



# Welcome to the Paraprofessional Training Project

The SEDP's Office of Special Education, in partnership with SECE, has launched the Paraprofessional Training Project to support professional growth for certified Special Education (SE) Paraprofessionals. Through this initiative, certified Special Education Paraprofessionals can receive compensation for completing up to three courses from the Paraprofessional Training Project Catalog. While designed to enhance existing district training, these courses are not intended to replace the areas of preparation needed to earn the Special Education Paraprofessional Certification, and are open to all learners interested in building their skills.



# Sub Hub Paraprofessional Training The New York City

**Nick Juravich**

## **Sub Hub Paraprofessional Training The New York City:**

**Adult Leadership** ,1971    **Para Power** Nick Juravich,2024-12-10 Paraprofessional educators entered US schools amidst the struggles of the late 1960s Immersed in the crisis of care in public education paras improved systems of education and social welfare despite low pay and second rate status Understanding paras as key players in Black and Latino struggles for jobs and freedom Nick Juravich details how the first generation of paras in New York City transformed work in public schools and the relationships between schools and the communities they served Paraprofessional programs created hundreds of thousands of jobs in working class Black and Latino neighborhoods These programs became an important pipeline for the training of Black and Latino teachers in the 1970s and early 1980s while paras organizing helped drive the expansion and integration of public sector unions An engaging portrait of an invisible profession Para Power examines the lives and practices of the first generation of paraprofessional educators against the backdrop of struggles for justice equality and self determination    **Education World** ,2003    *The Texas Almanac and State Industrial Guide 1984-1985* ,1983    American Association of Law Libraries Newsletter ,1993    *Incite* ,1984    **Paraprofessional Training Manual** New York Regional Resource Center,Winona A. Greem,1977    **Training Program for Paraprofessionals Working in Special Education and Related Services** Anna Lou Pickett,1988    **A Training Program to Prepare Teachers to Supervise and Work Effectively with Paraprofessional Personnel** Anna Lou Pickett,1995    **The Utilization and Training of Paraprofessionals in Special Education. Present Status and Future Prospects** Queens College (New York, N.Y.). New Careers Training Laboratory,1974    **A Training Program to Prepare Teachers to Supervise and Work More Effectively with Paraprofessional Personnel** Anna Lou Pickett,City University of New York. National Resource Center for Paraprofessionals in Special Education and Related Services,1989    **The Employment and Training of Paraprofessional Personnel** Anna Lou Pickett,1988    The Status of Paraprofessionals in New York State School Districts ,1969    *Paraprofessional Bibliography* City University of New York. Center for Advanced Study in Education,1988    **Paraprofessional Bibliography** Anna Lou Pickett,Andrew Humm,1981    **The Role of the Paraprofessional in Educating the Handicapped** University of the State of New York. Office for Education of Children with Handicapping Conditions. Division of Development Support Services. Bureau for Program Development,Board of Cooperative Educational Services, Monroe-Orleans Counties. Associate Special Education Instructional Materials Center,1976    Training Packet for Paraprofessionals in Special Education New York (N.Y.). Division of Curriculum & Instruction,1989    **Paraprofessional Voices** Carolina Julian,2020 Paraprofessionals also known as paraeducators or teacher aides have increasingly become a critical part of inclusive education Most research on paraprofessionals centers on their roles and responsibilities training and supervision Giangreco Sutter however few studies have explored the influence of paraprofessionals perspectives in these areas on their perceived self efficacy Although Bandura's 1994 four sources of self efficacy have been widely applied to

teacher training and development Tschannen Moran Tschannen Moran Hoy 2007 few investigations have ascertained key sources of self efficacy for paraprofessionals This study recruited eleven paraprofessionals working for the New York City Department of Education NYC DOE to participate in two focus groups in order to gauge their perceptions on acquired skill level the quantity and quality of their training and the supervision and support provided by administrators teachers and colleagues Participant responses revealed four primary themes with the following implications 1 paraprofessionals desire comprehensive pre service training and ongoing professional development alongside classroom teachers 2 classroom teachers are key in paraprofessional success and should provide frequent feedback 3 school administrators ought to offer development or advancement opportunities and take an active role to supervise paraprofessionals and 4 paraprofessionals benefit from collegial relationships with peers for guidance and support Using thematic analysis the researcher found that verbal persuasion and vicarious experiences were the primary sources influencing paraprofessional success and self efficacy In light of the findings recommendations are made to improve policy and practice *Training Packet for Paraprofessionals in Special Education* New York (N.Y.). Division of Curriculum & Instruction, 1989 Paraprofessional Workers in Educational Settings University of the State of New York. Bureau of Continuing Education Curriculum Development, University of the State of New York. Bureau of Home Economics Education, 1972

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