Professionals at Potential Progress Plan: Exploring the PaPO3

Journey Into The Future
NACCTEP 2014 Conference
Lehigh Carbon Community College

- Founded in 1966, Lehigh Carbon Community College (LCCC) serves more than 7,500 students from Lehigh, Carbon, Schuylkill and surrounding counties.

- Offering more than 90 programs of study including healthcare, information technology, criminal justice, education and business administration.
Lehigh Carbon Community College

- LCCC has a main campus in Schnecksville and modern satellite campuses in Allentown, Tamaqua and Jim Thorpe.

- LCCC offers two-year associate degrees, certificate and specialized diploma programs, and workforce training for students studying either full-time, part-time or online.

- LCCC is a community college that serves both rural and inner-city population.
Teacher Education Mission Statement:

The Teacher Education Department provides high quality programs based on recognized standards to prepare educators to facilitate learning for ALL.
Objectives

• Introduce the Professional Potential Progress Plan (PaPO3) to participants.

• Explore how using the PaPo3 help make use of the Council for Exceptional Children Paraprofessional Standards to rate the faculty current knowledge and skills.

• Discuss how the PaPo3 impacts faculty professional development.
Project REACH

Funded by Office of Special Education Programs (OSEP).

Goal of Project REACH:

To prepare graduates as paraprofessionals or teacher assistants with the skills and knowledge required to effectively educate and serve individuals with diverse learning abilities. Graduates may work in public or private schools in general education or in classroom settings with students with exceptionalities.
Deconstruction/Reconstruction and Creation of a total of nine courses:


- Use Bloom’s Taxonomy in assignment descriptions to help evaluate student’s knowledge of material.

- Back map lectures, assignments to appropriate Paraprofessional Council for Exceptional Children (CEC Code of Ethics) according to the course criteria.

- Course objectives aligned appropriately with the Council for Exceptional Children (CEC) for Paraprofessionals Standards.
Objective #2:

Develop and implement a plan to ensure that program faculty members have the necessary support, knowledge, and skills to implement the new content and to train paraprofessional students to work with children with disabilities.
What Do the CEC Standards Mean to Me? Using the CEC Standards to Improve My Practice

Practicing special educators can use the CEC standards to help them maintain the knowledge and skills necessary to meet the needs of their students.
The CEC standards can be a powerful tool for special educators to request and receive the professional development opportunities they need to update their current skills and learn new skills required for the challenges they face every day.

Resource: What Do the CEC Standards Mean to Me? Using the CEC Standards to Improve My Practice
Explore the Professionals at Potential Progress Plan (PaPO3).

LCCC faculty teaching new/revised special education courses in the Paraprofessional/Special Education A.A.S. were invited to use a specially designed tool called the Professional Potential Progress Plan (PaPO3).
The Purpose of the PaPo3

• The PaPo3 tool applies Council for Exceptional Children Paraprofessional Standards by rating the faculty’s current knowledge and skills thorough self-assessment.

• The pre-test self assessment helps faculty to determine their personal needs for professional development.

• The PaPo3 also has a Faculty Professional Development Action Plan template to help support next step ventures.
Small Group Work

Let’s explore the PaPo3:
Define and describe the roles of the various professionals and paraprofessionals who educate and support students with exceptionalities, in addition to best practices for the supervision of paraprofessionals.

CEC Standard: 9, 10
Small Group Work

EDU 202 – FUNDAMENTALS OF READING INSTRUCTION I

Explore the changing nature of literacy in today’s educational systems, including diverse populations with respect to culturally diverse populations and students with unique learning styles.

CEC Standard: 2, 4, 6, 10
Creative Ways to Support Professional Development

Dr. Sheila Dove-Jones
Project REACH External Evaluator

• Department Retreat

• Explore building relationships of trust.

• Professional Development: Why do I really need it?
Creative Ways to Support Professional Development

A Life-Long Learner asks:

• What are the benefits I am seeking out of professional development?

• Why do I resist professional development?

• Can and should I explore ways to cope with stress on the job?

• Considering the CEC Paraprofessional Standards what knowledge and skills do I need to explore that will help support students in my classes for the upcoming semester(s)?
Creative Ways to Support Professional Development

Identify Barriers

• Confidentiality and privacy is assured.
• PaPo3 was e-mailed in an online format with a date for completion.
• Results were tallied to help identify common needs for possible professional development.
• Use the Professionals at Potential (PaPo3) as a way to look at strengths and needs of Project REACH educators.
• Survey handed out and collected at convocation exploring topics to support professional development.
Creative Ways to Support Professional Development

The Project REACH Faculty Newsletter


Survey:
https://www.surveymonkey.com/s/ProjectREACHFacultyNewsletterFeedback
Creative Ways to Support Professional Development

Explore using the book “Strength Finders 2.0”

Explore using the book How Great Teachers Inspire Their Students:
Teach With Your Strengths
What do great teachers do differently?
Take Home Messages

Professional Development: Why do I really need it?

- Explore building relationships of trust.
- Confidentiality and privacy is assured.

Gather ideas from a group to explore topics and ideas to support professional development.

- First look at strengths and then needs for educators.
- Invite faculty to describe their perception of a life-long learner.
"Hide not your talents. They for use were made. What's a sundial in the shade?“

Benjamin Franklin
Take Home Message

“Be the change that you wish to see in the world.”

Mahatma Gandhi