

Profiles of RIDE Approved Teacher Assistant Training Programs – January 2010

Rhode Island has an array of RI Department of Education (RIDE) Approved Teacher Assistant (TA) Training Programs that train people in the knowledge and skills required in state standards for persons interested in being employed as a TA. Programs are provided by a number of entities: community college, school districts, educational collaboratives, career/technical programs, adult education, high schools, private schools and agencies, and individual consultants. Some programs are exclusively for “in-house” staff or for high school students. However, most are post-secondary programs available to any qualified applicant. A "typical" training program is 30-40 hours over multiple weeks, involving classes and field experience/practica. The average cost is generally in the \$150-\$300 range. Program participants generally pay this fee. Some programs are offered free or at reduced cost to employees of the entity operating the program.

The following provides Profiles describing TA Training Programs including Contact Information, Program Overview, Program Schedule, Participant Information (eligibility, prerequisites, fees), Field Experience, Linkage to ParaPro Assessment, Program Completion Requirements and Evaluation of Participant Competencies (e.g., attendance, tests, portfolio), and Training Program Evaluation (instruments and strategies to evaluate program effectiveness in preparing participants to be TAs).

Profiles appear in this document for the following RIDE Approved Teacher Assistant (TA) Training Programs

1. Aquidneck Island Adult Learning Center TA Training Program, Newport Public Schools, Newport, RI
2. Bradley TA Training Program, Bradley Hospital / Bradley School, East Providence, RI (Offered ONLY for their employees)
3. Chariho Regional School District TA Training Program, Wood River Junction, RI
4. Community College of RI TA Training Program
5. Coventry High School Child Studies Program, Coventry School Department, Coventry, RI (For high school students only)
6. Coventry Public Schools Vocational Training for Adults / Adult Education: TA and ParaPro Prep Class
7. Cranston Area Career & Technical Center Child Development Program, Cranston Public Schools, Cranston, RI (For high school students only)
8. East Bay Educational Collaborative TA Training Program, Warren, RI
9. The Groden Center TA Training Program, Providence, RI (Offered ONLY for their employees)
10. Northern Rhode Island Collaborative TA Training Program, Cumberland, RI
11. Pawtucket School Department TA Program for Pawtucket HIPPY & PAT Home Visitors (Offered ONLY for their employees)
12. Southern RI Collaborative (SORICO) TA Training Program, North Kingstown, RI
13. Valley Community School TA Training Program: Programs in Cranston, Middletown, and Pawtucket (Offered ONLY for their employees)
14. Warwick Adult Education TA Training Program, Warwick Public Schools, Warwick, RI
15. West Bay Educational Collaborative, Warwick, RI
16. Westerly High School Child Development Collaborative Class, Westerly, RI (For high school students only)
17. Woonsocket Area Career and Technical Center, Child Studies/Human Services Program, Woonsocket, RI (For high school students only)

Other Pre-Employment Training Recognized by RIDE as Meeting State Standards

18. Penn Foster Career School (distance learning program for prospective teacher assistants)
19. Bristol Community College in Fall River, New Bedford, Attleboro and Taunton, MA.

Aquidneck Island Adult Learning Center, Triplett School, Newport, RI

Profile Update: January 25, 2010

Initial Approval Date: Jan. 27, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information

School District	Newport Public Schools/Newport Community School
Training Program Name	Aquidneck Island Adult Learning Center
Program Contact Person	Stan Brown
Address	435 Broadway, Newport, RI 02840
Phone & Fax	401-847-7171; 401-847-0646
Email	stanleybrown@newportrischools.org

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

Thirty hours of classroom instruction cover eight learning modules. Instruction is conducted by a team of professionals, including a classroom teacher, a special educator, a principal, and a school nurse. Each instructor provides extensive handouts for the students to review and for additional information about the topics covered. Additional volunteer time is offered to complete certification in Non-Violent Crisis Intervention (restraint training). Students, who so desire, are offered the opportunity to job shadow for a day in the Newport Public Schools.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

The thirty hours of classroom instruction are offered two times a year unless additional needs arise. The program operates in the Fall, and Spring in ten sessions, three hours each. We alternate between day and evening programs. A typical syllabus would be as follows:

- Session One Introduction
- Session Two Principles of Human Development
- Session Three Impediments to Human Development
- Session Four Role of the Para Educator
- Session Five Strengthening the Instructional Team
- Session Six The Instructional Process
- Session Seven Standards –Based Education
- Session Eight Introduction to Educational Technology
- Session Nine Emergency Health and Safety Precautions
- Session Ten Non -Violent Crisis Intervention
- Session Eleven Communications and Problem Solving
- Session Twelve Human & Legal Rights of Children with Disabilities Child Abuse and Neglect
- Session Thirteen Appreciating Diversity
- Session Fourteen Basic Academic Skill training
- Session Fifteen Para-Pro Testing Requirements
- Session Sixteen Evaluation
- Session Seventeen Three additional hours to become certified by the Crisis Prevention Institute, Inc in restraint training
- Session Eighteen (voluntary)

3. **Participant Information**

- Eligible Participants: This program is offered to any applicant with a high school diploma or its equivalent.

- Enrollment prerequisites other than a high school diploma or GED: None
 - Participant Enrollment Fee: \$150.00
4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Students are afforded the opportunity to complete a day of job shadowing a paraprofessional in the Newport Public Schools.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.
- One Session is devoted to basic skills in writing, reading and mathematics.
 - Para-Pro assessment is discussed and the sample test is administered. Those needing additional instruction are referred to our Para-Pro Preparation classes.
 - We administer the Para-Pro test monthly or by appointment.
6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)
- Each teacher performs an anecdotal evaluation of the students.
 - Portfolio reviews are conducted.
7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?
- Program, teacher, and facility evaluation is conducted during the final session by the students.
 - A six- month, follow –up mailing is made to determine employment of graduating students.

Bradley Teacher Assistant Training Program
Bradley Hospital / Bradley School, East Providence, RI
(Offered ONLY for their employees)

Profile Update: March 2009

Initial Approval Date: October 3, 2007

Current Approval Expiration Date: June 30, 2010

Contact Information

Name of Agency	Bradley Hospital / Bradley School
Training Program Name	Bradley Teacher Assistant Training Program
Program Contact Person	Kevin P. Myers, Ph.D.
Address	1011 Veterans Memorial Parkway East Providence, RI 02915
Phone & Fax	(401) 432-1130; (401) 432-1443
Email	kmyers@lifespan.org

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

This program offered only to Bradley employees at this time, consists of lectures, hands-on experiences, discussions and computer based learning exercises. The focus of the program is to prepare teacher assistants to work with children and adolescents who have psychiatric/behavioral disorders.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

The program will consists of 30 hours of instruction conducted by a team of professionals including a special education administrator, special education teacher, school nurse, clinical psychologist, and senior teacher assistants. The program will be offered in August and February as a 5 day program and as needed during the year with session occurring twice weekly (3:00 – 6:00 P.M.) for 5 weeks. A typical syllabus would be as follows:

- The role of the teacher assistant including the personal and professional skills required.
- Bradley policies & procedures
- Characteristics of children with behavior disorders
- Non-violent crises intervention
- Communication and problem-solving
- Emergency health and safety precaution
- Data collection, functional behavioral analysis, report writing
- Working with the non-verbal child, augmentative communication
- Methods in reading, writing and mathematics
- Technology in the classroom, webset instructions
- Principles and practices of differential instruction standards based education
- Positive behavior support
- Appreciating diversity
- Human & legal rights, FERPA, HIPPA, abuse and neglect laws

3. **Participant Information**

- Eligible Participants (employees only, open to all applicants, program geared toward a specific population such as teacher assistants who work with students with special needs, etc.):

Bradley Hospital, Bradley School employees will only be eligible to participate at this time.

- Enrollment prerequisites other than a high school diploma or GED: None
 - Participant Enrollment Fee: None
4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Participants will be given ample opportunities for practice and application of skills and concepts learned. All participants will be assigned a supervisor who will be available to answer questions and provide feedback.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Information about the ParaPro test is provided to all participants. No preparation in ParaPro test content is provided.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

All training sessions must be attended or made up for successful program completion. Participants must pass quizzes or tests with a score of 70. All written and technology assignments must be completed.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

We will use test grades, TA written reflections, supervisor comments, and job observation and job evaluations. The TA training program will be reviewed and revised as necessary based on this data.

**Teacher Assistant Training Program, Chariho Regional School District,
Wood River Junction, RI**

Profile Update: February 2007

Initial Approval Date: June 29, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information

School District	Chariho
Training Program Name	Teacher Assistant Training Program
Program Contact Person	Vin Levcowich
Address	455A Switch Road, Wood River Junction, RI 02894
Phone & Fax	315 -2871
Email	adult.education@chariho.k12.ri.us

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.
 - Through 15 weeks of class training and 4 hours of hands-on experience, participants in this course will be shown the necessary information needed to: support classroom instruction; roles and responsibilities; understanding and working with special needs children; behavior management; understanding inclusion and enhancing children's self-esteem. Portfolio development and RICERT TA is discussed. Completion of course and exam provides the student with a certificate of completion of this RIDE approved teacher assistant training program that is recognized by all RI school districts. ParaPro Internet Assessment Test will be administered as well.
2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

Course Syllabus

Session 1

- Pre-Test of reading and math
- Initial assessment test 8th grade level for reading and math
- Introduce portfolios
- Course certification requirements – BCI
- State and federal requirements for TA qualifications
- Role of the paraprofessional
- School policies/confidentiality; diversity
- Video 1

Session 2

- Universal Precautions and Blood-Born Pathogens
- Epi-Pen Training and Video 3

Session 3

- Standards and rubrics
- ParaPro – RICERT TA Prep

Session 4

- DCYF
- Conflict resolution/crisis intervention
- Effective communication skills
- Positive Behavior intervention/Strategies
- Accommodations/modifications discussion
- Learning styles

Session 5

- Special education
- IEP
- Developmental Scale
- Glossary of disabilities; video 2

Session 6

- TA Round Table

Session 7

Make-Up Class/Written Final Exam

Session 8

- Skills Review Class - 2 classes each in English review to prepare students for the ParaPro Assessment

Session 9

- Skills Review Class - 2 classes each in English review to prepare students for the ParaPro Assessment

Session 10

- Skills Review Class - 2 classes each in Math review to prepare students for the ParaPro Assessment

Session 11

- Skills Review Class - 2 classes each in Math review to prepare students for the ParaPro Assessment

Session 12

- ParaPro Internet Exam

3. Participant Information

- Eligible Participants: Open to all applicants who can present a clear BCI check.
 - Enrollment prerequisites other than a high school diploma or GED: Students who enroll in the class must pass a pre-test in reading and math (8th grade level).
 - Participant Enrollment Fee: Cost of program is \$250.00.
4. **Field Experience**: Describe the nature, duration and supervision of the field experience you offer participants as part of their training.
- 4 hours of "Hands On" training required.
5. **Linkage to ParaPro Assessment**: Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.
- Provide 2 classes each in English and Math review to prepare students.
6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)
- Clear BCI
 - HS Diploma or GED
 - 4 hours hands-on training
 - Critique of observation and program evaluation
 - 70 or higher on training program written final exam
7. **Training Program Evaluation**: Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants.
- At the end of each session, students are given an evaluation sheet. The information students provide is used when preparing the next session.

Community College of Rhode Island

Profile Update: January 2010

Initial Approval Date: Jan. 21, 2000

Current Approval Expiration Date: June 30, 2012

Contact Information

Agency	Community College of Rhode Island
Training Program Name:	Teacher Assistant Training Program
Program Contact Person:	Cindy Pennacchia
Address	1762 Louisquisset Pike, Lincoln, RI 02865
Phone & Fax	401-333-7333; 401-333-7237
Email	cpennacchia@ccri.edu

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

Become a confident, certified paraprofessional by acquiring the skills and knowledge to be an effective member of a teaching team. This seven-week program will provide training consistent with state standards for all persons interested in being employed as a full-time, part-time, or substitute teacher assistant.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

Teacher Assistant Program (14 meetings – 42 hours)

2010 Courses

- **Lincoln**
50148, TCHR-1000-150 & 50149, TCHR-2000-150, M&W, 6-9 pm, 14 mtgs, Feb 24–Apr 12
- **Warwick**
50152, TCHR-1000-001 & 50153, TCHR-2000-001, T&R, 6-9 pm, 14 mtgs, Mar 16–Apr 29

3. Participant Information

- Eligible Participants: Open to all applicants that meet the requirements provided below.
 - Enrollment prerequisites other than a high school diploma or GED: TABE Test: Reading, Math, and Language – minimum score of 7.0 on each of the 3 areas.
 - Participant Enrollment Fee: \$270
4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Students are required to complete 3 hours of job shadowing a TA. They then must complete a form and write a reflection essay based on their experience.
 5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

CCRI also offers a separate ParaPro Assessment Review course. Course Description: ParaPro Assessment Review (4 meetings – 12 hours) - This class is designed to assist students who are preparing to take the ParaPro Assessment. Instruction, review, and practice are provided in requisite reading, mathematics and writing skills.

2010 Courses

- **Lincoln**
50148,TCHR-1000-150 & 50149,TCHR-2000-150, M&W, 6-9 pm, 14 mtgs, Feb 24–Apr 12
- **Warwick**
50152,TCHR-1000-001 & 50153,TCHR-2000-001,T&R, 6-9 pm, 14 mtgs, Mar 16–Apr 29

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

- TABE
- Class assignments
- Attendance
- Final examination
- 3-hour job shadow

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

Evaluations are sent to all students approximately 3 to 6 months after completion of the program. The evaluation (see attached) will be used to address the program's relevance in preparing the student for an entry-level position as a Teacher Assistant in relation to the RI Teacher Assistant Standards.

**Coventry High School Child Development Program, Coventry School Department,
Coventry, RI (For high school students only)**

Profile Update: April 2009

Initial Approval Date: Feb. 2, 2000

Current Approval Expiration Date: June 30, 2012

Contact Information

School District	Coventry School Department
Training Program Name	Coventry High School Child Studies Program
Program Contact Person	Lynn Swain (John Canole - director)
Address	Regional Career & Technical Center at Coventry High School, 40 Reservoir Road, Coventry, RI 02816
Phone & Fax	822-9499; FAX 822-9492
Email	canolejohn@coventryschools.net , swainlynn@coventryschools.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

This program is conducted in a multiple year class that meets in 84 minutes blocks throughout the entire school year. The class will cover the modules listed below as well as other child development topics. Job shadowing as well as interning at pre-schools and elementary schools will take place. Students are required to complete a variety of tasks that include writing lesson plans, developing/creating learning activities, teaching lessons, taking a variety of assessments and developing a portfolio for graduation purposes.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

This Teacher Assistant Training Program is embedded in the Child Studies Program for at Coventry High School. Classes for this program vary from 1-84 minute class 3-times per week to double 84 minute class period 3 times a week (sophomores 1 class period, juniors and seniors a double 84 minute class period). The average number of hours per weeks is: sophomores: 4.5 hours per week and juniors and seniors 8.4 hours per week and there are 39 weeks per school year.

- Role of the Paraprofessional
 - Communication
 - Problem Solving
 - Confidentiality
- Human and Legal Rights
 - FERPA
 - HIPPA
 - School Law
- Human Development
 - Principles of Human Development
 - Impediments to Human Development
- Instructional Process
 - Record Keeping
 - Teaching basic mathematic skills
 - Teach basic English skills
- Diversity
 - Appreciation of
 - What it means

- Health and Safety Issues
- Child Abuse and Neglect
- Technology for Educations
 - Computers and software
 - Use of the Internet
 - Using support equipment: scanners, printers, smart-boards, etc.
 - Preparation for the ParaPro exam.

3. **Participant Information**

- Eligible Participants: The program is NOT intended for the general public. It is open to any Coventry high school student beginning in their sophomore year.
 - Enrollment prerequisites other than a high school diploma or GED: This class is open to any student beginning in their sophomore year. An application is required to ensure appropriate numbers for the class.
 - Participant Enrollment Fee: Currently there is no fee for either the class or the ParaPro test BUT due to possible future financial budget cuts, the student may be required to pay a portion or all of the testing fees.
4. **Field Experience**: Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Sophomore students will go to pre-school sites in the Coventry region where they will jog shadow, team teach and teach individually various numbers of students.

Junior and senior students will go to elementary school sites in the Coventry region where they will job shadow, team teach and teach individually various numbers of students.

5. **Linkage to Para Pro Assessment**: Describe here how your program provides preparation for and linkage to arrangements for taking the Para Pro Assessment for those participants whose qualifications necessitate taking this assessment.

- Classroom sessions will be devoted to basic writing, reading and mathematics.
- Instruction for the ParaPro test will be offered.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

- Attendance and participation in the classes at the high school is required.
- Attendance and successful evaluations from off-school sites (pre-schools or elementary schools) is required.
- Successful completion of homework, class-work, quizzes, tests, mid-year and final exams required.
- Completion of all academic and technology high school requirements is required.

7. **Training Program Evaluation**: Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

- Students will be able to take the ParaPro exam after successful completion of their Child Development program.
- Each student will complete a self-evaluation.
- Each student will complete a program evaluation.
- Contact by the regional career and technical center will be made 6 months after graduation to determine if they are in the work-force and/or post-secondary school.

**Coventry Public Schools Vocational Training for Adults / Adult Education:
Teacher Assistant and ParaPro Prep Class**

Profile Update: January 2009

Initial Approval Date: April 14, 2008

Current Approval Expiration Date: June 30, 2011

Contact Information

Name of Agency/School District	Coventry Public Schools
Training Program Name	Vocational Training for Adults / Adult Education: Teacher Assistant and ParaPro Prep Class
Program Contact Person	Kathleen DeLuca
Address	40 Reservoir Road
Phone & Fax	(401) 822-9499 ext 138
Email	delucakathie@coventryschools.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

A minimum of thirty hours of instruction covering the modules (listed below). The class will be taught by a certified teacher and will include guest lecturers on a variety of topics. Job shadowing will be offered to the students as well as the opportunity to make independent job shadowing experiences. A portfolio with reflections is required.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

Classes will be two hours per class for a minimum of 30 hours and include preparation for the ParaPro exam. Additional class periods may be required to complete both the Teacher Assistant and ParaPro components.

- I. Role of the Paraprofessional
 - a. Communication
 - b. Problem Solving
 - c. Confidentiality

- II. Human and Legal Rights
 - a. FERPA
 - b. HIPPA
 - c. School Law

- III. Human Development
 - a. Principle of Human Development
 - b. Impediments to Human Development

- IV. Instructional Process
 - a. Record Keeping
 - b. Developing Lesson Plans and implementation of plans
 - c. Teaching Basic mathematics
 - d. Teaching basic ELA skills

- V. Diversity

- a. Appreciation of
 - b. What it means
- VI. Health and safety Issues
- VII. Child Abuse and Neglect
- VIII. Technology for Education
 - a. Computers & software
 - b. Use of the Internet
 - c. Using scanners, printers, smart-boards, etc.
- IX. Preparation for the ParaPro Exam

3. Participant Information

- Eligible Participants:

The program is open to any and all applicants. Students need to have a high school diploma and/or GED to be eligible to take the ParaPro exam and become a teaching assistant.

The Adult Education program at Coventry also offers a GED component to all in need to qualify for this certification.

- Enrollment prerequisites other than a high school diploma or GED:

NONE

- Participant Enrollment Fee:

\$220.00 break-down below
 Class: \$100.00
 Textbook: \$ 60.00
 ParaPro: \$ 60.00

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Students will be afforded the opportunity to complete a day of job shadowing a TA in the Coventry Public Schools.

5. **Linkage to Para-Pro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Sessions are devoted to basic writing, reading and mathematics

Instruction for the ParaPro exam will be offered

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

Attendance in each class session is required

Quizzes and/or tests will be given regarding each topic

Completion of written and technology assignments

Development of a portfolio (includes: all written work, assessments & lesson plans)

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

Students will be given quizzes and tests (variety of styles)

Students will be encouraged to "take" the ParaPro examination after the completion of the class.

A program evaluation will be completed by the participants at the end of the class

A six (6) month survey to determine the employment of the participants will be sent.

**Cranston Area Career & Technical Center Child Development Program,
Cranston Public Schools, Cranston, RI (For high school students only)**

Profile Update: May 2009

Initial Approval Date: Dec. 13, 2000

Current Approval Expiration Date: June 30, 2012

Contact Information

School District	Cranston Area Career & Technical Center, Cranston Public Schools
Training Program Name	Child Development Program
Program Contact Person	Elaine Arbor and Charlene Barbieri
Address	100 Metropolitan Avenue
Phone & Fax	401-270-8070; 401-270-8611
Email	Margie550@aol.com

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

Level 1: In the first semester, the children study all four areas of development: emotional, social, intellectual and physical. They complete various projects based on their studies and are assessed by several different methods. They apply what they have learned by operating our on-site preschool throughout the year. They complete an in-depth observation of the children.

Level 2: Students work in the preschool two times a week throughout the year for one and half hours per session. Students work cooperatively to prepare lessons and centers to teach the pre-schoolers and complete assessments on the children. They also teach in at Trudeau Center for two hours per week in inclusion classrooms from infancy to kindergarten.

Level 3: Students teach in an elementary school three times per week for approximately one and half hours per session. In addition to teaching and keeping a journal, students learn classroom management techniques, study brain development of children, multi-cultural diversity, etc. Students demonstrate proficiency by producing a child development portfolio that includes a selection of best works throughout their tenure in the program. Students take the ParaPro test at the completion of the program.

- As part of the Child Development curriculum, Level 3 students review the ParaPro Study Guide and practice assessment. Students will also be required to familiarize themselves with the RI Teacher Assistant website by completing a research fact finding sheet based on the website.
- Students will also be required to reflect on information from RIDE's RICERT TA System as part of a class assignment.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

Out of a seven-day cycle, students meet five times per cycle for an hour and half through out the year. School starts at 7:40 a.m. and ends at 2:00 p.m. for 180 days. Topics covered, but not limited to include early and preschool education, childhood physical and mental development, personality traits and skills necessary to aid in the development of gross and fine motor skills. Students are trained to write lesson plans, create learning centers, write and illustrate their own children's stories, create literacy bags to donate during Reading Week, complete bulletin boards, etc. and maintain all in a portfolio. Child assessments and portfolios, management for parent conferences, researching career paths within early

childhood education, demonstration of safe and healthy preschool environment, demonstration of positive collaborative techniques, and apply early childhood standards.

3. **Participant Information**

- Eligible Participants: Participants include regular and special education students who are accepted into the Child Development Program.
- Enrollment prerequisites other than a high school diploma or GED: Students must maintain a “C” or better grade in all subjects, have good attendance and no discipline problems.
- Participant Enrollment Fee: There is no fee.

4. **Field Experience**: Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

- Students run a preschool under the guidance of the teacher certified in early childhood education. The pre-school runs September through May, Monday through Friday from 8:45 a.m. to 11:30 a.m. Students work cooperatively with each other to develop centers and activities related to thematic early childhood curriculum.
- Students also complete two years of internships that begin in grade 11. One of the internships must be a special needs classroom.
- Students teach lessons and are observed and graded by a rubric completed by either the classroom teacher or the mentoring teacher.

5. **Linkage to ParaPro Assessment**: Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

There is a math and English component that students take in addition to the child development program that enables them to prepare for the ParaPro Assessment.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

- Students must maintain a “C” average or better for the three years they are in the program.
- Students must maintain a portfolio, read required books/editorials, perform community service, complete CPR training, and complete any and all assignments required by the classroom teacher.

7. **Training Program Evaluation**: Describe instruments and strategies used to evaluate your program’s effectiveness in preparing participants to be teacher assistants?

- Teachers use rubrics, tests, projects, learning centers, observations, tests, individual and group methods of evaluation as well as their portfolios to determine their grades.
- Students are also evaluated by their hands-on approach to education and receive an attendance and participatory grade.
- Students are evaluated mid-year and end-of-year by their field site teachers.

East Bay Educational Collaborative, Warren, RI

Profile Update: March 27, 2009

Initial Approval Date: Jan. 27, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information

Name of Agency	East Bay Educational Collaborative
Training Program Name:	Teacher Assistant Certification Program
Program Contact Person	Carolyn Aspinwall
Address	317 Market Street Warren, RI 02885
Phone & Fax	401-245-2045 x303; 401-245-9332
Email:	aspinwac@ride.ri.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

A 25 hour Teacher Assistant Certification preparation program that focuses on the RI standards for TAs in addition to providing behavior management skill development, collaborative teaching methods, and educational technology.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

The current program is delivered in a 4-day training program from 8:30-4:00 on the 1st 3 days and 8:30 – 1:00 on the 4th day. For updated information on training dates, etc. go to East Bay's website at www.ebecri.org.

The Lifelines in the Classroom Teacher Assistant Certification Program Syllabus is:

Day 1

- Introduction
- Roles, Responsibilities and Ethics
- Self Reflection Inventory
- Building Communication Skills
- Special Ed. Laws & Regulations
- Confidentially laws
- People 1st Language
- Special Education Eligibility & Disability
- Evaluating Progress/Record Keeping
- IEP Process

Day 2

- RI Educational Reform (RTI, Standards, High School Proficiency)
- Cultural Diversity Concepts
- Strategies for Teaching Independence
- Supporting Classroom Instruction
- Differentiating Instruction
- Collecting Data/Methods
- Creating Checklists/Task Analysis

Day 3

- ABC Functional Analysis
- Managing Behavior Improvement Plans
- PBIS-Positive Behavioral Supports

- Special Education “Lingo”
- Body Mechanics/Presented by PT
- Infectious Disease Control/Healthy Classrooms/Presented by School Nurse/Teacher
- Using Reinforces/Techniques
- Classroom Observation

Day 4

- Application/Evaluating Strategies
- Classroom Observation Team Reflection
- RICERT On-line Training
- Educational Technology/Computer Activities
- On-line Resources/Professional Development including Teacher Assistant website (ritap.org)
- Course Evaluation
- PARAPRO ASSESSMENT Appointments

3. Participant Information

- Eligible Participants: Program is open to anyone with a high school diploma or GED in RI.
- Enrollment prerequisites other than a high school diploma or GED: None
- Participant Enrollment Fee: \$280.00

4. Field Experience: Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

TA's are required to complete a classroom observation either on site at the East Bay Educational Collaborative (Career Academy-High School) or select an Elementary thru High School in the East Bay Region to be scheduled by TA Instructors and completed during the 4 day training.

Completion of Observation Reflection: (A) Summarize and describe the classroom instructional strategies utilized; (B) Define the role of the paraeducator; and (C) Identify and describe the behavior improvement strategies used. Think/Pair/Share.

5. Linkage to ParaPro Assessment: Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

- The East Bay Collaborative provides referral to those seeking tutoring.
- The East Bay Collaborative provides the ParaPro online testing by appointment to the general public. Dates for testing are often made available before and after course dates.

6. Program Completion Requirements and Evaluation of Participant Competencies (e.g., attendance, tests, portfolio, etc.)

Participant's grades are comprised of 3 components:

1. Class Project Participation – 30% of Grade
2. 3 Homework Assignments - 30% of grade
3. Technology Activity - 20% of grade;
4. Daily assessments – 20% of Grade

7. Training Program Evaluation: Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

District feedback

Teacher Assistant Course Evaluations

The Groden Center Teacher Assistant Training Program, Providence, RI
(Offered ONLY for their employees)

Profile Update: January 2010

Initial Approval Date: April 20, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information

Name of Agency	The Groden Center, Inc.
Program Name	The Groden Center Teacher Assistant Training Program
Contact Person	Amy Diller, Associate Director of Training
Address	86 Mount Hope Avenue, Providence, RI 02906
Phone & Fax	401-274-6310, ext. 1130; 401-421-3280
Email	adiller@grodencenter.org

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

This program, offered only to Groden Network employees, consists of 48 hours of lecture, discussion, and activities. When the program is in session, participants spend two or three full days a week in training and the other days in their classrooms. An additional 20 hours is required for certification in Pro-ACT (strategies to prevent problem behaviors).

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

10 Full Day Trainings from 8:30—3:30
(topics covered on any day vary due to trainer schedules)

- Training Overview/Program Procedures
- Office and Transportation Systems
- Autism and Developmental Disabilities
- Philosophy and Human Rights
- Relaxation/Imagery
- Communication/Social Skills/Basic Sign Language
- Personnel Expectations
- Health & Safety
- Instructional Strategies
- The IEP
- Monitoring Progress
- Behavioral Programming
- Detailed Behavior Reports
- Vocational Programming
- Sensory Integration
- Educational Technology
- Working with Families
- Introduction to Behavior/ABC's of Behavior
- Reinforcement
- Extinction/Punishment
- Discrete Trial/Incidental Teaching

3. **Participant Information**

- Eligible Participants: Groden Center employees only

- Enrollment prerequisites other than a high school diploma or GED: None
- Participant Enrollment Fee: None

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Working half the week in their assigned placement while the other half in training allows the participants time for practice and application of concepts being learned. Staff are observed by their supervisor and by a staff trainer, who documents any comments and suggestions about the observation.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

While not directly available through the Groden Center, participants are given information about the ParaPro test, including when and where it is given, if necessary. The sample test and study materials are given out as well. If needed, participants would be referred out to a ParaPro preparation course.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

All training sessions must be attended or made up for certification. Assignments must be completed and receive a passing score. A participant feedback survey is completed at the end of the sessions. There is no formal test.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

- 3 month evaluations of classroom performance
- On-line observation of application of skills

**Northern Rhode Island Collaborative Teacher Assistant (TA) Training Program,
Cumberland, RI**

Profile Date: January 2010

Initial Approval Date: March 29, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information:

Name of Agency	Northern Rhode Island Collaborative
Training Program Name	NRIC Teacher Assistant Training Program
Program Contact Person	Julian E. MacDonnell, Jr.
Address	640 George Washington Highway, Suite 200, Lincoln, RI 02865
Phone & Fax	401-495-2023; 401-333-3572
Email	jmacdonnell@nric-ri.org or djannetta@nric-ri.org

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

A combination of lecture, group work, and hands-on experiences are presented. Heavy emphasis on participant interaction. Most examples and experiences use special education models.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

The program is offered twice a year consisting of 7 sessions which meet twice a week from 4:00-6:00 p.m. for a total of 15 classroom hours in addition to a 6-hour classroom field experience. Topics covered include: the roles and responsibilities of teacher assistants; developing instructional skills; behavior management in the classroom; health, safety and emergency procedures.

3. **Participant Information**

- Eligible Participants: Open to all applicants who possess a high school diploma or GED. Participation is on a first come-first-served basis with a minimum of 15 participants, maximum of 25.
- Enrollment prerequisites other than a high school diploma or GED: No additional prerequisites.
- Participant Enrollment Fee: \$270

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

A 6.5 hour field experience in either a severe/profound or behavior disordered class at an NRIC site is required of each participant.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Information on the ParaPro Test is provided to participants. No preparation in ParaPro test content is provided. NRIC is not a testing site. A copy of the ParaPro Study Guide is available on loan to interested individuals.

6. Program Completion Requirements and Evaluation of Participant Competencies (e.g., attendance, tests, portfolio, etc.)

Attendance at all classes is required. A field experience "check list" evaluation is conducted by the cooperating classroom teacher. Individual sessions may require a writing response or written activity. There is no formal written test.

7. Training Program Evaluation: Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

Participant survey at the close of the program indicates areas of program strength and weaknesses.

**Pawtucket School Department Teacher Assistant Program for
Pawtucket HIPPY & PAT Home Visitors (Offered ONLY for their employees)**

Profile Update: January 2010

Initial Approval Date: January 7, 2008

Current Approval Expiration Date: June 30, 2011

Contact Information

Name of Agency/School District	Pawtucket School Department
Training Program Name	Teacher Assistant Program for Pawtucket HIPPY & PAT Home Visitors
Program Contact Person	Mary Doyle
Address	286 Main St., Pawtucket, RI 02860
Phone & Fax	401-729-6509 FAX 401-729-9202
Email	doylema@psdri.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

This training is specific to teachers assistants hired as HIPPY and PAT non-instructional home visitors in Pawtucket. Prospective employees go through the interview and hiring process and then go through this training. The training covers the general topics of home visiting, parent involvement and early childhood learning standards. Communication, professionalism, positive social interaction, collaboration, and knowledge of adult's and children's learning styles are areas that are highlighted during training.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

A 20-hour initial training is conducted for new home visitors at the end of each September. Specific topics include program histories, early childhood education, curriculum and curriculum delivery, home visiting techniques, recruiting, reporting procedure and evaluation strategies. Training is also on-going as home visitors attend a non-negotiable 5 hour weekly staff meeting.

3. **Participant Information**

- Eligible Participants: Candidates must live in the community where a home visiting program, specifically HIPPY or PAT, is active and for HIPPY must have or have access to a 3 or 4 year old child.
- Enrollment prerequisites other than a high school diploma or GED: Preference is given to candidates who have participated in a home visiting program with their child or who have experience working with parents or young children. Spanish speaking candidates must be bilingual.
- Participant Enrollment Fee: None

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

All home visitors are assigned to a support supervisor who accompanies them on at least one home visit with each family on their case list.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Home visitors in the HIPPY and/or PAT program work with parents and are considered non-instructional teacher assistants. The training does not include preparation for the ParaPro Assessment.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

It is mandatory for participants to complete all 20 hours of the initial training and to be present at 30 of the 33 weeks of on-going training. A variety of assessment quizzes and hands-on activities and projects are required of each home visitor.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

All participants evaluate the effectiveness of training immediately after completing it and again 10 weeks into their home visiting experience.

**Southern RI Collaborative (SORICO) Teacher Assistant Training Program, North
Kingstown, RI**

Profile Update: March 2009

Initial Approval Date: April 20, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information

Name of Agency	Southern RI Collaborative (SORICO)
Training Program Name	SORICO Teacher Assistant Training Program
Program Contact Person	Alice Woods
Address	646 Camp Ave., North Kingstown, RI 02852
Phone & Fax	401-295-2888; 401-295-3232
Email	awoods@ride.ri.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

This 25-hour training class provides instruction and activities designed to meet the standards set by the RI Department of Education for teaching assistants. The Test of Adult Basic Education (TABE) or other skill assessment instrument is given to all participants that will need to take the ParaPro Assessment. This helps people understand their skill level and amount of preparation they will need in order to pass the ParaPro. Information is delivered primarily through discussion and written materials. Various guest speakers, videos, and classroom observations are part of the class.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

The course is usually offered 2-3 times each year – in the fall and/or spring (usually 4-6 p.m., twice each week) and in the summer (afternoons, 3 days per week).

Topics covered include:

- Roles and Responsibilities/ Policies and Procedures
- Communication Skills and Teamwork
- Ethics and Confidentiality
- Behavioral Support
- Instructional Support
- School Reform issues – including standards-based education and graduation by proficiency
- Diversity
- Educational Technology
- Health Issues
- Workplace Safety

3. **Participant Information**

- Eligible Participants: Open to all
- Enrollment prerequisites other than a high school diploma or GED: None
- Participant Enrollment Fee: \$210

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Participants must complete a classroom observation and write a description of that observation. Participants are also required to interview someone who is currently working as a Teaching Assistant and then write a reflection paper.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Information about legal requirements and the ParaPro is shared with participants. They are given contact information for the Education Exchange, an internet-based testing location in the southern region. The TABE or other skills testing is administered to participants. This gives people an idea of the amount of preparation they will need to pass the ParaPro. Participants are directed to the RITAP TA website for further information.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

Participants must pass a written evaluation based on the RIDE TA standards; complete a written summary of a classroom observation, and complete a “reflection paper” based upon an informational interview with a teaching assistant. We also require participants to learn about a particular type of disability (and they are encouraged to work in small groups) and then share information with the class.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program’s effectiveness in preparing participants to be teacher assistants?

Course evaluation is given at the end of the course, regarding course content, requirements, instructors and materials. This information is used to refine the course as necessary.

**Valley Community School Teacher Assistant Training Program:
Programs in Cranston, Middletown, and Pawtucket**
(Offered ONLY for their employees)

Profile Update: February 2009
Initial Approval Date: June 5, 2000
Current Approval Expiration Date: June 30, 2010

Contact Information

Agency	Valley Community School
Training Program Name	Teacher Assistant Training Program
Program Contact Person	Cindy Houston is contact for sites in Pawtucket, Cranston, and South County/Middletown
Address	For all 3 sites – Send to 249 Roosevelt Ave., Pawtucket, RI 02860
Phone & Fax	(401) 722-3513; (401) 722-1815
Email	chouston@gatewayhealth.org

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

Valley Community School's Teacher Assistant Training Program is a thorough introduction and ongoing professional development requirement for teacher assistants working in our schools. The program syllabus, including a handbook, covers five broad areas that are broken down into specifics which address each area. The 5 areas include:

1. General School Information
 - Valley Community School Mission
 - School Program Overview
 - Staff Credentials and School Locations
 - Staff Hours
 - Cancellation, Delay, Early Dismissal of School
 - State Assessment Testing
 - Individual Educational Plans (IEP/Evaluations)
2. School policies, Procedures and General Rules of Conduct
 - Gateway Policy: Alcohol and Drug Free Workplace
 - Tardiness/Absenteeism Procedures
 - Gateway Policy: Dress Code
 - Fire Drills/False Alarms/Evacuation Drills
 - Gateway Policy: Sexual and Other Harassment
 - Gateway Policy: Prohibition and Prevention of Workplace Violence
 - Gateway Policy: Grievance Procedure
3. Valley Community School Program Components
 - Behavior: Positive Behavioral Intervention and Support System (PBIS); Physical Assault and Property Damage; Therapeutic Crisis Intervention (TCI); collection and maintenance of behavioral information
 - Academic: Course of Study, Grading, Homework
4. Teacher and Teacher Assistant Roles and Responsibilities
 - Communication and Problem Solving
 - Family Educational Rights and Privacy Act (FERPA); Parental Rights and Procedural Safeguards in Special Education
5. Other
 - Child Abuse and Neglect
 - Substance Abuse
 - Profiles of Student Diagnoses
 - Gateway Diversity Program

- Gateway Policy: Code of Ethics
- RI Diploma Program
- Parapro knowledge and skill area overview

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

During Valley Community School's 5 day orientation prior to the beginning of the school year is when a majority of the training occurs. During those 5 days, training items covered include the general orientation, communication, behavior management, collection and maintenance of behavioral information, child abuse, ethical and legal issues, roles and responsibilities, assisting in instruction, standards-based education and the Parapro overview. Educational technology and academic program components are presented during the school year to all employees during our staff meetings once the students leave the building. The umbrella agency that oversees Valley Community Schools requires all employees to take a 3-hour diversity seminar every 2 years that is offered through the agency. In addition to the specific aforementioned training schedule, the schools have 4.5 hours of staff meeting times during the week after students leave the building where a number of these training requirements are discussed and presented in an ongoing manner.

3. **Participant Information**

- Eligible Participants: Valley Community School employees only
- Enrollment prerequisites other than a high school diploma or GED: None
- Participant Enrollment Fee: None

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

- Group supervision is provided during weekly staff meetings. Teacher assistants will meet with the Behavior Specialist/Program Manager or Special Education Director to review and address specific issues related to their job expectations and performance.
- 1:1 supervision is provided on an as needed basis with any employee.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

The Valley Community Schools have added the required overview of the knowledge and skills needed to pass the Parapro Assessment. The schools also provide the ParaPro training manual to all employees required to take and pass the assessment. We also will provide 1:1 assistance to help employees prepare for the test if the employee requests such assistance.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, participation, portfolio, etc.)

Attendance is required during all 5 orientation days and also weekly staff meetings. At the end of each specific session, there is either a written test that the participants need to pass or an oral discussion in which they must actively participate.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

The tools we utilize to evaluate our program's effectiveness are: required attendance at training's, written tests passed with 80% accuracy, on the job observations, supervision and evaluation.

**Warwick Adult Education Teacher Assistant Training Program, Warwick Public Schools,
Warwick, RI**

Profile Update: March 2009

Initial Approval Date: Jan. 26, 2000

Current Approval Expiration Date: June 30, 2010

Contact Information

School District:	Warwick Public Schools
Training Program Name:	Warwick Adult Education Teacher Assistant Training Program
Program Contact Person	Joseph Crowley, Sharron Wolfe, Marilynne Soscia
Address	575 Centerville Rd., Bldg. 5, Warwick, RI 02886
Phone & Fax	734-3156; 734-3158
Email	crowleyj@warwickschools.org, shawri@cox.net, sosciam@warwickschools.org

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

A 30-hour lecture, discussion, and activity-based program that explores the role of the TA in a variety of educational settings. A portfolio project helps students apply information from training manual and RIDE materials to develop a resource that they can use when they begin work. An additional 6 hours of Adult/Child CPR by a Red Cross Instructor.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

Mondays and Wednesdays 6-9 pm offered in Fall and Spring.

- Class 1 Introduction and
Module I Strengthening the Instructional Team Unit 1--The Role of
Paraeducators
- Class 2 Module I Strengthening the Instructional Team Unit 2--Communication &
Problem Solving
- Class 3 Module II Human & Legal Rights of Children and Youths with Disabilities
- Class 4 Module III Human Development
- Class 5 Module IV The Instructional Process
- Class 6 Module IV The Instructional Process continued
- Class 7 Module IV The Instructional Process continued
- Class 8 Module IV The Instructional Process continued
- Class 9 Module VI Emergency Health & Safety Precautions
- Class 10 Module VI Adult/Child CPR
- Class 11 Module VI Adult Child CPR
- Class 12 Module V Appreciating Diversity and Module VII: Child Abuse and Neglect

3. **Participant Information**

- Eligible Participants: Target populations are those who are unemployed, under-employed, those receiving a form of public assistance, and those who need certification in order to remain employed as teacher assistants.
- Enrollment prerequisites other than a high school diploma or GED: No additional requirements.

- Participant Enrollment Fee: Course Fee is \$225 and additional \$25 for Adult/Child CPR (if not already certified.)

4. **Field Experience**: Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Because many participants work during the day and the instructor is a public school teacher, a field experience is not feasible. Participants are encouraged to visit public school settings to observe paraeducators in field settings.

5. **Linkage to ParaPro Assessment**: Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Students are enrolled in Rhode Island Distance Learning (an on-line tutorial); are shown the ParaPro Practice Test Booklet and how to order it; receive instruction on how to use RIDE website practice classes; given test dates and registration information. At the conclusion of the training; Warwick Adult Education offers a ParaPro Review, a 12-hour review in math, writing, and reading. Fee \$40. Priority seating to students who have completed training through Warwick Adult Education.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

- Attendance: Full attendance (30 hours) required. (An additional 6 hours required for CPR training for those not certified.) In the event of an absence for a specific reason (illness, death of family member, etc.) arrangements are made with instructor that an equivalent assignment equal to missed class (3 hours) will be completed and graded.
- Test: Final test
- Portfolio: Required. Utilizes class information, RIDE materials, materials gathered by students

7. **Training Program Evaluation**: Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

Students complete an exit survey in which they evaluate curriculum, materials, assignments, instructor, and overall training. Warwick Adult Education tracks graduates for 12 months with regard to employment, retention in employment and specifically how well training prepared student for employment, particularly in competency standards.

**West Bay Collaborative Teacher Assistant Training Program
Warwick, RI**

Profile Date: March 2009

Initial Approval Date: May 7, 2002

Current Approval Expiration Date: June 30, 2010

Contact Information

Name of Agency/School District	The West Bay Collaborative
Training Program Name	The West Bay Collaborative Teacher Assistant Training Program
Program Contact Person	Lisa Kilby
Address	144 Bignall Street, Warwick, RI
Phone & Fax	941-8353; Fax, 941-8535
Email	lkilby@mail.ri.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

This program will have 4 components:

- A. A 30 hour course entitled, "The Role of the Assistant"
- B. A 12 hour prep class to prepare the participants for the Para Pro State Exam
- C. A 12 hour basic computer class.
- D. A 30 hour internship in a classroom setting.

The program will be delivered during the day and will span a five week period.

Those participants whom we consider "work-ready" will be assisted with employment.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

The Program will begin onand will run for 5 weeks, endingThis program will be held during the day (since it has a strong internship component).

For "syllabus", see the Training Program's curriculum.

3. Participant Information

•Eligible Participants: Will be recruited through the surrounding school districts (namely Providence, Warwick, W. Warwick, Coventry).

•Enrollment prerequisites other than a high school diploma or GED:

- A Background check will be required.
- A 7th grade score on the Survey M TABE will be preferred.

•Participant Enrollment Fee: \$300.

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.
 - As noted above, the instructor along with the cooperating teacher will supervise the participants in their field placements.
 - A 30 hour field placement will be coordinated by Mary Scott Hackman. Participants will report out on their placements and journalize the experience through oral presentations in class and notes.
5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

For those who are comfortable taking the ParaPro on-line, participants will be offered opportunities at Washington County Adult Ed. and/or Chariho.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

The participants will need to show competency on an exam given upon completion of this course on “the Role of the Assistant. Passing this course (along with having good moral character and a high school diploma or GED), qualifies them to be a non-instructional teacher assistant. If they intend to seek employment as an instructional teacher assistant, in addition to meeting non-instructional teacher assistant requirements, they will also need to have a passing grade on the ParaPro (461) OR have documented 2 years of college course work OR have an associates degree or higher.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program’s effectiveness in preparing participants to be teacher assistants?

Participants will complete an evaluation of the program at its end and will be surveyed after employment to ascertain relevance of course to their work. Feedback will also be elicited from employers.

**Westerly High School Child Development Collaborative Class, Westerly, RI
(For high school students only)**

Profile Date: January 2010

Initial Approval Date: July 19, 2001

Current Approval Expiration Date: June 30, 2012

Contact Information

School District	Westerly Department
Training Program Name	Westerly High School Child Development Collaborative Class
Program Contact Person	Diane M. Ritchotte, Family & Consumer Science Teacher
Address	23 Ward Avenue, Westerly, RI 02891
Phone and Fax	401-596-2109; 401-596-5098
Email	dritchotte@westerly.k12.ri.us

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

Third level of the Child Development Courses - offered to seniors.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

Classes meet five days a week in a block schedule- 12:30-2pm. All four standards are covered.

3. **Participant Information**

- Eligible Participants: Westerly High School seniors with senior status and successful completion of Child Development I and II. Students must be interested in careers working with children.
- Enrollment prerequisites other than a high school diploma or GED: Westerly High School seniors with senior status and successful completion of Child Development I and II. Students must be interested in careers working with children.
- Participant Enrollment Fee: None

4. **Field Experience:** Describe the nature, duration and supervision of the field experience you offer participants as part of their training.

Students job shadow teachers and teacher assistants in district elementary schools three days a week.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

Students are given copies of sample ParaPro study guides and tests.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

Tests on all four standards, final test and completion of a portfolio of field experience.

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants?

Site teacher evaluations, portfolio rubric, and the number of students who begin careers as a TA or enter college as an education major.

**Woonsocket Area Career & Technical Center, Child Studies/Human Services Program,
Woonsocket, RI**

Profile Update: February 2009

Initial Approval Date: Nov. 30, 1999

Current Approval Expiration Date: June 30, 2012

Contact Information

Name of Agency	Woonsocket Area Career & Technical Center
Training Program Name	Child Studies/Human Services Program
Program Contact Person	Dr. Lynne Bedard, Ms. Colleen Curis, Ms. Christine McKenna
Address	400 Aylsworth Avenue, Woonsocket, RI 02895
Phone & Fax	401-767-4667; 401-767-4665
Email	bedardl@ride.ri.net

Program Description

1. **Program Overview:** Please provide a brief summary of your course, that is, a few sentences describing the nature of your program.

The Child Studies/Human Services Program follows a comprehensive state approved two/three year curriculum that prepares students for future careers in the areas of early childhood education and human services. A particular focus is teacher assistant training, and in order to achieve competency, students enrolled in the program experience a blend of theoretical knowledge and application through participation in a variety of internship experiences. In order to prepare students for health and safety emergencies, all students become certified in American Red Cross First Aid/CPR for Adults, Children & Infants and AED Adult & Children.

2. **Program Schedule:** Program's current and specific training schedule including session dates, times and topic(s) covered at each session.

This is a full school-year program (September to June), five days a week, and students complete two or three years. The school follows a block schedule, and each class meets approximately 90 minutes each day. Advanced students may be enrolled in two blocks, which enables them to participate in more intensive internship/co-op experiences. Students intern four days a week and the fifth day is devoted to theory.

Curriculum Framework:

Year 1

- Understand the growth and development of the preschool-aged child
- Understand and utilize Early Learning Standards
- Observe children/ record data /analyze data
- Design and implement age appropriate activities
- Promote and support literacy in early childhood (readiness in reading, writing, and math)
- Promote and support science, math, and technology in early childhood
- Understand behavior/ implement effective classroom management strategies
- Work collaboratively with families
- Complete the American Red Cross Giving Care/Health & Safety Program
- Complete the SkillsUSA Professional Development Program (PDP) Level 1
- Explore and participate in community service activities
- Develop a classroom portfolio to support state PBGR requirements

Year 2

- Understand the development of the school-aged child
- Explore current methods and materials in the elementary classroom
- Promote literacy in the elementary grades (reading, writing, math, science and technology)
- Implement standards-based reform in elementary education (GLEs)
- Utilize technology in the elementary classroom
- Assess student learning in a standards-based elementary classroom through the use of rubrics
- Explore current methods and trends and utilize effective strategies for working with children who have special needs (IEP's, alternate assessments)
- Complete American Red Cross First Aid certification
- Complete the SkillsUSA Professional Development Program (PDP) Level 2
- Develop further a classroom portfolio to support state PBGR requirements
- Explore and participate in community service activities

Year 3

- Understand human exceptionality
- Explore further current methods and trends and utilize effective strategies for working with children who have special needs (IEPs, alternate assessments)
- Promote literacy in the inclusion classrooms (reading, writing, math, science and technology)
- Utilize modified assessments of student learning
- Build effective interpersonal/professional skills
- Complete the SkillsUSA Professional Development Program (PDP) Level 3
- Complete American Red Cross First Aid/CPR for Adults, Children & Infants and AED Adult & Children
- Develop and defend the Senior Project / Portfolio
- Explore and participate in community service activities
- Meet the standards/ assume responsibilities to become a Teacher Assistant (Para-Pro Test)

3. Participant Information

- Eligible Participants: Students enrolled in the Child Studies/Human Services program are eligible to participate in the Teacher Assistant Training Program as well as the American Red Cross certification in First Aid/CPR/AED. Students who successfully complete the Child Studies/Human Services program take the ParaPro Assessment test as an exit exam as part of the course requirements.
 - Enrollment prerequisites other than a high school diploma or GED: Must be enrolled in the Child Studies/Human Services program.
 - Participant Enrollment Fee: None.
4. **Field Experience**: Describe the nature, duration and supervision of the field experience you offer participants as part of their training.
- **In Year 1** of the program, students intern four days a week in the school's Early Childhood Center, which is a preschool that runs five days a week, from 7:45 to 1:45. In September 2005, the Early Childhood Center earned accreditation from the National Association for the Education of Young Children (NAEYC), and this accreditation has continued to be renewed (most recent date 8/08). Each student spends approximately 6 hours a week observing or working directly with children under the supervision of certified early childhood teachers.

- **During the second year** of the program, students intern in classrooms in a variety of elementary schools in Woonsocket. Students work approximately 10 hours a week with children under the supervision of certified elementary and /or special education teachers and itinerants.

- Students who complete **Year 3** (seniors) intern or co-op in a special education or inclusion setting. Working under the supervision of certified special education teachers and other professionals (physical/occupational/speech therapists, adaptive physical educators), these students usually assist in classrooms 10-12 hours per week. In a partnership with a special education class at Woonsocket High School, aquatic therapy has been added to the learning opportunities offered in internships. Many of the advanced students also participate in the Special Olympics program.

5. **Linkage to ParaPro Assessment:** Describe here how your program provides preparation for and linkage to arrangements for taking the ParaPro Assessment for those participants whose qualifications necessitate taking this assessment.

The curriculum in the Child Studies/Human Services program encompasses the competencies and standards that students must meet in order to complete the training program and become teacher assistants. In addition, students are provided with study guides and they are encouraged to take sample ParaPro tests. Teachers in the program analyze data from the sample tests in order to improve training for students and to determine if there are any academic areas that may need to be addressed in order to prepare for the assessment. Academic teachers at the Career & Technical Center interpret the results and if needed, provide after school workshops in math and English Language Arts.

The school provides each eligible student with the opportunity to take the ParaPro assessment one time at no cost. Staff members schedule the ParaPro test with the Woonsocket Education Department's personnel director, who administers the exam in May at the Career & Technical Center. The ParaPro is also utilized as an additional assessment tool (part of the final exam) to help determine student achievement in the Child Studies/Human Services program.

6. **Program Completion Requirements and Evaluation of Participant Competencies** (e.g., attendance, tests, portfolio, etc.)

Students must meet the program standards and demonstrate the competencies required to successfully complete the Child Studies/Human Services program. Attendance, course work, and internships are all reflected in the standards and competencies. Program instructors and internship site teachers complete rigorous evaluations of each student's internship competencies. All students are required to complete daily reflective journals that focus on their internship experiences and connect theory learned in the classroom with application of these theories in a real world setting. The program competency list includes:

- Understand and practice the philosophy of early childhood/elementary programs
- Understand and practice the philosophy of special education / inclusion
- Record observations in classroom
- Plan developmentally appropriate lessons through mapping
- Demonstrate a variety of effective teaching strategies
- Promote literacy /realize the value of reading to children
- Apply learning theories in the classroom
- Create a stimulating learning environment
- Maintain a safe and healthy learning environment
- Provide positive guidance
- Assess/evaluate learning
- Interpret data to improve programs for children
- Demonstrate basic proficiency in technology
- Demonstrate effective oral communication
- Demonstrate effective written communication
- Meet/exceed literacy standards

- Reflect classroom experiences in a journal
- Exhibit professionalism in the classroom
- Maintain commitment to professionalism
- Collaborate effectively with colleagues
- Establish positive and productive relationships with parents
- Complete internships in a variety of learning environments
- Propose, research, and defend a Senior Project.
- Participate in community service activities
- Complete American Red Cross First Aid / CPR / AED Certification
- Develop a professional / graduation portfolio

7. **Training Program Evaluation:** Describe instruments and strategies used to evaluate your program's effectiveness in preparing participants to be teacher assistants.

Several strategies/instruments are utilized for program evaluation:

- Number of students who achieve a passing score on the ParaPro Assessment
- Analysis of data from ParaPro Assessment results
- Internship and co-op evaluations of student performance from site supervisors
- Internship site cooperating teacher feedback
- Quality of portfolio artifacts / successful completion of portfolio requirement
- Number of students who become teacher assistants
- Number of students who enter college to pursue more training in this field
- Survey data from former students

Woonsocket Area Career & Technical Center Child Studies / Human Services

A Learner Centered Environment

Program Competencies

Student Name: _____ **Year in Program:** _____ **Instructors:** _____

Year	Competency Areas	Performance Level
1+2+3	Understand and practice the philosophy of early child/elementary ed.	
1+2+3	Understand and practice the philosophy of special education / inclusion	
1+2+3	Record observations in classrooms	
1+2+3	Plan developmentally appropriate lessons through mapping	
1+2+3	Demonstrate a variety of teaching strategies	
1+2+3	Promote literacy / realize the value of reading to children	
1+2+3	Apply learning theories in the classroom	
1+2+3	Create a stimulating learning environment	
1+2+3	Maintain a safe and healthy learning environment	
1+2+3	Provide positive guidance	
1+2+3	Assess/evaluate learning progress	
1+2+3	Interpret data to improve programs for children	
1+2+3	Demonstrate basic proficiency in technology	
1+2+3	Demonstrate effective oral communication	
1+2+3	Demonstrate effective written communication	
1+2+3	Meet/exceed literacy standards	
1+2+3	Reflect classroom experiences in a journal	
1+2+3	Exhibit professionalism	
1+2+3	Maintain commitment to professionalism	
1+2+3	Collaborate effectively with colleagues	
1+2+3	Establish positive and productive relationships with parents	
1+2+3	Complete internships in a variety of learning environments	
1+2+3	Propose, research, and defend a Senior Project	
1+2+3	Participate in community service activities	
1+2+3	Complete American Red Cross First Aid / CPR / AED Certification	
1+2+3	Develop a professional / graduation portfolio	

Rating Scale

- 0- No Exposure= no experience or knowledge/did not complete basic competency
- 1- Exposure Only- close supervision needed and additional training required
- 2- Little Evidence of Achievement- additional training required to develop skill
- 3- Working Toward Standard- has performed task (s) independently with limited supervision
- 4- Met Standard- can perform task (s) independently with no supervision
- 5- Exceeded standard- can perform task independently and to an exceptional degree

OTHER PRE-EMPLOYMENT TRAINING RECOGNIZED BY RIDE AS MEETING STATE STANDARDS

RIDE recognizes the following distance learning program for teacher assistants as meeting state standards.

PENN FOSTER CAREER SCHOOL (Formerly called Thompson Education Direct Program), P.O. Box 1900, Scranton, PA. 18501, 1-800-275-4410, <http://www.Pennfoster.edu>

Teacher Aide Training Program Description – Below is information (including cost) that is current as of June 2005. Visit their website to ensure that your information is current.

Cost - \$513 to \$598 depending on payment method

Time Needed to Complete - A minimum of 6 months

Explanation – This is a distance-learning program that one takes using a computer. Most lesson materials are available online and students can ask questions of instructors by email. Students will also be provided with textbooks and related materials that they will use in the course.

Program Outline - 7 Instruction Modules written to take students step-by-step through skills

1. Instruction Module 1
 - a. Introduction to the Teacher Aide Program
 - b. Learning Strategies
2. Instruction Module 2
 - a. Skills for the Effective Teacher Aide
 - b. Child Development and Human Behavior
3. Instruction Module 3
 - a. How Children Learn
 - b. Enhancing Children's Self-Esteem
4. Instruction Module 4
 - a. Classroom Management Techniques
 - b. An Overview of Teaching Techniques
 - c. Student Supervision
 - d. Learning Aids:
 - i. Crack: The Facts - Pamphlet
 - ii. Sex: Not Yet - Pamphlet
 - e. Video: Setting Up the Rules
5. Instruction Module 5
 - a. Curriculum Content
 - b. Instructional Resources: Their Preparation and Use
 - c. Technology in the Classroom
6. Instruction Module 6
 - a. Language and Other Barriers
 - b. The Teacher Aide in the Special Education Program
 - c. The Teacher Aide in the Early Childhood Education Program and in the After-School Day Care Program
 - d. Learning Aids:
 - i. Poison Control Slide Guide
 - ii. The Incredible Indoor Games Book
 - e. Video: The Playground
7. Instruction Module 7
 - a. Children, Families, and Society
 - b. Helping Abused Children
 - c. Learning Aids:
 - i. Kids and Guns - Pamphlet
 - ii. Teen Suicide: What You Can Do - Pamphlet
 - d. Video: Kids on the Go

Plus - Work Experience Option

Bristol Community College in Massachusetts

Bristol Community College
777 Elsbree Street
Fall River, MA 02720
College phone: 508-678-2811; For Admissions, extension 2590
<http://srvweb.bristol.mass.edu/index.cfm>

Locations: Fall River, New Bedford, Attleboro and Taunton. Below is information that is current as of June 2007. Check their website for current information.

INSTRUCTIONAL AIDE PROGRAM

IAD 11 Introduction to Instructional Aide I 1 credit

An introduction to the roles and responsibilities of the instructional aide in early education, with special emphasis on teacher-aide relations, techniques for observation, instructional skills, materials preparation, and classroom problem solving.

Prerequisite: None

Comments: No credit will be given until both semesters have been satisfactorily completed.

IAD 12 Introduction to Instructional Aide II 1 credit

An introduction to the roles and responsibilities of the instructional aide in early education, with special emphasis on teacher-aide relations, techniques for observation, instructional skills, materials preparation, and classroom problem solving.

Prerequisite: None

Comments: No credit will be given until both semesters have been satisfactorily completed.

INSTRUCTIONAL PARAPROFESSIONAL CERTIFICATE PROGRAM

Program Courses

- ENG 11 College Writing 3 credits
- IAD 13 Roles and Responsibilities of the Instructional Paraprofessional 3 credits
- IAD 14 Teaching Elementary School Mathematics 3 credits
- PHL 53 Philosophy of Education 3 credits
- PSY 51 General Psychology 3 credits
- SPH 11 Fundamentals of Speech 3 credits
- PSY 52 Child Development 3 credits
- PSY 53 or Adolescent Psychology 3 credits

Elective Courses

- Elective (Choose from HST 13, HST 20, HLT 11, or any foreign language) 3 credits
- Elective (Choose from ENG 12, CIS 10 or CSS 15, PSY 55, or SCI 13) 3/4 credits