

## Professional and Ethical Practice



### Course Overview

This course will provide teachers with critical knowledge about state and federal regulations through relevant and engaging activities that review and apply local, state, and national policies and procedures.

This course addresses a wide range of legislative requirements and procedural safeguards that are important for all staff, including paraeducators, to understand and follow to insure appropriate services and supports are provided to all students, including English Learners and students with disabilities.

In addition, the course in this module provides teachers an opportunity to explore various guidance structures for defining roles and assigning responsibilities to paraeducators that align to student needs and promote processes that maintain compliance.

### ***Session 1 – Introduction to Course***

This session serves as an introduction to the course. The objectives for this course are:

- Understand the laws and regulations impacting education, specifically those related to special populations (504; special education; English Learners; Health; Harassment, Intimidation, and Bullying (HIB); Confidentiality; Civil Rights; etc.)
- Learn strategies for clarifying and communicating roles and responsibilities to paraeducators to support special populations and ensure compliant practices
- Learn how to train paraeducators to use culturally responsive communication strategies to work with students and families
- Build a repertoire of tools and resources for improving communication between teachers and paraeducators

## ***Session 2 – Laws and Regulations***

In this section we will focus on the laws impacting education and the key components paraeducators must understand to legally support teachers and students. We will take a look at a historical timeline that includes regulations and significant cases that have shaped special education, 504, and English Learners programs. Important laws and regulations regarding harassment, intimidation, and bullying (HBI), confidentiality, and civil rights will also be discussed. As a teacher, it is your responsibility to provide the services you design within the parameters of these laws and regulations.

## ***Session 3 – Strategies for Communication***

In this section of the course we will look at how to communicate clearly, which will help paraeducators consistently implement the services you design for students. Then we will examine the roles and responsibilities of paraeducators working with students receiving special education services or English Learners, including how to clearly communicate the roles of the paraeducator and resources you can provide to support them.

## ***Session 4 – Culturally Responsive Communication***

In this section of the course we will review strategies for culturally responsive communication with students with disabilities, English Learners, and parents.

## ***Session 5 – Communication with Paraeducators***

In this section of the course we will look at how to involve paraeducators in planning and to utilize established procedures to communicate learning targets. Then, we will provide some strategies to make sure paraeducators understand the components of classroom management and how you can establish the paraeducator's role in classroom management. Next, we will review the purpose for data collection and the paraeducator's role.

## ***Session 6 – Wrap Up***

This session is a conclusion to the course. It consists of a final quiz, a feedback form, and submission for course completion.