

## Description of Workshop:

Paraprofessionals play a vital role in today's classrooms. Under the supervision and management of teachers, paraprofessionals often prepare learning materials, instruct individual and small groups of students, and are important members of the school community. In the challenging environment of schools today, the paraprofessionals play an increasingly critical role in improving student achievement. In the past, however, many paraprofessionals received little or no training on their role and specific responsibilities in the classroom. This workshop is designed to provide the paraprofessional with training that will support both the students and teachers in the instructional setting - grades K-8.

The following topics will be discussed:

- distinction in roles, responsibilities, and communication of professional personnel and paraprofessionals
- classroom management
- time management
- instructional strategies that enhance student learning in groups and one-on-one tutoring
- the importance of a "Team Approach" for successful student outcomes.

## About the Instructor:

Pam Lecy has experience as a:

- teacher
- program coordinator
- staff developer
- reading specialist

Pam has 13 years of experience in the classroom and 10 years of experience as a district program coordinator.

Currently Pam is a consultant and staff developer for:

- CESA 6
- Wisconsin School Districts.

## Audience:

**K-8 Instructional Paraprofessionals.**

## Testimonials:

“The presenter is a wonderful speaker. Even when discussed issues didn't apply to my students, I was still interested. Her methods of presenting were great. She is the best presenter of the many workshops that I have been too. I learned a lot!”

“Good handouts. Nice amount of strategies and activities to try for the different subject areas.”

“Great workshop. I learned a lot of different ways to present new material.”

“Awesome, made learning fun, made me feel I can make a difference.”

“Great presenter. Kept things interesting and involved. I learned by interaction and doing, rather than just sitting and listening all day.”

“The class covered every doubt/questions I had but not sure how to address it.”

## Best Practices

January 6th, 2011  
8:30 a.m. to 3:00 p.m.

Name \_\_\_\_\_

District \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

**COST:** \$100.00 per participant includes materials, continental breakfast, and lunch

\_\_\_\_\_ \$100.00 Check enclosed  
(payable to CESA 6)

\_\_\_\_\_ Purchase Order # \_\_\_\_\_

\_\_\_\_\_ Credit Card Type (EX-VISA/MC)

Card No. \_\_\_\_\_

Expiration Date \_\_\_\_\_

Three-digit card code on back of card \_\_\_\_\_

Home Address: \_\_\_\_\_

City/St/Zip \_\_\_\_\_

**(Copy for additional registrants)**

**Questions call 920-236-0546**

**Return to:**

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**PO Box 2568, Oshkosh, WI 54903-2568**

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**Wisconsin Educator  
Standards Academy on Professional  
Development**

**WTS1** - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**WTS2** - The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**WTS3** - The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**WTS4** - The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

**WTS5** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**WTS6** - The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**WTS7** - The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**WTS8** - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**WTS9** - The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**WTS10** - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

CESA 6  
Staff Development  
PO Box 2568  
Oshkosh, WI 54903

***Best  
Practices  
for the  
Instructional  
Paraprofessional***

***Pam Lecy  
Instructional Leader***

**LaSure's Banquet Hall  
Oshkosh**

**January 6th, 2011  
Registration 8:00-8:30  
Workshop 8:30-3:00**

***DEADLINE:*  
December 30<sup>th</sup>, 2010  
(Limited to 35 participants)**