

## **Paraprofessional Education**

The Paraprofessional Education program at Alaska Christian College is one of four 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.

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

<b>Course</b>	<b>Assignment</b>	<b># Successful</b>	<b># Unsuccessful</b>	<b>% Successful</b>	<b>How did this assignment meet the objective?</b>	<b>Additional comments from the instructor.</b>
PAR 231	Knowledge Checker for Classroom Management Theories	6	0	100%	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	0	100%	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	

### **Next Steps**

The Chair of the Paraprofessional Education emphasis has consciously incorporated specific components of online and distance education theory into the coursework for PAR 231 and PAR 299.

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.

This semester included numerous protocols that were in place for COVID-19. These were effective in ensuring the safety of the students while on campus, but additionally had many adverse effects on the outcomes of various assessments. As online learning tools become more prolific with the pandemic, further training and familiarity with tools for distance education will enhance the learning experience of the students. It is also anticipated that greater familiarity with the educational tools will have a beneficial impact on subsequent semesters.

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

<b>Course</b>	<b>Assignment</b>	<b># Successful</b>	<b># Unsuccessful</b>	<b>% Successful</b>	<b>How did this assignment meet the objective?</b>	<b>Additional comments from the instructor.</b>
PAR 211	Types of Literacy Assessment	2	1	67%	Assignment introduces students to the basic vocabulary of literacy assessment.	
PAR 221	Final Math Project	2	1	67%	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	0	100%	Final project targets educational technology applications that engage students' interest while empowering various types of learners to engage with content.	
PAR 299	Reflective Essay for Practicum experience	1	0	100%	This assignments provides an opportunity	Successful Copy Google link: <a href="https://docs.google.com/document/d/1UdnXHg">https://docs.google.com/document/d/1UdnXHg</a>

					to review and apply all areas of the program objectives as they write a reflection paper at the end of their practicum	dm56gNt3n4xFgFVN6 Le2Ei7kwVi00VNQoU rLM/edit Unsuccessful Copy Google Link: <a href="https://docs.google.com/document/d/1oaj2xYKCFmFF0z5QWLIq31gLpkzuiJg3sQFJNQbeHYM/edit">https://docs.google.com/document/d/1oaj2xYKCFmFF0z5QWLIq31gLpkzuiJg3sQFJNQbeHYM/edit</a> Both were deducted 30 points for submitting the assignment late
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### Next Steps

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.

This semester included numerous protocols that were in place for COVID-19. These were effective in ensuring the safety of the students while on campus, but additionally had many adverse effects on the outcomes of various assessments. As online learning tools become more prolific with the pandemic, further training and familiarity with tools for distance education will enhance the learning experience of the students. It is also anticipated that greater familiarity with the educational tools will have a beneficial impact on subsequent semesters.

### 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.* Four 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.
PAR 211	Final Project	3	0	100%	The final project will concentrate on independent research.	None.
PAR 221	Final Math Project	2	1	67%	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	0	100%	Final project targets educational technology applications that engage students' interest while empowering various types of learners to engage with content.	
PAR 299	Reflective Essay with Host Teacher	1	0	100%	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	

### Next Steps

This semester included numerous protocols that were in place for COVID-19. These were effective in ensuring the safety of the students while on campus, but additionally had many

adverse effects on the outcomes of various assessments. As online learning tools become more prolific with the pandemic, further training and familiarity with tools for distance education will enhance the learning experience of the students. It is also anticipated that greater familiarity with the educational tools will have a beneficial impact on subsequent semesters.

**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.* Two 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.
PAR 299	Reflective Essay for Practicum experience	1	0	100%	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. Each student was asked to articulate what it means to be a Christian educator in a public school.	
PAR 231	Knowledge Checker for the Great Commission	6	0	100%	The reading and reflections help to support understanding of The Great Commission and how it is important to reach/support all learners, even the difficult ones.	Every student was successful in connecting with Biblical principles to professional practices.

### **Next Steps**

This semester included numerous protocols that were in place for COVID-19. These were effective in ensuring the safety of the students while on campus, but additionally had many adverse effects on the outcomes of various assessments. As online learning tools become more prolific with the pandemic, further training and familiarity with tools for distance education will enhance the learning experience of the students. It is also anticipated that greater familiarity with the educational tools will have a beneficial impact on subsequent semesters.

### **Conclusion**

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

