assessments using intelligences and learning styles
- Students will design a lesson plan for teaching their students about Multiple Intelligences and Learning Styles.

Multiple Intelligences in the Classroom

Every student in your class is intelligent. The trick is to finding out just how he or she is

intelligent and tapping that to help your student to learn more easily and to allow him or her to

add a new a dimension to your course. Howard Gardners's Multiple Intelligence Theory defines

students as intelligent in one of eight areas. By teaching to a student's intelligences and by

allowing them to express themselves using their preferred intelligences the entire classroom can

be enriched. Students will explore the Multiple Intelligences theories and learn to design lesson

plans that appeal to various intelligences.

Objectives

Students will identify characteristics of the intelligences.

• Students will identify the features of:

Word and Music intelligences

o Logic and picture intelligences

o The body and people intelligences

Self and nature intelligences

• Students will create a lesson plan using the intelligences.

Fundamentals of Instructional Design

Students will explore ways in which courses can be designed. Students will be introduced to the

ADDIE design model and other design models that may work in other environments. Students

will write instructional objectives and design a unit of instruction and assessments that support

the instructional objects. Students will plan an evaluation of their instructional materials.

Objectives

• Students will:

o Identify the purpose and parts of instructional design

o Perform a needs analysis on the course they will be developing

o Create a list of objectives for the course they will be designing

o Design a lesson for the course they are developing

o Plan the implementation of the course

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Create an evaluation plan for their course

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