

I know how to work with my  
students...not what do I do  
with the adults?

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Practical Applications 5-8

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Leadership

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Management

# To Manage

- 1** : to handle or direct with a degree of skill: as
- a** : to make and keep compliant <can't manage their child>
  - b** : to treat with care : husband <*managed* his resources carefully>
  - c** : to exercise executive, administrative, and supervisory direction of <manage a business> <manage a bond issue> <manage a baseball team>
- 2** : to work upon or try to alter for a purpose <manage the press> <manage stress>

# To Lead

**1 a** : to guide on a way especially by going in advance

**b** : to direct on a course or in a direction

**3 a (1)** : to direct the operations, activity, or performance of <lead an orchestra>

**(2)** : to have charge of <lead a campaign>

# When to Manage

- ◆ When you are legally responsible for the behaviors/actions of another adult
- ◆ When you are morally or ethically compelled to dictate another adult's behavior

# When to lead

- When you have a concept or method that you would like others to embrace
- When what you want others to do is “optional”

# Management Strategies

- ◆ Define roles
- ◆ Define responsibilities
- ◆ Set clear expectations for behavior, language and task completion

# Leadership Strategies

- ◆ Model the behavior, language, enthusiasm, etc...that you want others to display
- ◆ Seek specific input from potential followers related to the change you desire.
- ◆ Describe your motivation, reasoning, and goals.



# Making it Work

- ◆ Who's doing what?
- ◆ What is the goal for the classroom?
- ◆ Does everyone know/understand their role?

# Possible issues

- ◆ Lack formal education in child development
- ◆ Be reluctant to discuss uncomfortable topics with families
- ◆ Hold different views on parent and early childhood education than best practice
- ◆ Have difficulty handling the stressors of their positions
- ◆ Struggle with time-management issues
- ◆ Have difficulty developing professional behaviors and work ethics.

(Appl, 2006)

# Fostering Positive Relationships

- ◆ Show respect and value for each other
- ◆ Give credit where credit is due
- ◆ Involve parapro in program planning and decision making
- ◆ Show the parapro both the how and why of the teaching process
- ◆ Address instruction as “we” and “us” instead of “you”
- ◆ Provide positive feedback

(Palma, 1994)

# Steps for Success

- ◆ Communicate!
- ◆ Define roles
- ◆ Define shared goals
- ◆ Explore your differences to help understand each other better.
- ◆ Be purposeful and thoughtful about your communicative interactions.

# Ongoing Professional Development

- ◆ According to the CEC (2001), 70-90% of paraprofessionals are hired into early childhood special education settings without any prior training.
- ◆ In a national survey of paraprofessionals, respondents indicated daily teaching and ability to effectively communicate at their highest training needs (Killoran, et al., 2001)

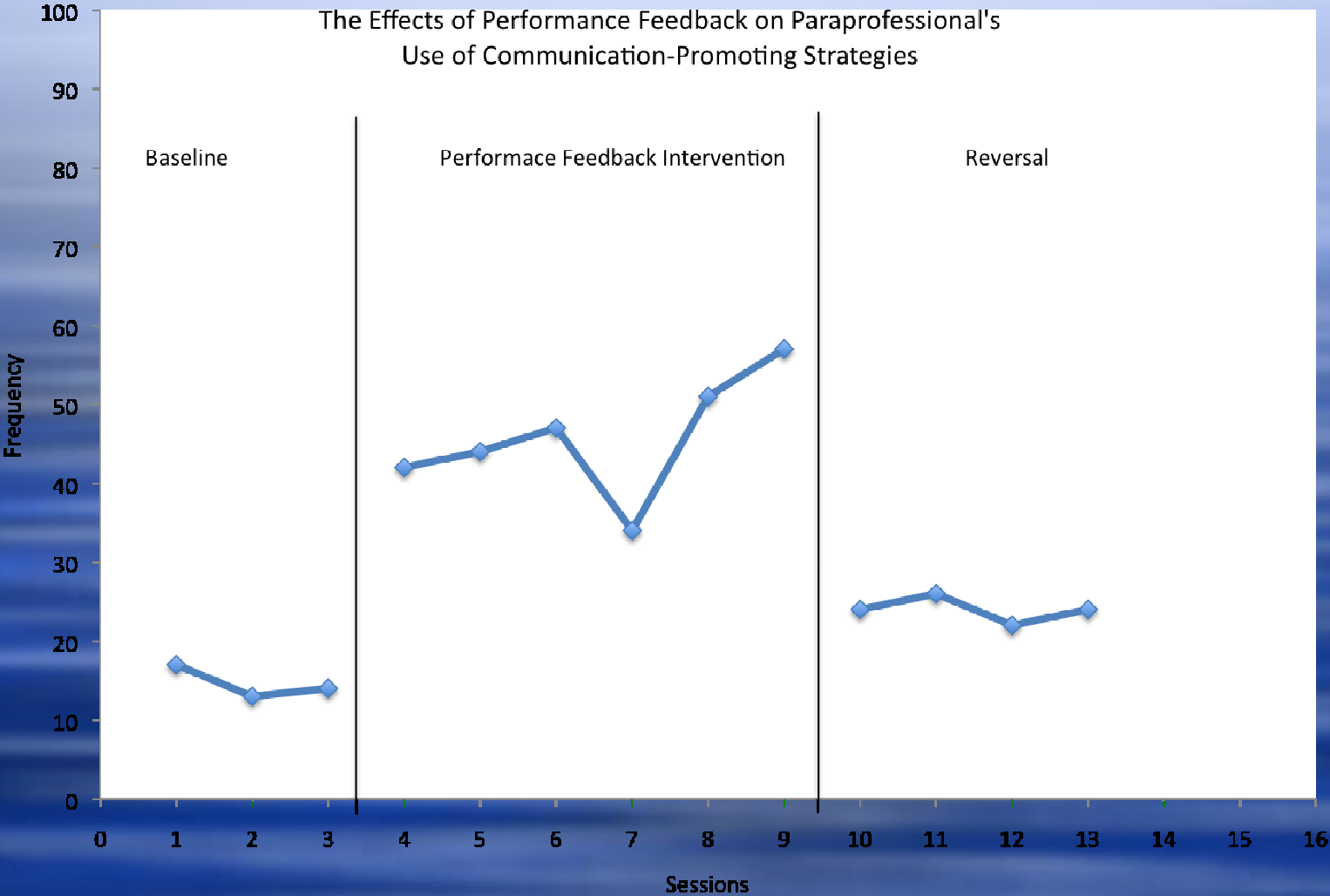
# Performance Feedback

- ◆ The process of providing “verbal, written, or graphical feedback about [teachers’] implementation of an intervention during an observation in an effort to improve their implementation during subsequent observations”(Casey & McWilliam, 2008, p. 252; Casey & McWilliam, 2011, p. 1).

# Performance Feedback

- ◆ Serves three necessary functions:
  - ◆ provides opportunities to praise the learner
  - ◆ informs the learner about how to change future performance
  - ◆ motivates the learner to increase the quality of performance (Mannie, 2000).

The Effects of Performance Feedback on Paraprofessional's Use of Communication-Promoting Strategies





*Frequency of use of individual naturalistic communication promoting strategies*

Strategy	Baseline		Feedback		Withdrawal	
	Mean	Range	Mean	Range	Mean	Range
Comments/Labels	8	8-9	21.2	17-23	10.8	9-12
Open-ended questions	5	4-6	15.7	12-24	10.3	9-11
Imitates	.6	0-2	4.7	3-9	1	0-2
Expands	0	0-0	1.3	0-3	.5	0-1
Provides choices	.33	0-1	3	1-7	1.5	1-2