

Paraprofessional Education

The Paraprofessional Education program at Alaska Christian College is one of three emphases that students may currently choose between for their Associate in Arts degree. All students must complete the 31 General Education and 15 Biblical Core credits, but then they may choose to emphasize in either Paraprofessional Education, Behavioral Health or Christian Ministry. After choosing their emphasis, students must complete 15 emphasis credits. In the Paraprofessional Education emphasis, these credits consist of:

PAR 201 (3) Introduction to Paraprofessional Education and Technology
PAR 211 (3) Developing Children as Readers and Writers
PAR 221 (3) Early and Upper Elementary Level Math
PAR 231 (3) Differentiating Instruction/Classroom Management
PAR 299 (3) Paraprofessional Education Capstone/Practicum

Paraprofessional education candidates must also take the National ETS ParaPro Assessment and obtain a qualifying score of at least 459 prior to graduation.

Purpose Statement

The Associate Degree in Paraprofessional Education prepares graduates to serve as “highly qualified paraeducators” as determined by the United States Department of Education. The degree requirements ensure that graduates meet the requirements to be highly qualified to serve as paraeducators in any classroom, particularly those in rural Alaskan settings

Objectives

The AA in Paraprofessional Education enables the student to do the following:

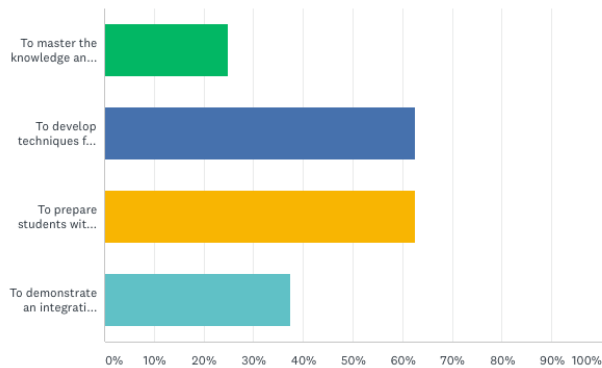
- To master the knowledge and skills necessary to work with students including: child development, educational psychology, and classroom management.
- To develop techniques for engaging students while leading activities in the classroom.
- To prepare students with dispositions that reflect that all children are capable of learning and deserve educational opportunities.
- To demonstrate an integration of faith and learning.

Assignments were collected from all of the Paraprofessional courses. For each assignment information was collected regarding the program objective that was met by the assignment, total points possible on the assignment, number of points required for a student’s assignment to be considered “successful,” the number of successful and unsuccessful attempts, and the successful and unsuccessful scores.

All program objectives were covered by those assignments that were evaluated, as shown on the chart below.

Program Objective

Answered: 8 Skipped: 37



ANSWER CHOICES	RESPONSES
▼ To master the knowledge and skills necessary to work with students from kindergarten to eight grade including: child development, educational psychology, and classroom management.	25.00% 2
▼ To develop techniques for engaging students while leading activities in the classroom	62.50% 5
▼ To prepare students with dispositions that reflect that all children are capable of learning and deserve educational opportunities.	62.50% 5
▼ To demonstrate an integration of faith and learning.	37.50% 3
Total Respondents: 8	

While the purpose of this report is to assess whether the offered assignments will allow students to meet all program objects, not to assess individual student performance, assignments with less than an 80% success rate will be reviewed by the faculty responsible to ensure that the assignment is clearly explained and supported with course material.

Program Objective: To master the knowledge and skills necessary to work with students from including: child development, educational psychology, and classroom management.

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
PAR 231	Writing Reflection for Classroom Management Theories and Positive/Proactive Classroom	3	1	75	This assignment provides an opportunity for students to examine various classroom management theories and key concepts for a positive, proactive classroom.	This assignment also analyzes the importance of looking at disruptive behavior in the classroom from a developmental perspective. Ideally, with background in all the theories students can support appropriate child development expectations while looking at other factors that may influence a peaceful learning environment.
PAR 299	Reflective Essay for Practicum experience	1	1	50	This assignment provides an opportunity to review and apply all areas of the program objectives as they write a reflection paper at the end of their practicum	Both were deducted 30 points for submitting the assignment late.

Two assignments were collected that supported this program objective. The following spreadsheet shows the success on these assignments:

Next Steps

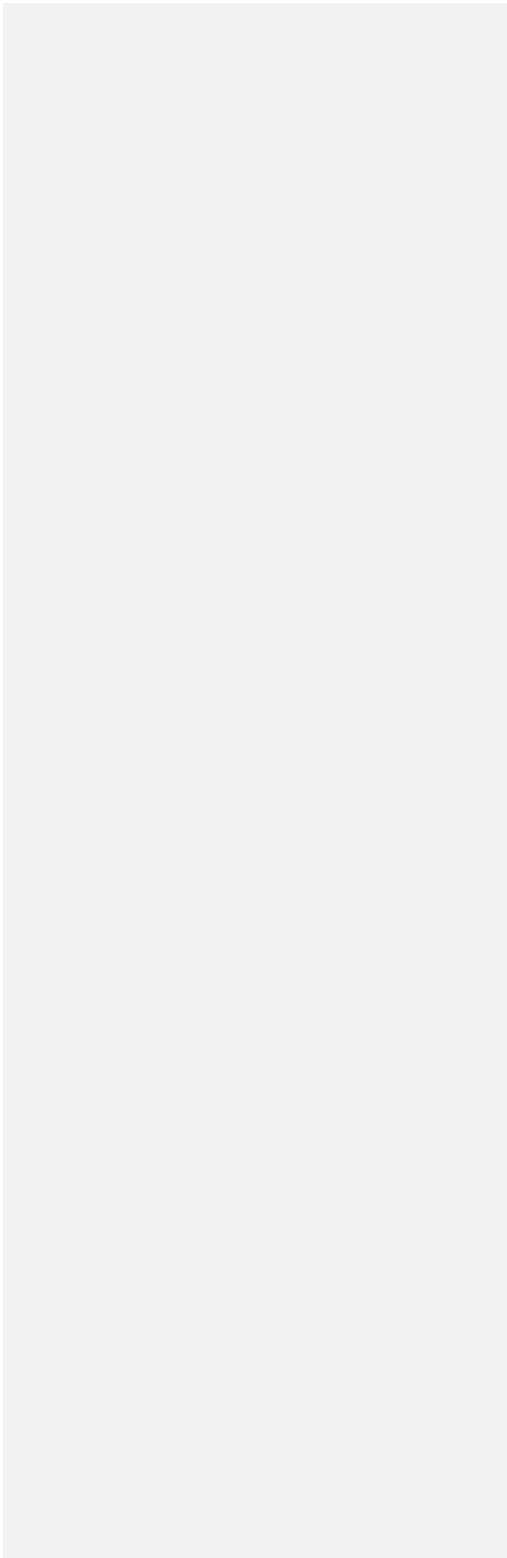
Developmental Psych never shared info despite being asked multiple times. Limitation is that some samples are taught by adjuncts and expectations of sharing student samples are difficult to acquire.

Reflecting on this hurdle, the chair of the Paraprofessional Education emphasis has consciously incorporated specific components of child development and ed psych in PAR 201 (looking at how various disabilities might influence normal developmental milestones in education), PAR 231 (Looking at classroom management approaches that are developmentally appropriate and

various approaches for each developmental group) , 211 (looking at developmental milestones in literacy and various approaches based on needs of the students), etc.

Conclusion

The program objective *to master the knowledge and skills necessary to work with students from including: child development, educational psychology, and classroom management* may be being met through the assignments in the Paraprofessional Education program, however there is not enough evidence to state this definitively. Assignments taken from a broader range of courses throughout the program are needed as well as assignments that emphasize the classroom management portion of this objective.



Program Objective: To develop techniques for engaging students while leading activities in the classroom.

Five assignments were collected that supported this program objective. The following spreadsheet shows the success on these assignments:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
PAR 211	Final Six Traits of Writing Project	2	1	70	Assignment walks students through the 6 traits of writing using a variety of skills while sharing their growth as a Christian.	unsuccessful copy was not submitted
PAR 221	Final Math Project	4	1	70	This assignment provides insight on specific math content standards and strategies that might support a variety of learning styles	The assignment is presented using the rubric. The sample is one of the 6 strategies that this student selected. The failed student only did half of the assignment and came to class 45 minutes late for her final presentation of her work.
PAR 201	Final Project (Intro to Para Ed and Ed Tech)	2	1	70	Final project targets educational technology applications that engage students' interest while empowering various types of learners to	Here is the link for the two assignments submitted: https://prezi.com/_jbhex5salyf/iep039s-amp-504-plans/?utm_campaign=share&utm_medium=copy https://docs.google.com/presentation/d/1BGxMFxS0mnwuKayjHkxSL

					engage with content.	0qoeBXxR67o5FI11t8952w/edit#slide=id.p
PAR 299	Reflective Essay for Practicum experience	1	1	70	This assignments provides an opportunity to review and apply all areas of the program objectives as they write a reflection paper at the end of their practicum	Successful Copy Google link: https://docs.google.com/document/d/1UdnXHgdm56gNt3n4xFgFVN6Le2Ei7kwVi00VNQoUrLM/edit Unsuccessful Copy Google Link: https://docs.google.com/document/d/1oaj2xYKCFmFF0z5QWLIq31gLpkzuijg3sQFJNQbeHYM/edit Both were deducted 30 points for submitting the assignment late
PAR 299	Practicum Reflections	1	1	70	Students are required to complete a minimum of 100 hours of practicum experience under the direct instruction of a lead teacher and be evaluated based on the State of Alaska State Standards for Paraeducators. These students develop	Google Link to Successful Assignment: https://drive.google.com/drive/folders/1XUz-MtwvIJurhKvlskRK0fv9AZI-pJmb Google Link to Unsuccessful assignment: https://docs.google.com/document/d/1o6tmPGcRyxP237yEWsdxFVapTJH7op_9QmDoe-pBFp4/edit

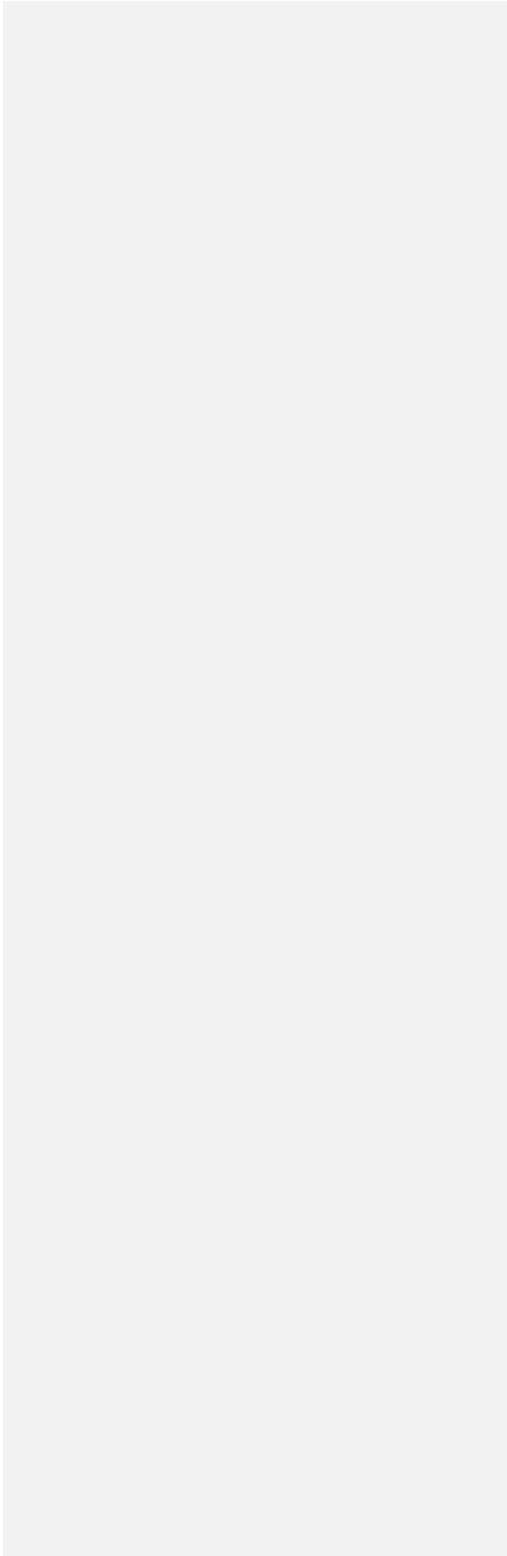
					hands-on experience in engaging students while leading activities in the classroom. This is captured in their weekly journal reflections.	
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The low number of enrollment in these courses makes it more challenging to assess effectiveness of the courses, but based on the data provided this objective seems to be covered thoroughly in the program.

Conclusion

The program objective *to develop techniques for engaging students while leading activities in the classroom* is being met through multiple assignments across a range of classes in the Paraprofessional Education program.



Program Objective: To prepare students with dispositions that reflect that all children are capable of learning and deserve educational opportunities.

Five assignments were collected that supported this program objective. The following spreadsheet shows the success on these assignments:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
PAR 211	Final Six Traits of Writing Project	2	1	70	Assignment walks students through the 6 traits of writing using a variety of skills while sharing their growth as a Christian.	unsuccessful copy was not submitted
PAR 221	Final Math Project	4	1	70	This assignment provides insight on specific math content standards and strategies that might support a variety of learning styles	The assignment is presented using the rubric. The sample is one of the 6 strategies that this student selected. The failed student only did half of the assignment and came to class 45 minutes late for her final presentation of her work.
PAR 201	Final Project (Intro to Para Ed and Ed Tech)	2	1	70	Final project targets educational technology applications that engage students' interest while empowering various types of learners to engage with content.	Here is the link for the two assignments submitted: https://prezi.com/_jbhex5salyf/iep039s-amp-504-plans/?utm_campaign=s-hare&utm_medium=cop-y https://docs.google.com/presentation/d/1BGxMFxS0mnwuKayjHkxSL0qoeBXXr67o5FI11t8952w/edit#slide=id.p

PAR 201	Guest Speakers	2	1	70	This assignment provides an opportunity to interview adults who have grown up as Alaska Natives in village schools or boarding schools in order to learn from our past and empower the next generation of learners.	no submission for the unsuccessful assignment
PAR 299	Reflective Essay for Practicum experience	1	1	70	This assignment provides an opportunity to review and apply all areas of the program objectives as they write a reflection paper at the end of their practicum	Successful Copy Google link: https://docs.google.com/document/d/1UdnXHgd m56gNt3n4xFgFVN6Le 2Ei7kwVi00VNQoUrL M/edit Unsuccessful Copy Google Link: https://docs.google.com/document/d/1oaj2xYKC FmFF0z5QWLIq31gLp kzuiJg3sQFJNQbeHYM /edit Both were deducted 30 points for submitting the assignment late

Next Steps

Conclusion

The program objective *to prepare students with dispositions that reflect that all children are capable of learning and deserve educational opportunities* is being met through the assignments in the Paraprofessional Education program.

Program Objective: To demonstrate an integration of faith and learning.

Three assignments were collected that supported this program objective. The following spreadsheet shows the success on this assignment:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
PAR 211	Final Six Traits of Writing Project	2	1	70	Assignment walks students through the 6 traits of writing using a variety of skills while sharing their growth as a Christian.	unsuccessful copy was not submitted
PAR 299	Reflective Essay for Practicum experience	1	1	70	This assignments provides an opportunity to review and apply all areas of the program objectives as they write a reflection paper at the end of their practicum. Each student was asked to articulate what it means to be a Christian educator in a public school.	Successful Copy Google link: https://docs.google.com/document/d/1UdnXHgd m56gNt3n4xFgFVN6Le 2Ei7kwVi00VNQoUrL M/edit Unsuccessful Copy Google Link: https://docs.google.com/document/d/1oaj2xYKC FmFF0z5QWLIq31gLp kzuiJg3sQFJNQbeHYM /edit Both were deducted 30 points for submitting the assignment late
PAR 231	Reading Reflection on the Great Commission and	4	0	70	The reading and reflections help to support understanding of The Great Commission	Every student was successful in connecting with Biblical principles to professional practices.

Commented [3]: _Re-opened_

Commented [1]: Add: Each student was asked to articulate what it means to be a Christian educator in a public school.

Commented [2]: _Marked as resolved_

	Differentiated Instruction				and how it is important to reach/support all learners, even the difficult ones.	
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Conclusion

The program objective *to demonstrate an integration of faith and learning* is being met through the assignments in the Paraprofessional Education program.

