



Paraimpact Program Agreement

Objective

Paraimpact uses the Practice-Based Coaching¹ approach to support paraeducators in using evidence-based instructional practices to promote positive academic and behavioral outcomes in students with moderate to severe disabilities. Teachers and paraeducators will collaborate to enhance instructional practices to help students learn effectively in the classroom.

Agreements

The teacher, as a coach, will

- Plan and facilitate observations and coaching meetings
- Facilitate reflection and listen actively to the paraeducator's thoughts and ideas
- Respect different perspectives
- Develop action plans with the paraeducator that include goals, action steps, and resources needed to support the paraeducator in implementing systematic instruction
- Conduct observations of the paraeducator's instructional practices and gather data to provide supportive and constructive feedback
- Provide support to the paraeducator through encouragement, sharing of resources, and modeling of effective instructional practices
- Document data collected for coaching and fidelity purposes (e.g., observation logs, coaching plans, action plans, graphs or tables, videos, etc.)

The paraeducator, as a coachee, will

- Actively engage in coaching meetings through sharing relevant information, reflecting on instructional practices, and developing goals and action steps to achieve those goals in collaboration with the teacher
- Be open to being observed and receiving feedback
- Communicate strengths, needs, concerns, ideas, and thoughts about coaching and instructional practices with the teacher
- Try new instructional practices and learn new skills

Both the teacher and the paraeducator will

- Be partners in the coaching process
- Be open to communication
- Maintain confidentiality
- Follow through with mutually established action plans and action steps
- Attend scheduled observations and coaching meetings and reschedule when necessary

By signing, I choose to honor these agreements.

Paraeducator Name

Teacher Name

Paraeducator Signature & Date

Teacher Signature & Date

¹ Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*(3), 133-143.