

What do Paraeducators and their Supervisors Need to Know and be able to Do? Raw Data

Method: Questionnaire

Purpose: To ascertain perceived importance of topical areas of training paraeducators and professionals who supervise them.

Dates of data collection: Fall 1998

Project Staff:

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Number of respondents: 153

Return Rate: 28%

Background Characteristics:

Grade level respondents work with:

PreKindergarten-8 grade: 41%
High school: 17%
Across grades (k-12): 37%
Others less than 2%
Missing data: 3%

Level of education of respondents:

HS/GED: 12%
Associates: 5%
Bachelor's: 20%
Master's: 41%
Certificate of Advanced Study (CAS): 5%
Doctorate: 17%

Race of respondents:

Caucasian: 89%
Black: 5%
Hispanic: 4%
Asian American: 1%
Native American <1%

Role of respondents:

State Ed: 14%	General educator: 6%
University: 10%	Parent: 11%
Professional Organization: 3%	Spec. Educator: 19%
Advocate: 3%	Related Service: 11%
Paraeducator: 16%	
School administrator: 7%	

Sex of respondents:

Female: 89%
Male: 11%

State of Respondents:

36 states were represented.

States with representation greater than 2% include:

Vermont: 28%
Idaho: 7%
California: 5%
Colorado: 5%
New York: 5%
Maine: 4%
Washington: 4%
Iowa: 3%
Kansas: 3%
Nevada: 3%

States with representation less than 2% include:

Alaska	Illinois	Nebraska	Rhode Island
Arkansas	Indiana	New Hampshire	South Dakota
Connecticut	Louisiana	North Carolina	Texas
Florida	Massachusetts	North Dakota	Virginia
Georgia	Michigan	Ohio	West Virginia
Hawaii	Minnesota	Oklahoma	Wisconsin
	Montana	Oregon	

Years of Experience working with Paraeducators:

range is from 0 years (1%) to 30 years (<1%).

0 years: 1%

1-5 years: 34%

6-9 years: 16%

10-15 years: 31%

17-20 years: 11%

22-30 years: 7%

Note: All responses are based on a Likert-style scale from 1-5 with 1 as "not important" and 5 as "critically important" for the survey topic listed below. The responses are summarized by number of persons who responded to the topic (n) and percentage of persons who responded to the topic (%) for each item.

Perceived Importance of Topical Areas for Entry-level Training of Paraeducators

Survey Topic	1 not important	2	3	4	5 critically important
Collaborative teamwork	n=0	n=2 1%	n=16 11%	n=47 32%	n=84 56%
Paraeducator roles and responsibilities	n=0	n=4 3%	n=14 9%	n=48 32%	n=84 56%
Curriculum & Instruction	n=0	n=7 5%	n=21 14%	n=40 27%	n=81 54%
Inclusive education	n=0	n=9 6%	n=23 15%	n=39 26%	n=79 53%
Characteristics of children with various disabilities	n=0	n=10 7%	n=30 20%	n=37 24%	n=74 49%
Roles and responsibilities of others	n=2 1%	n=12 8%	n=37 25%	n=60 40%	n=39 26%
Multicultural & Family issues	n=2 1%	n=30 20%	n=51 34%	n=38 25%	n=29 20%

Perceived Importance of Topical Areas for Training for Supervisors of Paraeducators

Survey Topic	1 not important	2	3	4	5 critically important
Collaborative teamwork & effective communication strategies	n=0	n=6 4%	n=7 5%	n=35 23%	n=101 68%
Teaching paraprofessionals to implement instruction	n=0	n=8 5%	n=17 11%	n=49 34%	n=75 50%
Roles & responsibilities of paraprofessionals and teachers	n=0	n=99 6%	n=20 13%	n=36 24%	n=85 57%
Supervising instruction of paraprofessionals	n=0	n=15 10%	n=20 13%	n=44 30%	n=69 47%
Planning for the paraeducator	n=0	n=11 8%	n=30 20%	n=42 29%	n=64 43%

Perceived Importance of Topical Areas for Advanced-level Training (beyond Entry-level) of Paraeducators

Survey Topic	1 not important	2	3	4	5 critically important
Supporting students with Behavior challenges	n=0	n=3 2%	n=15 10%	n=47 32%	n=84 56%
Effective teaching strategies	n=0	n=8 5%	n=16 11%	n=61 41%	n=65 43%
Implementing & monitoring instruction	n=1 1%	n=7 5%	n=20 14%	n=62 42%	n=56 38%
Approaches to literacy: Reading, Math, & Lang. Arts	n=1 1%	n=25 17%	n=35 23%	n=56 37%	n=34 22%
Use of technology	n=3 2%	n=17 11%	n=46 31%	n=59 39%	n=25 17%
Supporting students with low incidence disabilities	n=2 1%	n=25 17%	n=39 28%	n=36 26%	n=39 28%