Defining and Delineating Roles and Responsibilities for Team Success

Competency

Paraeducators and teachers define and delineate roles and responsibilities to improve the effectiveness of their team.

Key Method

Paraeducators and teachers collaboratively use a five-step inquiry learning cycle to define and delineate roles and responsibilities and create an action plan to improve team effectiveness.

Method Components

Guiding Principles

To enhance student outcomes, it is critical that paraeducators and teachers see themselves as partners in the educational process and continuously work to ensure they have an effective working relationship. A key characteristic of an effective paraeducator-teacher team is that roles and responsibilities are realistic, clearly defined, and acknowledged. It is important that the similarities, differences, and overlap between paraeducator and teacher roles, including the role of the teacher in guiding the work of the paraeducator, is understood.

Note: Paraeducators support certified/licensed educators, including teachers and other related service providers. Teams participating in the micro-credential process can also

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

include related service providers, although the design of some of the micro-credentials and related artifacts are specific to the partnership between paraeducators and teachers. Related service providers might include speech-language pathologists, school nurses, transition specialists, school psychologists, school social workers, creative arts therapists, occupational therapists, physical therapists, and school counselors. Most of these professions are currently defined as "providers of related services" in the Individuals with Disabilities Education Act (IDEA, 2004) and "specialized instructional support personnel" (SISP) in the Every Student Succeeds Act (2015). NEA and the National Alliance of Specialized Instructional Support Personnel (NASISP) both recognize and use the term SISP. See the Resource Section to learn more about SISP.

The Inquiry Learning Cycle

For this micro-credential, paraeducators and teachers will use a 5-step inquiry learning cycle to demonstrate defining and delineating roles and responsibilities and create an action plan to improve team effectiveness.

Paraeducator-teacher teams will assess current roles and responsibilities to develop a mutual understanding of individual and shared roles and responsibilities. They will explore a need for growth or improvement, identify and target a goal for enhancing team performance, and develop and implement a team action plan. Last, paraeducators and teachers will reflect on the outcomes and process. See the Resource Section to learn more about the inquiry learning cycle.

Step 1- Know Yourself (Individual Self-Assessment)

The first step in the inquiry cycle is to know yourself. In this step, you will examine and document your current individual and shared roles and responsibilities and assess alignment

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

with your job description and existing skills and knowledge. You will also identify issues and challenges that you think are affecting your team's performance in this area.

Step 2 - Know Your Team (Team Process)

The second step in the inquiry cycle is to know your team. In this step, paraeducator-teacher teams will discuss their individual self-assessments and work together to develop a mutual understanding of individual and shared roles and responsibilities. Team members will also discuss, identify, and prioritize issues and challenges related to defining and delineating roles and responsibilities in preparation for identifying a growth goal (Step 3) for the team action plan.

Since each team member will view issues and challenges from a unique perspective, it is important that each team member has a voice in this discussion.

When prioritizing issues and challenges related to defining and delineating roles and responsibilities, team members should consider the following questions:

- What is our current process for defining and delineating roles and responsibilities?

- What is working in our current team situation? What is not working?

- What specific issues are we having? What factors may be contributing to these issues?

- Who is involved (e.g., students, other staff, families/guardians)

- What supports/resources do our team need that we aren't currently getting? How can administrators or other staff help support our team?

- How are the issues and challenges affecting outcomes for students and our team?

Step 3 - Establish a Growth or Improvement Goal (Team Process)

The third step in the inquiry cycle is to establish a SMART goal (Specific Measurable Achievable Relevant Time-bound) for the team action plan (Step 4). Teams should work together to identify at least one goal that is based on the issues/challenges associated with defining and delineating roles and responsibilities, as identified in Step 2.

Before establishing the goal, teams should consider the following questions:

- What do we want to accomplish? What do we want to happen?

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

- Why do we want to accomplish this? What issues will the goal help to resolve?

- What is the overall desired outcome? How will we know if we were successful? How will we measure success?

- How will we meet our goal? What strategies will we implement to achieve success?

- When can we expect the goal to be completed? What is our timeline (e.g., start and end dates, key milestones, check-ins on progress)?

Step 4 - Create and Implement a Team Action Plan (Team Process)

The fourth step in the inquiry cycle is to create a team action plan. This action plan will help to ensure success in accomplishing the goal identified in Step 3. It provides a framework so that team members are clear on the goal, purpose, outcomes for success, strategies, implementation steps, timeline, and support needed.

Step 5 - Reflect (Individual Reflection)

The final step is to reflect on the outcomes and identify the next steps. Paraeducators and teachers will individually examine what worked and what didn't work, and identify the next steps for continued professional growth.

Reflecting on what you have learned about yourself, your partner, and your team, and defining and delineating roles and responsibilities will cement learning, further improve team effectiveness, and encourage continued professional growth.

Supporting Rationale and Research

Role and Responsibilities/ Effective Paraeducator-Teacher Teams

Malian, Ida M. "Paraeducators Perceptions of Their Roles in Inclusive Classrooms: A National Study of Paraeducators." Electronic Journal for Inclusive Education, vol. 2. No. 8, 2011. Web. December 10, 2018. https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1133&context=ejie

Ruedel, K., Diamond, M., Zaidi, A., Aboud, A. (2002) The Inclusive Environment: Paraeducators and Teachers Working Together. Wed. May 11, 2018 http://www.academia.edu/922366/The_Inclusive_Environment_Paraeducators_and_Teac

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

hers_Working_Together

Pickett, Anna Lou. Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation. National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate Center, City University of New York, pp. 1-65. 1999. https:/ /files.eric.ed.gov/fulltext/ED440506.pdf

Inquiry Learning Cycle

Barron, B. and Darling-Hammond, L. "Teaching for Meaningful Learning: A Review on Inquiry-Based and Cooperative Learning." Edutopia. The George Lucas Educational Foundation. 2008. Web. December 10, 2018. https://files.eric.ed.gov/fulltext/ED539399.pdf

Resources

ESP Building Winning Teams

W 1MC_Artifact 2 - Roles and Responsibilities Agreement_FINAL.docx

BWTRES_The Five Knows of Collaborative Teaming.pdf

BWTRES_Effective Communication.pdf

BWTRES_Generational Differences_Impact on Tming and Comm.pdf

BWTRES_Conflict Management and Resolution Strategies.pdf

BWTRES_Problem Solving and Action Planning.pdf

Classroom Partners: How Paraprofessionals Can Support All Students to Meet New Standards

HOT TOPIC – The Distinction in Roles of Paraeducators and Teachers

Impact | Volume 15, Number 2 | Paraeducators: The Evolution in Their Roles,

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

[Responsibilities, Training, and Supervision](#)
[Let's Team Up: What Every Paraprofessional Needs for Student Success and Effective Teamwork](#)

[National Alliance of Specialized Instructional Support Personnel](#) (NASISP)

[NEA ESP PGC Paraeducator Universal Standards](#)

Top 10 List To Teachers - What Paraeducators Want You to Know
["TOP 10 LIST"](#)

[The Teacher Leadership Competencies](#)

Inquiry Learning Cycle

📄 **Inquiry Learning Cycle Graphic.pdf**

[Specialized Instructional Support Personnel](#)

Artifact Templates

Paraeducator Roles and Responsibilities Self-Assessment (Artifact 1)
W 1MC_Artifact 1 - Paraeducator Roles and Responsibilities Self-Assessme…

Teacher Roles and Responsibilities Self-Assessment
(Artifact 1)
W 1MC_Artifact 1 - Teacher Roles and Responsibilities Self-Assessment_FIN…

Roles and Responsibilities Agreement (Artifact 2)
W 1MC_Artifact 2 - Roles and Responsibilities Agreement_FINAL.docx

Team Action Plan (Artifact 3)
W 1MC_Artifact 3 - Team Action Plan_FINAL.docx

Implementation Evidence (Artifact 4)

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions

(250-350 words)
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. Describe the context of the classroom or setting in which you work (e.g., general ed classroom, resource room, community-based setting). Include grade level, subject area, and any relevant cultural/demographic information and special considerations regarding student characteristics.
2. Describe the makeup of your team (with whom you work regularly to directly support students). Include who is on your team (i.e., teachers, paraeducators, related service providers/SISP), each team member's roles/responsibilities, and how long you have worked together.
3. What did you know about defining and delineating roles and responsibilities before any information or resources were made available to you?
4. Describe your current roles and responsibilities and the process you use to define and delineate roles and responsibilities.
5. Explain why you chose to complete this micro-credential.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following four artifacts as evidence of your learning.

*Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Self Assessment

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

Using the template provided, submit the paraeducator or teacher self-assessment to identify and reflect on:

- Current individual and shared roles and responsibilities

- Current roles and responsibilities that are not aligned with (included in) your job description

- Roles and responsibilities that you haven't been performing but should be

- Current roles and responsibilities for which you have not received sufficient training

- The current process or strategies used by your team to define and delineate roles and responsibilities

- Issues and challenges related to defining and delineating roles and responsibilities that are affecting team performance

Note: Paraeducators and teachers must complete this artifact independently. There is a paraeducator self-assessment and a separate teacher self-assessment.

Artifact 2: Agreement

Using the template provided, submit the Roles and Responsibilities Agreement to demonstrate your team's mutual understanding and agreement of individual and shared roles and responsibilities, as well as issues and challenges affecting team effectiveness in this area.

Note: Paraeducators and teachers should complete this artifact together. They can submit the same agreement.

Artifact 3: Team Action Plan

Using the template provided, submit a team action plan around <u>at least one</u> SMART goal identified. The goal and strategies should relate to defining and delineating roles and responsibilities.

Note: Paraeducators and teachers should complete this artifact together. They can submit the same action plan.

Artifact 4: Implementation Evidence
Complete the following two parts and submit as one document. If the evidence is a video or audio file, you may submit them separately. Artifact should include an

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on   Mar 31, 2023

indication of your role on your team (i.e., paraeducator, teacher, related service provider/SISP).

Part 1
Submit one piece of evidence that demonstrates the implementation of at least one strategy identified in your team action plan.

Examples of evidence may include, but are not limited to:

- meeting schedules/logs
- meeting agendas
- meeting minutes
- recordings/transcripts of meetings
- pictures of communication boards
- daily communication calendars
- classroom schedules
- professional learning certificates of completion
- problem-solving forms
- planning forms

Part 2

Using the template provided, reflect on and describe how the evidence and strategy implemented supports defining and delineating roles and responsibilities and how they have affected team effectiveness and students.

Note: Paraeducators and teachers can submit the same piece of evidence (Part 1), but they must complete the reflection component (Part 2) independently.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Self Assessment	All elements of the self- assessment are completed. Reflection clearly analyzes the	All but two elements of the self-assessment are completed.	More than two elements of the self-assessment are missing.

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

	assessment and performance of roles and responsibilities related to job description and training. Reflection clearly describes 1) the current process/strategies used to define and delineate roles and responsibilities, and 2) issues/challenges affecting the team. Specific examples cites. Issues/challenges are relevant to defining and delineating roles and responsibilities.	Reflection partially analyzes the assessment and performance of roles and responsibilities related to job description and training. Reflection partially describes 1) the current process/strategies used to define and delineate roles and responsibilities, and 2) issues/challenges affecting the team. Specific examples are cited Issues/challenges are relevant to defining and delineating roles and responsibilities.	Reflection partially analyzes the assessment and performance of roles and responsibilities related to job description and training. Reflection partially describes 1) the current process/strategies used to define and delineate roles and responsibilities, and 2) issues/challenges affecting the team. Specific examples are not cited Issues/challenges are not relevant to defining and delineating roles and responsibilities.
Artifact 2: Agreement	All elements of the agreement are completed. Issues and challenges are identified and prioritized and are relevant to defining and	Two elements of the agreement are missing. Issues and challenges are identified and prioritized but aren't relevant to defining and	More than two elements of the agreement are missing. Issues and challenges are identified and prioritized but

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

	delineating roles and responsibilities.	delineating roles and responsibilities.	aren't relevant to defining and delineating roles and responsibilities.
Artifact 3: Team Action Plan	Team action plan includes one SMART goal. The goal and strategies relate to defining and delineating roles and responsibilities.	Team action plan includes one SMART goal. The goal and strategies partially relate to defining and delineating roles and responsibilities.	Team action plan includes one SMART goal. The goal and strategies do not relate to defining and delineating roles and responsibilities.
Artifact 4: Implementation Evidence	At least one piece of evidence clearly demonstrates the implementation of *at least* one strategy identified in your team action plan.	At least one piece of evidence demonstrates the implementation of *at least* one strategy identified in your team action plan. But the evidence is not clear.	At least one piece of evidence demonstrates the implementation of strategy identified in your team action plan. But the evidence is not clear.

Part 3 Reflection

(250-350 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

1. What was the impact of your action plan? Did you meet your

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023

goal(s)? Why or why not? What changes would you make to your plan? Note any successes or challenges that you encountered.

2. How did the process of defining and delineating roles and responsibilities affect team effectiveness? How did it affect students?

3. How has this experience affected you in your role as a paraeducator or teacher?

4. How do you envision using this process with existing or new team members in the future?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.

Building Winning Teams: Effective Paraeducator-Teacher Teams
Last Revised on Mar 31, 2023