The Supervision of Paraprofessionals in Elementary School Classrooms

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Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State

University in fulfillment of the requirements for the degree of

Doctor of Education

in

Educational Leadership and Policy Studies

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September 3, 2014
Blacksburg, VA

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ABSTRACT

The purpose of this study was to examine and explain the quality of teacher supervision of paraprofessionals. The researcher analyzed (a) pre-service and in-service supervisory training received by teachers who supervised paraprofessionals, (b) teacher knowledge of supervisory practices, (c) teacher supervisory practices applied to supervision, (d) teacher accountability for supervision, (e) time teachers met with paraprofessionals, and (f) other personal or situational factors that influenced the quality of teacher supervision of paraprofessionals.

The methodology for the study was multiple case studies with cross-case analysis. Six administrators, six teachers in grades K-5, and six paraprofessionals from three elementary schools in districts located in Virginia were invited to participate in this study. Interview protocols were developed from information gleaned from the literature review, checked for content validity, and pilot tested before being used. Analysis was completed using the constant comparative method as outlined by Maykut and Morehouse (1994).

Preparing teachers to supervise paraprofessionals is important if the expectation is paraprofessionals are to support the educational program of students. Under the *No Child Left Behind* Act of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004, teachers are required to provide adequate supervision to paraprofessionals, yet they are not prepared to provide the supervision required. The results of this study indicated (a) teachers are not prepared to supervise paraprofessionals because they lack the training to do so, (b) teachers are not knowledgeable about what constitutes good supervisory practices, (c) teachers are not held accountable for the supervision they are expected to provide, (d) administrators do not make

roles and expectations for teachers who supervise paraprofessionals clear, (e) teachers and paraprofessionals are negatively influenced by the absence of a common planning period, and (f) principals, teachers, and paraprofessionals believe positive interpersonal relationships are vital to the supervisory process.

Training is essential. If colleges, universities, and local school districts fail to train teachers regarding supervision of paraprofessionals, the quality of supervision provided by teachers who supervise paraprofessionals, and the services paraprofessionals provide to students will remain uncertain.

DEDICATION

This dissertation is primarily dedicated to my husband, Kevin. His continuous support and unwavering love made it possible for me to undertake this journey and stick with it until the end. From the beginning of our marriage when I thought I had reached the pinnacle of my educational journey, it was he who encouraged, pushed, shoved, and thrust me into surroundings where I was not comfortable and clearly did not believe I could succeed. It was he who had more faith in my abilities than I did. I will always love him for challenging me to go farther and reach higher than I ever thought it was possible for me to do. His unconditional love and support continue to guide me through each day we share together. There are no words to thank someone who took a young girl from her humble beginnings in North Babylon and showed her she could dream big and reach for the stars. It was he who allowed me to bury myself in the office day after day, night after night, weekend after weekend, and never complained while I struggled through the challenges of the doctoral program. It was he who stood by my side while I cried and then insisted I get back to work. I will love him always because he changed my life in a profound and lasting way. I am who I am because of him.

I would also like to dedicate this dissertation to my children Kevin Thomas and Sarah Catherine. God indeed blessed us with our children. Kevin Thomas is a model of courage and bravery and I will forever stand in wonder about his tenacity toward life. Sarah Catherine is an amazing young lady having overcome learning disabilities that impacted her from the day she began Kindergarten. I love you both more than you will ever know, and I will not forget your constant encouragement during my dissertation journey.

Finally, I would like to dedicate this to my parents Thomas and Rita McMahon who taught me from a very young age that education was the key to everything. They loved me

unconditionally. I was blessed to have two parents who knew that raising children was the most important thing they would ever do. Throughout my childhood they demonstrated unwavering support of my dreams. Thank you for being the best role models a daughter could ever have because I learned how to be a parent from you.

ACKNOWLEDGEMENTS

I am grateful for the opportunity to express my sincerest appreciation to those people who have guided me throughout this dissertation journey at Virginia Tech. This has been both a challenging and lonely journey. I was, however, blessed with extraordinary people who served on my committee and willingly gave many hours of their time to sustain me through this work.

I would like to extend a special thank-you to Dr. David Parks, the chair of my committee. I know that I would not be here if you had not taken me on as a student. I sincerely appreciate the countless hours of time you gave to me, and the advice and guidance you shared throughout my work. Most of all, I appreciate you making me better than I thought I could be and making me work harder than I ever thought I could. You are an extraordinary gentleman and I will never forget your persistence for excellence. Thank-you for never giving up on me.

I would like to thank Dr. Wayne Tripp for encouraging me and convincing me that I had the intelligence, tenacity, and motivation to be a doctoral student. Thank-you for your honest feedback and constant support. I only wish I had met you sooner.

I would like to thank Dr. James Sellers for always being supportive. I appreciate you being available to me whenever I was down. Thank-you for gently reminding me this journey was not meant to be an easy one, but one that I could complete.

I would like to thank Dr. B.J. Brewer who always had more faith in me than I ever did. I appreciate that you made me do many things I did not want to do because I was afraid of failure. You taught me to reach beyond my fears and do it anyway. Thank-you for being my mentor and most of all, my friend. My school is a better place because of you and the things you taught me about being an administrator. You have made a profound and lasting difference in my life.

I would like to thank Dr. Deedie Kagey who believed in me, gave me my start in administration, and acted as my mentor for many years. I learned to be an administrator from her and she gave me the tools I needed to be successful when I left Bonsack and went to Hidden Valley. Besides being a life-long friend, Dr. Kagey has also made a profound and lasting difference in my life. It was Dr. Kagey who taught me to write well no matter what you were writing. I will be forever grateful for her presence in my life and I will never forget that I would not be where I am today had it not been for this great lady. She promoted me when no one else would, and stood by me during some of the lowest points of my career. I am honored to call her my friend.

I would also like to thank my staff and community who have supported me throughout this endeavor and listened to my whining while I forged through this work. I sincerely appreciate your words of encouragement and your insistence that I keep working.

Lastly, I would like to thank the superintendents, principals, teachers, and paraprofessionals who participated in this study. I would not have been able to complete this research without your willingness to be a part of it. I sincerely appreciate all of you.

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Chapter 1

Supervision of Paraprofessionals: A Synopsis of the Problem and Context for the Study

The number of paraprofessionals in public schools has increased considerably during the past 45 years and their jobs have evolved from clerical helpers to teaching assistants who provide instructional services to students. From 1965 to 2010, the number of paraprofessionals working in schools throughout the United States soared to over one million (Bureau of Labor Statistics, 2012), and federal regulations were implemented that required individuals who acted as teaching assistants to be trained. Federal legislation such as the *Individuals With Disabilities Education Act Amendments* of 1997 and the *No Child Left Behind Act* of 2001 required paraprofessionals who assisted with the provision of educational services to students be trained before they could assist with instruction. Further, both federal laws required that the work of paraprofessionals be supervised by highly qualified teachers. Title I, Part A, of the *No Child Left Behind Act* of 2001, stated that paraprofessionals may provide instructional support under the direct supervision of a highly qualified teacher (United States Department of Education, 2005). The *Individuals With Disabilities Education Act Amendments* of 1997 permit paraprofessionals to assist in the provision of special education and related services if the paraprofessionals are appropriately trained and supervised. While each state has established paraprofessional qualification and certification requirements (Education Commission of the States, 2006), the issue of training teachers to adequately supervise paraprofessionals is unclear.

Training teachers to supervise paraprofessionals is important because (a) researchers have found that many teachers lack the knowledge and skills they require to provide adequate supervision to paraprofessionals (Burtch, 2009; Chisom, 2002; Mavropoulos, 2005) and (b) it is

required under the *No Child Left Behind Act* of 2001 and the *Individuals With Disabilities Education Act Amendments* of 1997.

One purpose of both the *Individuals With Disabilities Education Act Amendments of 1997* and the *No Child Left Behind Act of 2001* was to establish standards for paraprofessionals to ensure that disadvantaged students and students identified with disabilities had access to trained and supervised paraprofessionals. Further, the Congress established the requirement that paraprofessionals be adequately trained for their positions and supervised by highly qualified teachers if they were to assist with the instructional process. What the Congress did not do was set standards for preparing teachers for the supervisory roles they were expected to assume.

A Description of the Problem

Paraprofessionals should work under the supervision of highly qualified teachers, and teachers should be adequately prepared to provide supervision to paraprofessionals who assist with instruction. Supervision of paraprofessionals is necessary to ensure (a) school districts are in compliance with federal legislation and (b) resources expended by school divisions to hire paraprofessionals are positively influencing the educational programs of students.

Although teachers are expected to supervise paraprofessionals, few teachers receive pre-service or in-service training in supervisory strategies (Jensen, Parsons, & Reid, 1998). French and Pickett (1997) posited that teachers have "little or no preparation in the supervision of paraprofessionals, yet they hold de facto responsibility for the outcomes of paraprofessionals' assignments" (p. 63). French (1998) studied how speech pathologists and their access to pre-service professional supervisory training impacted their supervision of a paraprofessional. She found that pre-service training is an important factor in ensuring the appropriate use of

paraprofessionals. French found that formal preparation equips teachers with the skills they require to guide the work of paraprofessionals and adequately supervise their performance.

Pre-service training of teacher candidates on the supervision of paraprofessionals was the subject of a study completed by Lindeman and Beegle in 1988 has been referenced by leading writers such as French (1998), French and Pickett (1997) and Drecktrah (2000). Lindeman and Beegle (1988) conducted a national survey of teacher-training programs at the university and college levels to assess the status of special education teacher-training programs in preparing teachers to supervise, train, and evaluate paraprofessional staff. Data were received from all states with the exceptions of Delaware and Hawaii. They found that while 92% of the respondents agreed that teacher trainees should receive instruction in these areas, only 28% of institutions that had teacher training programs provided coursework designed to prepare teachers to supervise paraprofessionals (Lindeman & Beegle, 1988). Of the colleges and universities that provided some preparation in this area, approximately five hours of program instruction were offered to prepare teacher-trainees to supervise paraprofessionals (Lindeman & Beegle, 1988). Twelve years later, Drecktrah studied the preparation provided to special education teacher-trainees to supervise paraprofessionals in Wisconsin and found that few had received any pre-service preparation in supervision of paraprofessionals. Of the 212 respondents, 10% had received some preparation on how to supervise paraprofessionals with 4% receiving instruction through specific coursework (Drecktrah, 2000). Analyzing what preparation the 10% had received to prepare them for supervising the work of paraprofessionals and removing the 4% who indicated training through coursework, Drecktrah found that the remaining 6% of teachers were using books, articles, and seminars to educate themselves about working with paraprofessionals.

While teachers are being asked to supervise the work of paraprofessionals, many are receiving little preparation to do so (Pickett, Linkins, &Wallace, 2003). Burtch (2009) and Chisom (2002) studied how teachers provided supervision to paraprofessionals. They found that teachers did not receive adequate professional development on supervising paraprofessionals and were ill-prepared to assume the supervisory roles they had been assigned. Pickett, Linkins, and Wallace (2003) underscored the necessity of preparing teachers for their expanding roles as leaders and supervisors of paraprofessionals. They suggested a collaboration between state agencies, local education agencies, and institutions of higher learning to establish standards for licensure to ensure that teachers have "the knowledge and skills they require to supervise paraeducators" (p. 1).

Several variables were found in the literature to affect the quality of supervision of paraprofessionals. They were the (a) pre-service and in-service supervisory training received by teachers, (b) teachers' knowledge of supervisory practices regarding supervision of paraprofessionals, (c) current supervisory practices applied by teachers who supervise paraprofessionals, (d) accountability of teachers who supervise paraprofessionals, and (e) time teachers spend meeting with paraprofessionals. As more paraprofessionals are hired to support the educational programs of students, teachers require adequate training to prepare them to supervise the work of these individuals. Absent formal training, teachers acquire the necessary supervisory skills via trial and error.

Purpose for Conducting This Study

The purpose of this study was to examine and explain the quality of teacher supervision of paraprofessionals. Information collected in this study may be useful to (a) influence how districts align professional development trainings for teachers who supervise paraprofessionals,

(b) influence teacher knowledge of supervisory practices regarding supervision of paraprofessionals, (c) influence current supervisory practices of teachers who supervise paraprofessionals, (d) influence what administrators do to hold teachers who supervise paraprofessionals accountable for adequate supervision, and (d) develop an understanding of personal and situational variables that may influence the quality of teacher supervision of paraprofessionals for teachers, administrators, and district-level personnel.

The results of this study (a) highlighted the disconnect between the requirements of federal law regarding the training and supervision of paraprofessionals and the limited training for teachers in this area, and (b) may be used to inform policy concerning professional development training for teachers on supervision of paraprofessionals.

Context of the Problem

The context has two parts. Part 1 is a brief historical perspective of inclusion of paraprofessionals in public schools since 1950, the laws governing the use of paraprofessionals as instructional facilitators, and a description of requirements governing the supervision of paraprofessionals as explained in the *No Child Left Behind* Act of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004. Part 2 is a description of the resources expended by public school districts to hire paraprofessionals to assist with the provision of educational and related services per school each year.

Historical and Legal Perspectives on Use of Paraprofessionals in Schools Since 1950

From as early as the 1950s, policymakers in post-World War II America began to look for methods of providing educational services to students in the face of a significant teacher shortage (Pickett, 1996). One alternative was to hire paraprofessionals. Federal legislation enacted to address President Johnson's "War on Poverty" established programs for struggling

students (Bell & Wray, 2004). Initiatives such as Head Start (Bell & Wray, 2004) and Title I of PL 89-10 (*Elementary and Secondary Education Act* of 1965*)* authorized school divisions to hire and train individuals who could assist certified teachers with programs designed to improve student achievement (National Archives, 2012).

The passage of PL 94-142 (*Education for All Handicapped Children Act*) in 1975 brought with it a surge in hiring paraprofessionals to support new federal educational requirements for students identified with disabilities (Pickett, 1996). Giangreco, Edelman, Broer, and Doyle (2001) maintained that a 1971 court case involving the Pennsylvania Association for Retarded Citizens and the state of Pennsylvania in conjunction with the Education for All Handicapped Children Act of 1975 were the catalysts that initiated discussions among federal officials that resulted in training a new group of individuals who would be paraprofessionals. To comply with federal requirements school districts developed educational teams that could support the professional teacher and included key members called paraprofessionals. These individuals would support licensed teachers, but would not be required to meet the same educational standards of professional teachers. Training for paraprofessionals was required to provide appropriate educational services to students and to ensure that they were able to perform the tasks being assigned to them.

From 1965 to 2010, the number of paraprofessionals employed in public schools increased as a result of federal legislation (Pickett, 1996). The passage of the *Individuals With Disabilities Education Act Amendments* of 1997 and the reauthorization of the act in 2004 provided for appropriately trained and supervised paraprofessionals to assist in the provision of special education and related services. In 2001, the congress passed the *No Child Left Behind Act*. One purpose of this act was to help disadvantaged children reach high academic standards

with the help of paraprofessionals who could provide instructional support under the supervision of highly qualified teachers (United States Department of Education, 2005).

The *No Child Left Behind Act* of 2001 required paraprofessionals to meet the qualifications set forth within the act before they could be hired. Specifically, to be employed as a paraprofessional in a Title I school, an individual had to have a secondary school diploma, to have completed two years of study at an institution of higher education, or to have obtained an associate's degree or higher (U.S.C.§.1119 (g) (2)). Individuals seeking a position as a paraprofessional were required to demonstrate a rigorous standard of quality in the areas of reading, writing, and mathematics or, as appropriate, reading readiness, writing readiness, and mathematics readiness (No Child Left Behind Act, 2001). Absent a degree, an individual could take the ParaPro Test as a means of demonstrating that they possessed the necessary skill base to meet the standards set forth in the *No Child Left Behind Act* of 2001.

The *Individuals With Disabilities Education Improvement Act* of 2004 is aligned with the *No Child Left Behind Act* of 2001 concerning requirements governing the supervision of paraprofessionals in public school classrooms. The *Individuals With Disabilities Education Improvement Act* of 2004 states that paraprofessionals may assist with the provision of special education and related services if they are properly trained and supervised (20 U.S.C. 1412(a)(14)). The *No Child Left Behind Act* of 2001 states that paraprofessionals may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a highly qualified teacher (U.S.C.§ 1119 (g) (2)). By definition in the *Individuals With Disabilities Education Improvement Act* of 2004, a highly qualified teacher has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act* of 1965. Specifically, a highly qualified teacher is one who has obtained full state

certification, holds a license to teach in the state, and has earned at least a bachelor's degree (U.S.C.§ Section 9101(23)). The definition of highly qualified pertains to both general education teachers and special education teachers. Both pieces of legislation require that paraprofessionals be supervised, and both require teachers who are highly qualified.

Resources Expended by School Districts for the Provision of Paraprofessionals

The number of paraprofessionals employed in public schools across America has steadily increased since 1965 (Bureau of Labor Statistics, 2012). In 1965, the number of paraprofessionals employed in public schools nationwide numbered just 10,000 (Virginia Department of Education, 2005). In 2000, more than 525,000 paraprofessionals were employed nationwide (Pickett et al., 2003). Three years later in 2003, the number of paraprofessionals rose to 634,000 (National Center of Educational Statistics, 2007). By 2010, the Bureau of Labor Statistics reported that there were over 1.2 million paraprofessionals employed in schools across this country (Bureau of Labor Statistics, 2012).

School districts invest substantial amounts of money in paraprofessionals. In 2010 the average number of instructional paraprofessionals working in elementary and secondary schools was eight, and the median annual salary was $23, 220 (Bureau of Labor Statistics, 2010). Given the median annual wage, school districts, on average, were investing a little less than $200,000 for salaries, not including benefits, in the employment of instructional paraprofessionals per school each year.

Given the resources dedicated to the hiring and supporting of paraprofessionals by school divisions, it is reasonable to expect that teachers should be prepared to supervise any individual who influences the achievement of students. Without availability and the provision of the appropriate professional development, an administrator cannot be reasonably sure that teachers

who supervise paraprofessionals have the knowledge and skills they require to do the job well (Pickett et al., 2003). Whether supervised by a special education teacher or a general education teacher, the quality of the supervision provided to paraprofessionals by supervising teachers may be inadequate if the teachers responsible for providing the supervision are not adequately prepared to do so.

Summary of Chapter 1

A description of the problem, the purpose of the study, the context of the problem, a legal history, and resources expended by school districts to hire paraprofessionals were presented in Chapter 1.

While the *Individuals With Disabilities Education Act Amendments* of 1997 and the *No Child Left Behind* Act of 2001 established standards for paraprofessionals to be appropriately trained and supervised, teachers responsible for supervising the work of paraprofessionals are relatively unprepared to assume this supervisory role (French, 1998). For the past 65 years, the numbers of paraprofessionals assisting with the provision of educational and related services to students has increased from about 10,000 in 1965 to over 1.2 million in 2010 (Bureau of Labor Statistics, 2012). School districts expend substantial resources to ensure that students have access to paraprofessionals to assist with the provision of educational and related services; however, without appropriate supervision, the benefit of having paraprofessionals assist with instruction is uncertain.

Outline of Succeeding Chapters

Chapter 2 is the literature review. A summary of the literature and a theory explaining the quality of teacher supervision of paraprofessionals are presented. Chapter 3 has a description of the (a) design of the study, (b) research procedures, (c) development of interview protocols,

(d) data management procedures, and (e) data analysis procedures. Chapter 4 is a presentation of

the results of the study. Chapter 5 contains the conclusions, a discussion of the findings,

implications for practice, and recommendations for future research.

Chapter 2

The Literature Review: Quality of Supervision of Paraprofessionals by Teachers

This chapter is an overview of the literature found through search strategies applied to online data bases. The purpose of the literature review was to explore the availability of research on the topic, identify possible variables which might influence the quality of teacher supervision of paraprofessionals, explore the current thinking regarding teacher supervision of paraprofessionals posited by leading writers in the field, and examine the methodologies employed by researchers who have studied the supervision of paraprofessionals.

The literature search began with an online exploration of Summons, JSTOR, Google Scholar, and ProQuest databases using the key terms: paraprofessional, supervision, and elementary school. Search terms were later expanded to include the following key terms: teacher assistant, paraeducator, teacher aide, teaching assistant, professional development, public school, the *Individuals With Disabilities Education Act Amendments of 1997*, the *No Child Left Behind Act of 2001*, guidelines, professional development programs for paraprofessionals, and history. The results of these searches yielded (a) background information about paraprofessionals, (b) commentary about the roles and responsibilities of paraprofessionals, (c) an overview of the history of paraprofessionals in public schools, (d) insight into the thoughts of leading writers in the field regarding teacher supervision of paraprofessionals, (e) federal legislation concerning the supervision of paraprofessionals, (f) guidelines and programs designed to support paraprofessionals, (g) studies that examined the support and supervision of paraprofessionals by teachers, and (h) research about teacher training on supervision of paraprofessionals. Research questions and associated sub-questions were developed to narrow the focus of study and clearly define the variables influencing the quality of teacher supervision

of paraprofessionals. A theory explaining the variation in the quality of supervision of paraprofessionals by teachers is presented.

Research Questions

A review of the literature yielded the identification of variables that may influence the quality of teacher supervision of paraprofessionals. The variables were (a) quality of training, (b) teacher knowledge of supervisory practices, (c) teacher supervisory practices, (d) accountability of teachers, and (e) time teachers spend meeting with paraprofessionals. Research questions were developed using the variables identified in the literature review. To allow for the identification of variables not identified in the literature, a research question was developed to examine personal or situational variables that may influence the quality of teacher supervision of paraprofessionals articulated by participants during the interview process.

1. What is the relationship between the supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

    a. What is the relationship between pre-service supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

    b. What is the relationship between in-service supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

2. What is the relationship between teachers' knowledge of supervisory practices regarding supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?

3. What is the relationship between teachers' practices applied to the supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?

4. What is the relationship between the level of accountability to which teachers who supervise paraprofessionals are held accountable and the quality of teacher supervision of paraprofessionals?

   a. What is the relationship between the supervisory work expected of teachers who supervise paraprofessionals by administrators and the quality of teacher supervision of paraprofessionals?

   b. What is the relationship between how teachers who supervise paraprofessionals are held accountable for supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?

5. What is the relationship between the time teachers who supervise paraprofessionals meet with paraprofessionals and the quality of teacher supervision of paraprofessionals?

6. What is the relationship between other personal and situational variables of teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

Theoretical Assertions

Theoretical assertions were derived from the research questions after a review of the literature and the development of research questions.

1. If the quality of teacher training increases, then the quality of teacher supervision of paraprofessionals increases.

2. If teacher knowledge of supervisory practices increases, then the quality of teacher supervision of paraprofessionals increases.

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3. If teacher application of good supervisory practices increases, then the quality of teacher supervision of paraprofessionals increases.

4. If accountability of teachers who supervise paraprofessionals increases, then the quality of teacher supervision of paraprofessionals increases.

5. If the time teachers meet with paraprofessionals increases, then the quality of teacher supervision of paraprofessionals increases.

6. If other personal and situational variables positively influence the quality of teacher supervision of paraprofessionals, then the quality of teacher supervision of paraprofessionals increases. (If other personal and situational variables negatively influence the quality of teacher supervision of paraprofessionals, then the quality of teacher supervision of paraprofessionals decreases.)

A Theory Explaining the Variation in the Quality of Supervision of Paraprofessionals by Teachers

This is a theory explaining the variation in the quality of supervision of paraprofessionals by teachers. The theory was constructed for this study and has six specific explanatory variables-- (a) quality of training provided to teachers who supervise paraprofessionals, (b) teachers' knowledge of supervisory practices regarding supervision of paraprofessionals, (c) teacher supervisory practices applied to the supervision of paraprofessionals, (d) accountability of teachers regarding supervision of paraprofessionals, (e) time teachers dedicate to regular meetings with paraprofessionals and supervision of paraprofessionals, and (f) other personal and situational variables to be identified in the interviews with teachers, principals, and paraprofessionals regarding supervision of paraprofessionals.

Quality of Training

Teacher Knowledge of Supervisory Practices

Teacher Supervisory Practices Applied to Supervision

Accountability of Teachers

Time

Other Personal or Situational

Criterion Variable Quality of Teacher Supervision of Paraprofessionals
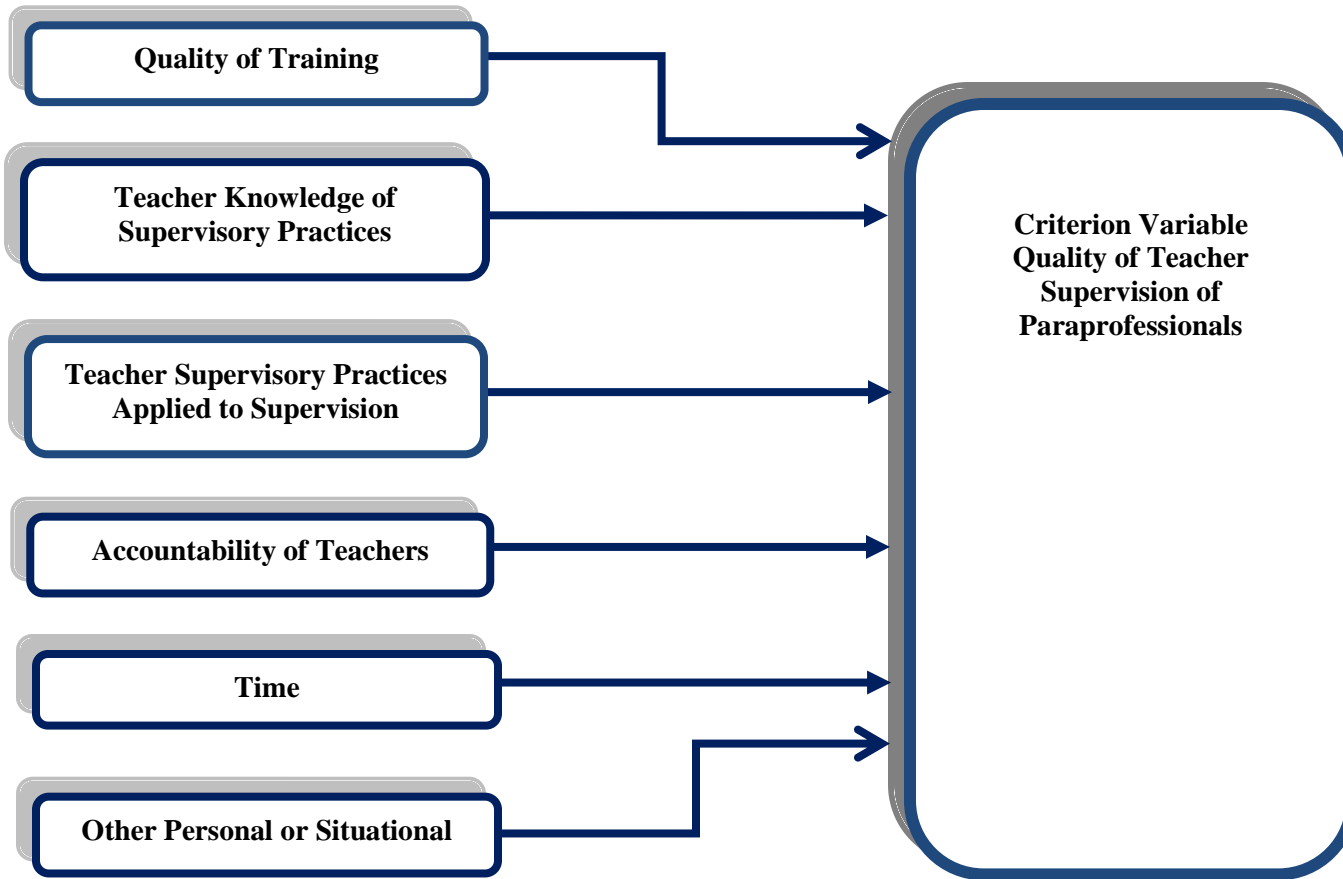
Figure 1. Diagram of a theory explaining the variation in the quality of supervision of paraprofessionals by teachers.

Table 1

Conceptual and Operational Definitions

Term	Conceptual definition	Operational definition

Pre-service training	Required courses, seminars educational classes, and training provided to student teachers related to developing and strengthening knowledge and skills about supervision of paraprofessionals before undertaking any teaching position.	Responses of participants to the following protocol items:
		
		Principals
		    What pre-service training on supervision of paraprofessionals was provided to teachers who supervise paraprofessionals before they were assigned a paraprofessional?
		
		Teachers
		
		    What pre-service training was provided to you prior to having a paraprofessional you were required to supervise?
		
		Paraprofessionals
		
		    What training did you and your supervising teacher receive before coming together as an educational team?

In-service training	Professional development opportunities provided to teachers related to developing and strengthening knowledge and skills about supervision of paraprofessionals.	Responses of participants to the following protocol items:
		
		Principals
		
		    In this division, what in-service training is provided to teachers on supervision of paraprofessionals?
		
		Teachers
		
		    In this division, what in-service training was provided to you on supervision of paraprofessionals since being required to supervise a paraprofessional?

Term	Conceptual definition	Operational definition
		Paraprofessionals What training have you and your supervising teacher received since coming together as an educational team?
Quality of supervisory practices	Specific supervisory practices of teachers who are responsible for the supervision of one or more paraprofessionals.	Responses of participants to the following protocol items: Principals When you have observed teachers and paraprofessionals working together, what have they been doing? 1. Provide plans - (2pts.)__ 2. Regular meetings- (2pts.) __ 3. Delegation of tasks (1 pt.) ___ 4. Monitor performance of paraprofessional (2pts.) ___ 5. Coach/Model instructional practices/strategies (2pts. ___ 6. Clarify roles (3pts.) ___ Total_____ A score of six and a half or below will constitute a low level of quality of teacher supervision. A score of seven or more will constitute a high level of quality of teacher supervision. Teachers What tasks do you consider to be part of your role as a supervisor of paraprofessionals? 1. Provide plans - (2pts.)__

Term	Conceptual definition	Operational definition
		2. Regular meetings- (2pts.) __
		3. Delegation of tasks (2 pt.) ___
		4. Monitor performance of paraprofessional (2pts.) ___
		5. Coach/Model instructional practices/strategies (2pts. ___
		6. Clarify roles (3pts.) ___
		Total_____
		A score of six and a half or below will constitute a low level of quality of teacher supervision.
		A score of seven or more will constitute a high level of quality of teacher supervision.
		Paraprofessionals
		Think about the teachers who supervise your work. Describe some of the things they do to supervise your work.
		1. Provide plans - (2pts.)__
		2. Regular meetings- (2pts.) __
		3. Delegation of tasks (2 pt.) ___
		4. Monitor performance of paraprofessional (2pts.) ___
		5. Coach/Model instructional practices/strategies (2pts. ___
		6. Clarify roles (3pts.) ___
		Total_____
		A score of six and a half or below will constitute a low level of quality of teacher supervision.
		A score of seven or more will constitute

Term	Conceptual definition	Operational definition
		a high level of quality of teacher supervision.

Accountability	Holding teachers who supervise paraprofessionals accountable for (a) knowing what constitutes good supervisory practices and (b) implementing good supervisory practices when supervising paraprofessionals.	Responses of participants to the following protocol items:
		
		Principals
		
		    Explain how you think teachers should be held accountable for the supervision they provide to paraprofessionals.
		
		    What are your expectations for a teacher who supervises a paraprofessional?
		
		    Explain how you monitor the supervision a teacher provides to a paraprofessional?
		
		Teachers
		
		    Do you think that you should be held accountable for the supervision you provide to paraprofessionals, and if so, explain why you think you should be held accountable?
		
		Probes
		
		    How were you informed about the supervision you are expected to provide to your paraprofessional?
		
		    What are you administrator's expectations for you regarding the supervision of paraprofessionals assigned to you?

Time	A designated measurable and common period during which teachers and paraprofessionals meet as an educational team.	Responses of participants to the following protocol items: Principals

Term	Conceptual definition	Operational definition
		Do teachers and paraprofessionals have a common planning time and if so, how often does it occur? (If the response is no, ask the following question: If there is no common planning time built into the master schedule, how do teachers and paraprofessionals find the time to meet as an educational team? Teachers Do you and your paraprofessional have a common planning time and if so, how often does it occur? If the response is no, ask the following question: If there is no common planning time built into the master schedule, how do you and your paraprofessional find the time to meet as an educational team? Paraprofessionals Do you and your supervising teacher have a common planning time and if so, how often does it occur? If the response is no, ask the following question: If there is no common planning time built into the master schedule, how do you and your supervising teacher find the time to meet as an educational team?
Other personal or situational variables	Personal or situational variables that influence the quality of supervision of paraprofessionals by teachers.	Responses of participants to the following protocol items: Principals

Term	Conceptual definition	Operational definition
		What have you observed that may influence how teachers and paraprofessionals work together?

What have you have observed that may be a barrier to adequate supervision of paraprofessionals by teachers?

Is there anything that you have observed that promotes adequate supervision of paraprofessionals by teachers?

Teachers

What else do you think may influence the supervision you provide to your paraprofessional?

Is there anything that you think may be a barrier to the supervision you are able to provide to your paraprofessional?

What strategies or factors do you think could facilitate your effective supervision of your paraprofessional?

Paraprofessionals

What do you think could help teachers supervise paraprofessionals?

What are some barriers to supervision that you and your supervising teacher encounter that may influence the supervision provided to you?

What are some things that you think would help a teacher provide better supervision to paraprofessionals? |

Teacher Supervisory Training and Quality of Teacher Supervision of Paraprofessionals

Literature was reviewed using research questions that focused the search on pre-service and in-service training provided to teachers who supervise paraprofessionals. The findings are summarized in the following sections. The research questions used to guide the review are:

1. What is the relationship between the supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

   a. What is the relationship between pre-service supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

   b. What is the relationship between in-service supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?

Supervisory training in general and quality of teacher supervision of paraprofessionals. The assertion is if the quality of teacher training increases, then the quality of teacher supervision of paraprofessionals increases. The quality of supervision of paraprofessionals has been found to be related to the quality of supervisory training provided to the teacher (Burtch, 2009; Chisom, 2002). Paraprofessionals are generally used to expand the educational services provided to students; however, their effectiveness is related to the adequacy of their supervision, and the adequacy of supervision is related to the training on supervision provided to teachers (Chopra, Sandoval-Lucero, & French, 2011). Without training on supervision of paraprofessionals the ability of a teacher to effectively supervise a paraprofessional is uncertain. Wallace, Shin, Bartholomay, and Stahl (2001) wrote

"teachers…are rarely prepared through pre-service or in-service training to effectively work with paraprofessionals in a way that will improve student achievement" (p. 522).

In light of the emphasis on ensuring that paraprofessionals are adequately supervised as mandated in the *No Child Left Behind Act* of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004, leading writers in the field suggested that teachers may have insufficient training on supervising paraprofessionals (French, 2001; Giangreco et al., 2001; Wallace, Shin, Bartholomay, & Stahl , 2001). In 2001, French surveyed and studied the practices of special education teachers and the pre-service training they received for supervising paraprofessionals. Of the 321 respondents in the study, she found that more than 88% of those who supervised paraprofessionals relied on "real-life experiences…as the primary source of their knowledge and ability to supervise paraprofessionals" (p. 46).

Many teachers are not trained to provide adequate supervision of paraprofessionals. Chisom (2002) studied how teachers supervise paraprofessionals and found that teachers did not have the training they required to adequately supervise paraprofessionals or monitor their performance. She recommended that training be provided to teachers who were expected to supervise paraprofessionals beginning with pre-service training at the collegiate level and subsequent training at the district level.[1] Mavropoulos (2005) explored special educators' supervisory methods and found that about 76% of special educators indicated that they never received formal preparation or training on supervision of paraprofessionals, while the remaining 24% indicated that they had received some training through coursework within the last five years. Mavropoulos recommended that institutions of higher learning incorporate courses that address paraprofessional supervision into teacher preparation programs. Burtch (2009) studied

[1] In Virginia, public schools are known as divisions; however, the word district will be used in this paper to avoid confusion for readers outside the state of Virginia.

how teachers provide supervision to paraprofessionals in elementary school classrooms and found that teachers do not receive adequate training on supervision of paraprofessionals. She recommended that colleges provide teacher candidates with courses on supervision techniques to prepare prospective teachers to supervise paraprofessionals adequately. Without training designed to enhance the supervisory skills of teachers who are required to supervise paraprofessionals, the question of adequate supervision is uncertain.

Paraprofessionals may not be successful if teachers remain unprepared to adequately supervise the work of paraprofessionals as they strive to facilitate the education of students. Cramer (1997) studied the utilization and supervision of paraprofessionals in inclusive classrooms and concluded that teachers are given the responsibility of supervising a paraprofessional without receiving guidelines or training about how to supervise. She reported that the paraprofessionals believed that the teachers for whom they worked required more training to support them as they worked with students. Wallace et al. (2001), wrote that "teachers must have adequate preparation and training" to be knowledgeable about the supervisory skills found to be necessary for adequate supervision of paraprofessionals (p. 530). Given the requirements contained in federal legislation, teachers should be supervising the work of paraprofessionals. Federal requirements, specifically, section §300.136 (f) of the *Individuals With Disabilities Education Improvement Act* of 2004 stated that paraprofessionals "who are properly trained and supervised, in accordance with State law" may assist with the provision of special education to students with disabilities (p. 79). The *No Child Left Behind Act* of 2001 stipulated that Title I paraprofessionals who provided instructional support to students were required to work under the direct supervision of a highly qualified teacher [*Sections 1119(g)(3)(A)*]. In March of 2004, the U.S. Department of Education released the *Title I*

Paraprofessionals Non-Regulatory Guidance document which stipulated that Title I

paraprofessionals could provide instructional support to students if they worked under the direct

supervision of a highly qualified teacher and if the--

> (1) teacher prepares the lessons and plans the instructional support activities
>
> the paraprofessional carries out, and evaluates the achievement of
>
> students with whom the paraprofessional is working, and (2) the
>
> paraprofessional works in close and frequent proximity with the teacher.
>
> (p. 111)

Teachers are expected to assume supervisory roles; however, they may not be prepared to

provide adequate supervision of paraprofessionals. Salzberg and Morgan (1995) reviewed

studies, training programs, and position papers about preparing teachers to work with and

supervise paraprofessionals from 1978 through 1994. They found that although

paraprofessionals typically worked under the supervision of a certified teacher, the teachers were

not prepared to supervise the work of paraprofessionals. Salzberg and Morgan noted that "few

teachers expected to have to direct another adult…and fewer received any preparation to work

with paraeducators" (p. 50).

Teachers who have not received training on supervision of paraprofessionals and rely on

intuitive supervisory methods may not be providing adequate supervision to paraprofessionals.

French (1998) studied the relationship between 18 matched pairs of teachers and explored how

teachers perceived their own ability to supervise paraprofessionals. When asked to explain how

they had been prepared to supervise paraprofessionals, 14 of the 18 teacher participants

responded that they "had learned it all on their own" (p. 13). One participant expressed concern

for her lack of preparation noting that "there really isn't any training out there" (p. 14). This

finding was confirmed in another study completed by French in 2001. In that study, French surveyed 447 special education teachers in Colorado seeking to understand the training they had received to supervise paraprofessionals. Nearly 65% of the 321 respondents reported that they had not received any formal training and learned how to supervise paraprofessionals via on-the-job experience.

Pre-service training and quality of teacher supervision of paraprofessionals. A review of the literature yielded no studies specific to pre-service training and the quality of teacher supervision of paraprofessionals. French (2001), Morrissette, Morrissette, and Julien (2002), and Wallace et al. (2001) support pre-service preparation to prepare prospective teachers for the supervision they are expected to provide and suggested that pre-service training influences a teacher's ability to provide adequate supervision.

If teachers are not prepared to assume a supervisory role and are hesitant to engage in supervision, the quality of the supervision they provide is uncertain. French (2001) studied the practices of special education teachers examining the pre-service and in-service preparation for supervising paraprofessionals and found that experience was the primary source of teachers' knowledge of supervisory practices. She found teachers who lacked any supervisory preparation engaged in the supervisory process with some reluctance and did not welcome the responsibility of supervision. French stated "we need preservice preparation so that future teachers acknowledge their role as a supervisor and are better prepared to supervise than our current workforce" (p. 16).

The quality of supervision provided by teachers who supervise paraprofessionals may be influenced by the preparation they receive prior to being required to supervise a paraprofessional. Morrissette et al. (2002) stated that there are concerns associated with teachers who are assuming

the role of an educational manager without having the "necessary skills through pre-service preparation" (p. 6). One concern pertains to teachers delegating and overseeing instruction rather than providing instruction themselves. Another concern pertains to paraprofessionals who provide instruction with no teacher present (Morrissette, Morrissette, & Julien, 2002). Wallace et al. (2001) emphasized the necessity of pre-service preparation and asserted "teachers must be prepared before they enter the educational setting to understand how to work with paraprofessionals" (p. 531). Administrators should not assume that prospective teachers possess the inherent ability to supervise paraprofessionals. It is unreasonable to expect that perspective teachers can provide quality supervision of paraprofessionals without pre-service preparation. Wallace et al. (2001) stated "teachers, however, are rarely prepared through preservice or inservice training to effectively work with paraprofessionals in a way that will improve student performance" (p. 522).

Prospective teachers who are likely to work with paraprofessionals in their classrooms may not be prepared with the necessary skills without pre-service preparation. Very few colleges and universities have teacher preparation programs that include a course on supervision, and teachers continue to face the requirement of supervision of paraprofessionals with little or no preparation to do so (Lindeman & Beegle, 1998). Drecktrah (2000) found that teachers were not prepared to supervise paraprofessionals. The author recommended that teacher-education institutions should provide pre-service instruction to teachers on how to adequately supervise paraprofessionals. Chisom (2002) found that none of the teacher participants interviewed for her research received any training on supervision of paraprofessionals either through teacher preparation courses in college or professional development provided by the school or district. Mavropoulos (2005) surveyed special education teachers from a school district in Vermont and

found that teachers believed colleges and universities should incorporate courses into teacher preparation programs that explicitly address supervision of paraprofessionals to improve the ability of teachers to adequately supervise the work of paraprofessionals. All of the teacher participants in the Mavropoulos study believed that college preparation would have been beneficial with respect to preparing them to be supervisors of paraprofessionals. Mavropoulos' findings supported those of Chisom, French (2001), Giangreco et al. (2001), and Wallace et al. (2001) who identified the lack of preparation of teachers as an important variable affecting the supervision of paraprofessionals**.** Burtch (2009) studied how teachers supervised paraprofessionals and found that teachers were not amply prepared to respond to the challenges of supervision. She **s**uggested that college preparatory programs should offer courses that address topics associated with supervision and proposed the development of classes to prepare teachers to supervise paraprofessionals. While training may be part of a district-level professional development plan, Burtch, French, Giangreco et al., and Wallace et al. believed that training should be part of teacher preparation programs at the college and university level.

   In-service training and quality of teacher supervision of paraprofessionals. Much of the literature regarding what teachers and principals believe would improve teachers' supervision of paraprofessionals echoed one recurring theme: Teachers require training to supervise the work of paraprofessionals. While teachers are assigned paraprofessionals to help with the provision of educational programs for students, Burtch (2009), Chisom (2002), and French (2001) found that teachers acknowledged that they were not prepared to provide effective supervision because they lacked the training necessary to do so.

   If teachers are expected to guide the work of paraprofessionals and do not have the necessary training to do so, school districts should provide professional development for teachers

relative to their roles regarding supervision. Giangreco, Edelman, and Broer (2002) reviewed 17 studies and 26 non-data-based sources gathered from 1991- 2000 regarding training and supervision of paraprofessionals at the district level. After analyzing the 43 pieces of professional literature, they discovered that less than half of the literature reviewed made any reference to training teachers to supervise paraprofessionals. They found that teachers are essentially left without appropriate support or training about their role expectations as supervisors of paraprofessionals (Giangreco, Edelman, & Broer, 2002). Wallace et al. (2001) found that teachers and administrators believed that school districts should establish "comprehensive systems of professional development that include pre-service and in-service opportunities" (p. 530) to prepare teachers for the supervisory roles they are expected to assume.

The issue of what teachers and principals believe would improve the ability of teachers to adequately supervise paraprofessionals is clear: Teachers require more training, more time to meet with paraprofessionals, and a better understanding of the individual role expectations of teachers and paraprofessionals (Giangreco et al., 2001). Chisom (2002) suggested that providing more professional development training at the district level was necessary to improve the ability of teachers to provide adequate supervision of paraprofessionals. Garet, Porter, Desimone, Birman, and Yoon (2001) maintained that serious training is essential if the goal is for teachers to acquire the ability to adequately supervise the work of paraprofessionals. If the goal is to provide quality supervision of paraprofessionals by teachers that is purposefully directed and fosters student learning, teachers must be provided with adequate training. Chisom (2002) wrote, "Although much of the discussion revolves around the paraprofessional needing training, the issue of teacher training is equally important" (p. 117). Providing training for teachers through professional development at the district level will help meet the challenges faced by

teachers as they struggle to provide adequate supervision to paraprofessionals who support the educational programs of students (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Teacher Knowledge of Supervisory Practices and Quality of Teacher Supervision of Paraprofessionals

Literature was reviewed using a research question that focused the search on teacher knowledge of supervisory practices regarding supervision of paraprofessionals. The findings are summarized in the following sections. The research question used to guide the review is:

1. What is the relationship between teachers' knowledge of supervisory practices regarding supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?

Teacher knowledge of supervisory practices regarding supervision of paraprofessionals and quality of teacher supervision of paraprofessionals. The assertion is if teacher knowledge of supervisory practices increases, then the quality of teacher supervision of paraprofessionals increases. As paraprofessionals are assigned to classrooms to supplement the educational programs of students, the roles of teachers include the supervision of paraprofessionals (National Joint Committee on Learning Disabilities, 1998). For teachers to provide adequate supervision of paraprofessionals, teachers require an understanding of supervisory practices.

Teachers should have an understanding of their role in the supervisory process and what constitutes good supervisory practices if they are to provide adequate supervision of paraprofessionals. The Virginia Department of Education (2005) defined the supervisory role of teachers as one that provides (a) clear directions for instructional purposes, (b) regular feedback,

(c) assistance with developing a paraprofessional's skills, and (d) academic lesson plans for paraprofessionals who assist with the provision of educational and related services.

Specific skills are necessary to supervise the work of paraprofessionals. Drecktrah (2000), Giangreco (2003), and Wallace et al. (2001) identified specific competencies that augment a teacher's ability to effectively supervise paraprofessionals. Drecktrah suggested that teacher-trainees should be prepared to implement supervisory techniques, evaluation methods, and how to train or educate paraprofessionals (p. 160). Wallace et al. found that teachers who directed the work of paraprofessionals should have the ability to (a) communicate, (b) plan and schedule, (c) provide regular feedback, (d) model effective teaching techniques, (e) maintain public relations, (f) provide on-the-job-training, and (g) maintain positive and supportive interaction. Giangreco suggested a similar list of competencies for teachers who supervise paraprofessionals and proposed that teachers should (a) act as teaching partners, (b) provide initial and on-going training to paraprofessionals, (c) develop plans and schedules, (d) direct the work of paraprofessionals through supportive feedback, (e) maintain open communication, and (f) demonstrate appreciation and respect for the work of paraprofessionals. If teachers are unaware of supervisory practices that strengthen their ability to provide supervision, the quality of the supervision they provide may be tentative.

The question is whether or not teachers are aware of the supervisory practices related to their role as a supervisor of paraprofessionals and how to implement them. If teachers are not knowledgeable about supervisory practices, then the quality of the supervision they provide is uncertain. French (2001) collected data regarding teacher knowledge of supervision of paraprofessionals and found that teachers are relatively unprepared to implement supervisory practices because they do not have an understanding of the facets of supervision. Further, while

French concluded that many teachers may demonstrate an overall good sense about supervising paraprofessionals, she believed that it is not enough for adequate supervision. If teachers are expected to supervise paraprofessionals, they require knowledge of supervisory practices.

Teacher Supervisory Practices and Quality of Teacher Supervision of Paraprofessionals

Literature was reviewed using a research question that focused the search on teacher implementation of supervisory skills regarding supervision of paraprofessionals. The findings are summarized in the following sections. The research question used to guide the review is:

1. What is the relationship between teachers' practices applied to the supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?

Teacher supervisory practices applied to the supervision of paraprofessionals and quality of teacher supervision of paraprofessionals. The assertion is if teacher application of good supervisory practices increases, then the quality of teacher supervision of paraprofessionals increases. Burtch (2009), Chisom (2002), and Mavropoulos (2005) studied the supervisory practices of teachers and examined how teachers supervised paraprofessionals. All three researchers used Pickett's (1999) pre-determined set of five supervisory skills to examine the supervision of paraprofessionals by teachers. According to Pickett, the skills necessary to supervise paraprofessionals are (a) role clarification, (b) planning, (c) task delegation, (d) training and mentoring, and (e) evaluation and performance monitoring. Burtch, Chisom, and Mavropoulos analyzed how often teachers and paraprofessionals believed that these skills were implemented as part of the supervisory process and found that teachers do not implement supervisory practices consistently.

When supervision is provided without consistency, the quality of the supervision is unclear. Chisom (2002) found that the five skills were nonexistent or applied inconsistently.

Chisom concluded that teachers do not understand the skills involved in supervision of paraprofessionals and postulated that training teachers to effectively supervise paraprofessionals is equally as important as the training teachers receive for teaching content.

Mavropoulos (2005) explored the skills special education teachers used to supervise paraprofessionals using the same framework applied by Chisom (2002). He found that teachers tended to believe that they were engaged in practicing the skills necessary to supervise paraprofessionals often while paraprofessionals perceived that teachers performed the five areas of skills identified by Pickett (1999) infrequently.

Burtch (2009) applied the same framework as Chisom (2002) and Mavropoulos (2005) to study how teachers provided supervision to paraprofessionals in elementary school classrooms. What she found correlated with the findings of Chisom and Mavropoulos; teachers do not understand the skills associated with supervision and do not implement the practices consistently.

Teacher Accountability and Quality of Teacher Supervision of Paraprofessionals

Literature was reviewed using research questions that focused the search on teacher accountability and teacher supervision of paraprofessionals, the supervisory work expected of teachers who supervise paraprofessionals, and how teachers who supervise paraprofessionals are held accountable for the supervision they provide. The findings are summarized in the following sections. The research questions used to guide the review are:

1. What is the relationship between the level of accountability to which teachers who supervise paraprofessionals are held accountable and the quality of teacher supervision of paraprofessionals?

a. What is the relationship between the supervisory work expected of teachers

who supervise paraprofessionals by administrators and the quality of teacher

supervision of paraprofessionals?

b. What is the relationship between how teachers who supervise

paraprofessionals are held accountable for supervision of paraprofessionals

and the quality of teacher supervision of paraprofessionals?

The assertion is if accountability of teachers who supervise paraprofessionals increases,

then the quality of teacher supervision of paraprofessionals increases. A review of the literature

yielded no studies specific to the accountability of teachers who supervise paraprofessionals or

the quality of the supervision they provide. The researcher was not able to find specific literature

related to the accountability of teachers who supervise paraprofessionals; therefore, literature

was reviewed to gain an understanding of how general accountability theory might apply to

teachers who are accountable for the supervision of paraprofessionals.

Accountability of teachers who supervise paraprofessionals and quality of teacher

supervision of paraprofessionals. The phenomenon of accountability is important to members

of organizations like schools because accountability requires individuals to act relative to a set of

established standards (Erdogan, Sparrowe, Liden, & Dunnegan, 2004). Holding teachers

accountable for providing adequate supervision of paraprofessionals is not only legally required,

but important because it influences the ultimate mission of schools; namely, to improve student

achievement.

Teachers and accountability. Holding teachers accountable for (a) understanding the

facets of supervision, (b) what constitutes good supervisory practices of paraprofessionals, (c)

decisions and actions regarding supervision of paraprofessionals, and (d) roles individual

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teachers play in that process may be a vehicle for improving the quality of teacher supervision of paraprofessionals and the educational support paraprofessionals provide to students. Teachers work in an interdependent environment and must interact with others on a regular basis to achieve the goal of enhancing student performance. Interdependency results in the creation of expectations about what someone ought to do and the ensuing behavioral patterns associated with their work in the organization (Erdogan, et al., 2004). Specifically, in a work setting, members of the organization have expectations for who should do something and when it should be done. Frink and Klimoski (1998) noted that what people do, how they do it, and what they expect implies accountability. Further, they stated that where accountability is absent, impaired functioning of the group is likely to occur; therefore, teacher accountability appears vital to the quality of teacher supervision of paraprofessionals.

Administrators' expectations of teachers who supervise paraprofessionals and quality of teacher supervision of paraprofessionals. Principals' expectations influence teacher performance and play a role in establishing practices that influence the quality of teacher supervision of paraprofessionals (Erdogan et al., 2004). Accountability for teachers who supervise the work of paraprofessionals includes predictable behaviors that, when implemented, may increase the quality of the supervision provided by teachers.

In schools, teacher understanding of the expectations of administrators for the supervisory work they are expected to provide to paraprofessionals may be problematic if the expectations are not specific to the supervisory process or clearly communicated by the administrator (Frink & Klimoski, 2004). Such expectations may be communicated in a variety of ways. Some may be direct, such as face-to-face meetings, while others may be more subtle through handbooks or teacher manuals (Frink & Klimoski, 2004). The key is creating an

understanding of the required expectations between the individuals who are expected to provide the supervision and those who are evaluating the supervision being provided.

Burtch (2009) studied the perceptions of administrators with respect to teacher roles and supervision examining whether or not teachers were apprised of administrative expectations regarding role clarification. Study participants stated that they had never seen information pertaining to their work related to supervision of paraprofessionals. Burtch suggested that the lack of guidelines or expectations would seem to make teacher supervision of paraprofessionals more complicated and less effective. Further, she recommended that district-level personnel must inform principals of the roles of paraprofessionals, clarify who is responsible for their supervision, and encourage principals to monitor the supervision teachers provide to paraprofessionals. Chisom (2002) recommended that administrators should apprise teachers of their supervisory expectations and establish formal methods of performance monitoring to ensure that paraprofessionals are receiving adequate supervision.

Teacher accountability for supervision of paraprofessionals and quality of teacher supervision of paraprofessionals. Although teachers share the delivery of student instruction with paraprofessionals, teachers are the ones who are considered fully accountable for the outcomes of the instructional process (Mavropoulos, 2005). Accountability involves two themes and is essential to improve the quality of teacher supervision of paraprofessionals. The first theme involves expectations about whom or what is required in a given situation, and the second theme involves the notion of feedback or an evaluation regarding expected behaviors or actions (Frink & Klimoski, 1998). Once expectations have been clearly established, acknowledged, and understood, a mechanism for controlling the desired behaviors is necessary (Ammeter, Douglas, Ferris, & Goka, 2004).

If the goal is to improve student achievement and paraprofessionals are used to support the achievement of students, then teachers should be held accountable for the supervision they provide to individuals who influence student achievement. French (1998) found that teachers were reluctant to provide supervision because they were unprepared and untrained to supervise paraprofessionals. To hold teachers accountable for supervision requires that teachers be trained on supervision of paraprofessionals. Training would provide teachers with an understanding of what constitutes good supervisory practices. Once teachers have an understanding of the facets of supervision, administrators can develop supervisory expectations for teachers who are expected to supervise paraprofessionals. When individuals are guided by a perception that certain expectations are required, they are more likely to perform the desired behaviors because there are implications for potentially having to account for their actions and decisions (Erdogan et al.,2004).

Teacher awareness of their accountability and the quality of teacher supervision of paraprofessionals. If teachers are expected to provide supervision to paraprofessionals, it is necessary that they understand how they are accountable for the supervision they are expected to provide. The process of accountability implies established standards against which behavior, actions, or decisions of an individual are compared (Frink & Klimoski, 1998). Holding teachers accountable for supervision requires that teachers and administrators be knowledgeable about teacher behaviors that are considered through research to be good supervisory practices. These behaviors involve (a) role clarification, (b) planning, (c) task delegation, (d) training and mentoring, and (e) evaluation and performance monitoring (Chisom, 2002). There should be a connection between the behaviors of the teacher and the quality of the supervision provided. Further, the teacher providing the supervision should be prepared to justify or defend their

behaviors relative to the expected supervisory practices established by the evaluator (Frink & Klimoski, 1998).

Time Teachers Meet with Paraprofessionals and Quality of Teacher Supervision of Paraprofessionals

Literature was reviewed using a research question that focused the search on time teachers who supervise paraprofessionals spend with paraprofessionals. The findings are summarized in the following sections. The research question used to guide the review is:

1. What is the relationship between the time teachers who supervise paraprofessionals meet with paraprofessionals and the quality of teacher supervision of paraprofessionals?

Time teachers who supervise paraprofessionals meet with paraprofessionals and quality of teacher supervision of paraprofessionals. The assertion is that if the time teachers meet with paraprofessionals increases, then the quality of teacher supervision of paraprofessionals increases. Access to a regularly scheduled planning time may be a barrier to high-quality supervision of paraprofessionals by teachers (Burtch, 2009; Chisom, 2002). Allocating time for regular meetings between the paraprofessional and the supervising teacher has been found to be necessary for adequate supervision of paraprofessionals (Burtch, 2009; Chisom, 2002; Cramer, 1997; French, 2001). Designating a regularly scheduled time for meetings between the teacher and paraprofessional provides an opportunity for constructive feedback, mentoring, modeling instructional practices, establishing goals, setting plans, and clarifying roles and responsibilities (Carnahan, Williamson, Clark, & Sorensen, 2009; French, 2001; Trautman, 2004). Carnahan, Williamson, Clark, and Sorensen (2009) suggested that meetings should occur at least weekly and agendas created to allow ample time to share ideas,

discuss job expectations, determine how to provide educational services to students, consider

instructional strategies, and review any concerns which may impact the job performance of

paraprofessionals.

A common planning time for teachers and paraprofessionals is a necessary part of the

supervisory process. Burtch (2009) and Chisom (2002) found that a common planning time for

teachers and paraprofessionals to meet and reflect on the lessons provided by paraprofessionals

and the educational programs of students influences the supervision of paraprofessionals by

teachers. Burtch found that adequate planning is hindered by time restrictions, and teachers and

paraprofessionals had "no time built into their daily schedules for working together" (p. 63).

Chisom interviewed teachers and principals and examined issues she believed could improve a

teacher's ability to supervise a paraprofessional. Teachers suggested that if the administrator

could build-in ample time for paraprofessionals and teachers to meet face-to-face on a regular

basis, improvement could be made with respect to role clarification, behavior management, and

planning (Chisom, 2002).

*Time, planning, and team building***.** Time for team building and the development of

professional relationships is necessary for teachers to supervise adequately the work of

paraprofessionals (Chisom, 2002). Ideally, planning is a practice with a designated time

established between the teacher and the paraprofessional in which the two meet to plan

purposefully for students, review data collections, analyze progress, and engage in educational

dialogue. The ideal, however, is often not achieved. Burtch (2009) stated that many times

planning is an informal process that occurs sporadically. Consequently, teachers and

paraprofessionals develop different perceptions about the nature of planning. Burtch found that

some paraprofessionals believed that daily access to a teacher's plans was planning while others

believed that oral directions or a note from the teacher was planning. French (2001) suggested that providing services without written plans and no regular meetings between teachers and paraprofessionals was inconsistent with the legal intent of federal legislation.

The development of strong relationships within educational teams influences a paraprofessional's ability to adequately support students (Patterson, 2006). Patterson (2006) found that teams must have sustained meeting times to develop the relationships noted to be essential for adequate supervision of paraprofessionals. Patterson studied the relationships formed between teachers and paraprofessionals. She found that paraprofessionals expressed a desire to build collaborative relationships with all staff involved in the education of students. Seventy-seven percent of the paraprofessionals interviewed by Patterson indicated that when teams had time to develop collaborative and cooperative working relationships, they experienced fewer problems with student behavior and learning.

Failure to plan appropriately may be linked to time. Burtch (2009), Chisom (2002), and Mavropoulos (2005) found that time is a factor that influences the supervision teachers are able to provide to paraprofessionals; however, federal legislation places the responsibility of properly preparing paraprofessionals to provide services or instruction on teachers (*No Child Left Behind Act* of 2001; *Individuals with Disabilities Education Improvement Act*, 2004). Burtch and Chisom suggested that the level of supervision required by the legislation was difficult to meet if time for purposeful planning was not available. Burtch and Chisom believed when teachers failed to plan adequately and did not designate time to meet with paraprofessionals, supervision became challenging.

Other Personal and Situational Variables That Influence Teacher Supervision of

Paraprofessionals and Quality of Teacher Supervision of Paraprofessionals

The assertion is that there may be other personal and situational variables that affect the quality of teacher supervision of paraprofessionals. Other personal or situational variables not found in the literature may have an influence on teachers who supervise paraprofessionals and, in turn, influence the quality of the supervision they provide. Beyond the research questions, participants will be afforded the opportunity to discuss any personal or situational barriers they believe may influence the quality of teacher supervision of paraprofessionals.

Summary of Chapter 2

A literature review, research questions, theoretical assertions, a theory explaining the quality of supervision of paraprofessionals by teachers, and a table of conceptual and operational definitions were presented in Chapter 2. Improving the quality of teacher supervision of paraprofessionals requires an understanding of the variables that influence the quality of teacher supervision of paraprofessionals. Some variables are (a) quality of training provided to teachers who supervise paraprofessionals, (b) teacher knowledge of supervisory roles, (c) teacher supervisory practices (d) accountability of teachers who provide supervision to paraprofessionals, (e) time teachers spend meeting with paraprofessionals, and (f) other personal and situational variables to be identified that influence the quality of teacher supervision of paraprofessionals. Research findings reviewed in this chapter supported the relationship of these variables and their influence on the quality of teacher supervision of paraprofessionals to improve the nature of the supervision currently being provided.

Teachers who learn to supervise paraprofessionals through real-life experiences and without the benefit of pre-service and in-service training may not be developing the skills

necessary to improve the quality of their supervisory practices. Educational reforms such as the *Individuals With Disabilities Education Act Amendments* of 1997 and the *No Child Left Behind Act* of 2001 require that paraprofessionals be adequately prepared and supervised by highly qualified teachers. The *No Child Left Behind* Act of 2001 places a major emphasis on teachers who are properly trained to supervise the work of paraprofessionals. Teachers can expect that they will continue to encounter paraprofessionals in their classrooms, and they can continue to expect that adequate supervision of paraprofessionals will be included in educational initiatives and reforms that strive to provide all children with the opportunity to be successful. Improving the quality of the supervision provided by teachers to paraprofessionals is important because paraprofessionals are expected to expedite the achievement of students. While teachers may be highly qualified in content area material, they may not be properly prepared to provide the supervision of paraprofessionals as required by law.

Outline of Succeeding Chapters

Chapter 3 has a description of the (a) design of the study, (b) research procedures, (c) development of interview protocols, (d) data management procedures, and (e) data analysis procedures. Chapter 4 is a presentation of the results of the study. Chapter 5 is a discussion of the findings, implications for practice, and recommendations for future research.

Chapter 3

The Methods: Testing and Expanding the Initial Theory with Multiple Cases

This chapter is a description of the multiple-case-study methods used in this research to identify variables related to the quality of supervision of paraprofessionals. The chapter has a description of the: (a) design of the study, (b) research procedures, (c) selection of cases, (d) case settings, (e) contact with school personnel, (f) development of interview protocols, (g) data management procedures, and (h) data analysis procedures. The final section is a summary of the chapter and an outline of the remaining chapters.

Design of the Study

The design was multiple case studies with cross-case analysis. The design was selected because studying the quality of supervision of paraprofessionals provided by teachers is a real-life phenomenon that required a detailed understanding of supervision provided and the contextual conditions in which the supervision occurred from the perspectives of those who managed, provided, and received the supervision. An understanding of this phenomenon involved collecting evidence from principals, assistant principals, teachers, and paraprofessionals. Data were collected from multiple sources: (a) professional development agendas from each school and district, (b) job descriptions for administrators, teachers, and paraprofessionals, (c) evaluation forms for teachers, (d) handbooks from each school, and (e) master schedules for teachers and paraprofessionals.

Limitations and strengths of this study. Case study research provided a means for the researcher to understand complex issues from the perspective of the participants; however, there were limitations to this research design. This study was limited because research was completed in three districts in one state encompassing a limited number of participants. The data collected

from the participants could have resulted in some bias on the part of the researcher due to the amount of data collected and the time needed to analyze the data once it was collected. Reponses from participants may have been influenced by personal prejudices or reluctance of participants to answer questions honestly or completely. Results of the study may have been influenced by personal prejudices on the part of the researcher, and generalizability of the data may be difficult due to the research being conducted in one state and only at the elementary school level.

Despite the limitations, there were strengths supporting the use of case studies for this research. This study emphasized exploration of the phenomenon rather than a prescription for improvement. Understanding as much as possible about the relationship of variables that influenced the quality of supervision of paraprofessionals by teachers through interviews and the examination of other documents allowed the researcher to obtain in-depth information about the topic in a rich, descriptive format. Further, the study was conducted in a real-life context that yielded high levels of details and greater insight into the phenomenon.

Each case for this study was a school. The researcher examined data drawn from each individual case and then compared the data across all other cases using a cross-case analysis for recurring themes, patterns, and relationships (Yin, 2009). The multiple-case design afforded the researcher an opportunity to: (a) gather a broad range of data, (b) richly describe the knowledge, opinions, perceptions, feelings, and behaviors of the participants and the meaning participants attached to those feelings, and (c) develop a deeper and more detailed investigation of the research questions and theoretical assertions.

Research Procedures

The procedures for conducting the study were (a) selecting the cases, (b) gaining entry to the case sites by seeking permission from district superintendents, (c) establishing operational criteria and procedures for selecting possible participants, (d) developing interview protocols, (e) developing a content validation instrument for the interview protocols, (f) testing the interview protocols, (g) administering the interview protocols, (h) managing the data collected, and (i) analyzing the data to answer the research questions.

Selection of Cases

All 35 school districts in Superintendent's Regions 5 and 6 in Virginia were initially selected as possible participants in the study. Each district was initially considered for participation based on an established set of operational criteria. The operational criteria were

- student populations of between 7,000 and 15,000;

- geographic proximity to the researcher (within 50 miles of district in which the researcher works);

- districts with more than one elementary school identified as a Title I school; and

- districts that had a student-teacher ratio that met the Virginia state average of 18 or fewer students for every full-time teacher.

The criteria used to select participants were chosen for specific reasons. The researcher decided to select school districts with larger populations to increase the number of schools available for possible participation in the study. The decision to work with schools within 50 miles of the district in which the researcher worked was made to allow an expedited travel time to the site of the interview and minimize the time participants spent at the site after the end of their working day. Title I schools were selected because Sections 1119(c) through 1119(h) of the

federal *No Child Left Behind Act* of 2001 required that all paraprofessionals who provide

instructional support and who work in a program supported with Title I, Part A funds, meet

certain federal qualification requirements to achieve "Highly Qualified Paraprofessional" (HQP)

status. Schools not designated as Title I may hire paraprofessionals not considered to be highly

qualified under the law. The intent was for participants in the study to be as closely matched as

possible.

Districts were researched by accessing the homepage of each district on the Internet,

speaking with human resources staff from each district, and researching enrollment data for each

district on the Virginia Department of Education website. Descriptive data of each district were

reviewed and compared to the operational criteria for possible participation in the study. Those

districts not matching the operational criteria were eliminated.

Applying the operational criteria to all elementary schools in Superintendent's Regions 5

and 6 yielded two city school districts and four rural school districts as potential participants for

the study. One of the four rural districts was eliminated because it was the district in which the

researcher worked. The five remaining districts were divided into two categories: cities and rural

areas. A decision was made to select one city and two rural areas as potential participants. The

decision to select one city was made to examine whether there was a variation in the quality of

supervision of paraprofessionals by teachers in a larger, more urban area school district versus

smaller rural school districts. The two cities matching the operational criteria had a difference in

student enrollment of approximately 5,000 students and a distance from the researcher of more

than 30 miles. A decision was made to select the larger district as a potential participant because

the district met all of the operational criteria; however, the larger district implemented policies

that made access to the district extremely difficult. The researcher made the decision to

approach the next district on the list that met the criteria. Access to that district was granted and the district was selected as the third case for the study.

The selection of the two rural districts from the remaining three that matched the operational criteria was made based upon comparative size and number of schools matching all of the operational criteria. Two of the remaining three rural districts had student enrollments that were separated by fewer than 1,000 students and a similar number of elementary schools that met the operational criteria. One district had eight elementary schools that matched the operational criteria and the other district had seven elementary schools that matched the operational criteria. The remaining rural district was larger than the other two districts with a student enrollment exceeding that of the other districts by more than 2,000 students and fewer elementary schools that matched the operational criteria. The two districts that were more closely matched in student population and number of elementary schools that matched the operational criteria were selected as possible participants. The remaining school district was eliminated.

The Case Settings

One metropolitan school district and two rural school districts were identified as possible participants for the study. Descriptive information about the districts is summarized in the following section and in Table 2, *Operational Criteria as Applied to the Selected School Districts*.

Descriptions of the districts. District A served a student enrollment of approximately 8,500 students. The district had 11 elementary schools with enrollments of between 250 and 590. Ten of the 11 elementary schools matched the operational criteria and employed paraprofessionals who provided educational and related services to students in grades K-5.

District B served approximately 7,500 students. The district had 12 elementary schools,
with enrollments between 200 and 390 students. Eight of the 12 elementary schools matched the
operational criteria and employed paraprofessionals who provided educational and related
services to students in grades K-5.

District C served approximately 8,400 students. The district had eight elementary
schools with enrollments of between 250 and 685 students. Seven of the eight elementary
schools matched the operational criteria and employed paraprofessionals who provided
educational and related services to students in grades K-5.

Table 2

Operational Criteria as Applied to the Selected School Districts

Operational criteria applied to the selection of school districts	School district A	School district B	School district C
Geographic proximity to the workplace of researcher (within 50 miles)	Within forty-five miles of the researcher	Within 18 miles of the researcher	Within 14 miles of the researcher
Serves a population of more than 7,000 students	Serves approximately 8,500 students in grades K-12.	Serves approximately 7,500 students in grades K-12.	Serves approximately 8,600 students in grades K-12.
Meets the Virginia state average student-teacher ratio of 18 or fewer to 1	Student-teacher ratio is 16 to 1	Student-teacher ratio is 16 to 1	Student-teacher ratio is 16 to 1
Has at least one school designated as a Title I school	10 schools are identified as Title I schools	8 schools are identified as Title I schools	7 schools are identified as Title I schools

Note. All districts in Superintendent's Regions 5 and 6 in Virginia were considered as possible participants. The
selected districts met all of the operational criteria and were chosen as possible participants for the study.

Gaining access to the school districts. Before beginning the study, the researcher

completed an Institutional Review Board (IRB) Research Protocol and submitted it for approval

to the Virginia Polytechnic Institute and State University Institutional Review Board. When

approval to conduct the research was received from the IRB, the following procedures were

followed.

1. The superintendent of each district was contacted via a phone call (see Appendix
   A) to (a) introduce the researcher, (b) provide a brief overview of the proposed
   study, and (c) seek permission to conduct the research within the district.

2. Superintendents who responded affirmatively and extended permission to
   conduct the study, were sent a letter (see Appendices B and C) thanking him or
   her for their assistance.

All three districts were contacted prior to beginning the research to determine initial

procedures for conducting the study within the district. All districts required that their human

resources directors be contacted after the superintendent extended permission to conduct the

study to establish a procedure for sharing necessary information with the researcher. In the case

of District B, once the superintendent had extended permission to conduct the study to the

researcher, he encouraged the researcher to contact all the principals personally via email. The

researcher complied with the request and developed a list of potential study participants based on

the responses of principals who indicated a willingness to become part of the study.

Selection of Participants

The operational criteria for selecting schools were (a) elementary schools designated as

Title I schools, (c) elementary schools that employed paraprofessionals who assisted with the

provision of educational and related services to students, and (d) elementary schools that met the

Virginia state average of 18 or fewer students for every full-time teacher.

Selection of schools from each district. All of the schools in the three districts that met

the operational criteria were considered as possible participants. The population sampled from

District A was 11 schools. District B was eight schools, and District C was seven schools. Four

schools that met the operational criteria were selected from each district. The first two schools

were considered as the case sites for that district. The other two schools were considered as

alternate sites for the district. Schools were considered for possible participation in the order in

which they were selected. The intent was to randomly select two schools from each district that

met the operational criteria as possible study participants. Schools were selected by random

using a random numbers table so that each school in the district that met all of the operational

criteria had the same probability of being selected as a possible participant.

When permission to conduct the study was received and confirmed via written

notification from the superintendent of the district, the following procedures were followed for

selecting schools as possible participants.

1. The researcher generated a list of schools in the district that met all of the

   operational criteria with the intent of randomly selecting four schools as possible

   participants.

2. For each district, all schools that met the operational criteria were listed in a

   column and given a value beginning with 1 and continuing until all schools had

   been assigned a numerical value.

3. Starting at the beginning of the first column of the random number table and

   reading down, numbers were selected and assigned to each school in the column

   until four schools had been selected.

4. The schools were identified as School One-A, School Two-A, School Three-A,

   and School Four-A. Schools identified as School One-A and School Two-A

   were considered as the sample for the district. Schools identified as School

Three-A and School Four-A were considered as alternate choices. This

procedure was repeated until four schools were selected.

5. After the selection of four schools, the researcher contacted the human resources

director of each district by phone to establish a procedure for obtaining the

names of the principals in the four selected schools that matched the operational

criteria except in the case of District B because the superintendent asked that the

principals of all schools that met the criteria be contacted as possible

participants.

6. The human resources directors for District A and District C opted not to use the

form created by the researcher (see Appendix D) and contacted the principals of

those schools selected as possible participants with an email of introduction

regarding the researcher and purpose for the study. After the initial contact was

made by the human resources directors, the researcher contacted each principal

individually to assess their willingness to become a possible participant.

Selection of principal or assistant principal participants. Possible principal or

assistant principal participant selection for each school was the same. Principals or assistant

principals were selected using two criteria.

- Potential principals or assistant principal participants must have completed one

year of experience in their current positions.

- Potential principals or assistant principal participants must have supervised at

least one teacher who supervised a paraprofessional.

Using the list of potential principal participants matching the operational criteria received

from the human resources director for the selected schools, the researcher generated a list of

potential participants in alphabetical order and assigned each potential participant a number until

all potential participants had been assigned a number. Principals were selected randomly using a

random number table so that each principal matching the operational criteria received from the

human resources director had the same probability of being selected for the sample. If the

selected school had only one administrator, that administrator was selected as a possible study

participant. If the selected school had both a principal and an assistant principal, the selection of

the administrator was made after a discussion with the principal. In the case of this work, all

principals elected to be the study participant; therefore, no assistant principals were asked to be

study participants. None of the principals contacted as possible study participants declined to

participate.

Selection of teachers and paraprofessionals. Initial teacher and paraprofessional

participants were selected from those suggested by the principal. Teachers and paraprofessionals

who were working together at the time the researcher was seeking potential participants were

considered for the study. Each principal or assistant principal was given the following criteria to

guide them in making suggestions to the researcher regarding possible participant pairs for the

study.

- Potential teacher participants considered for this study must be classroom teachers
  in grades K-5.
- Potential teacher participants considered for this study must have at least one
  year of teaching experience.
- Potential teacher participants considered for this study must supervise one or
  more paraprofessionals.

- Paraprofessionals must assist with the provision of educational and related services to students.

- Paraprofessionals who perform only clerical work or those who do not work with students will not be considered for this study.

- Specialists and special education teachers will not be considered for this study.

Contacting School Personnel

When the researcher completed the random selection of all school personnel as possible study participants, the following procedures were followed.

1. The initial contact with a possible principal, teacher, or paraprofessional participant meeting the operational criteria was made via email (see Appendices E, G, or H).

2. When potential participants responded affirmatively and agreed to participate in the study, he or she was contacted via email with a more detailed explanation of the study and to confirm the date and time for the interview (see Appendix B).

3. Written confirmation of the date and time established for the interview was sent via email to the participant one week before the scheduled time for the interview (see Appendix F).

Teacher and paraprofessional teams had to agree to participate. If one member of the teacher/paraprofessional team declined to participate, another team in the school would have been selected as potential participants and the process for contacting school personnel repeated. Teacher and paraprofessional teams recommended by the principals in each division all agreed to participate, thus there was no need to access other potential participants who had agreed to participate.

Development of Interview Protocols

There were three interview protocols used in this study. The interview protocols were designed through a series of steps beginning with the creation of a theory explaining the quality of supervision of paraprofessionals by teachers. The theory incorporated variables gleaned from the literature that might have influenced the quality of the supervision of paraprofessionals by teachers. Variables were organized into domains for the development of interview questions (see Table 3, 4, and 5). Follow-up questions were developed to probe clarification of responses or to elicit a further response to the question.

Table 3

Protocol Used During the Interview Process for Principals and Assistant Principals

Research question	Variable	Related domains	Interview protocol questions	Potential probe
What is the relationship between teachers' practices applied to the supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' practices applied to the supervision of paraprofessionals	Planning Modeling instructional strategies Monitor performance of paraprofessionals Role clarification Provision of feedback Task delegation	1. When you have observed teachers and paraprofessionals working together, what have they been doing? 2. Describe a meeting that you observed between a teacher and a paraprofessional. 3. Is there anything else that you have observed teachers doing to supervise paraprofessionals?	Probes to use only if interview protocol questions do not yield information relative to the research question. 1. What instructional strategies have you observed teachers modeling for paraprofessionals? 2. If you have not observed teachers modeling instructional strategies for paraprofessionals, why do you think teachers are not modeling instructional strategies for paraprofessionals? 3. What have you observed teachers doing to monitor the

Research question	Variable	Related domains	Interview protocol questions	Potential probe
				work of paraprofessionals as they provide instruction to students?
				4. If you have not observed teachers monitoring the performance of paraprofessionals as they provide instruction to students, why do you think they are not monitoring the instruction provided by paraprofessionals?
				5. Have you observed teachers clarifying the roles of paraprofessionals and if so, what did you observe teachers doing to clarify role expectations for paraprofessionals?
				6. How are paraprofessionals made aware of their role expectations?
				7. What kind of feedback have you observed teachers providing to paraprofessionals about their instruction?
				8. When you have observed teachers and paraprofessionals

Research question	Variable	Related domains	Interview protocol questions	Potential probe
				working together, how are tasks delegated to the paraprofessional?
What is the relationship between the supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' supervisory training	Pre-service training In-service training	1. What pre-service training on supervision of paraprofessionals was provided to teachers who supervise paraprofessionals before they were assigned a paraprofessional?	1. Do you think that teachers should receive pre-service training on supervision of paraprofessionals as part of their teacher preparation programs and if so, what training do you believe would be beneficial to them?
			2. In this division, what in-service training is provided to teachers on supervision of paraprofessionals?	2. If teachers do not receive any training, explain why you think no training has been provided to teachers regarding the supervision of paraprofessionals.
What is the relationship between teachers' knowledge of role expectations regarding supervision of paraprofessionals	Teachers' knowledge of roles	Knowledge of expectations Knowledge of good supervisory practices	1. When teachers are assigned a paraprofessional, how do you familiarize teachers with your expectations and their role regarding supervision of paraprofessionals? 2. What are your expectations for a teacher who supervises a	1. What tasks do you consider to be part of a teacher's role as a supervisor of paraprofessionals?

Research question	Variable	Related domains	Interview protocol questions	Potential probe
and the quality of teacher supervision of paraprofessionals?			paraprofessional?	
			3. Tell me what you know about the document entitled *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education in 2005. (Give a copy and refer to page 18 – roles.)	1. Do you think having access to this guide or a set of guidelines would help teachers provide better supervision to paraprofessionals and if so, why?
What is the relationship between the accountability of teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Accountability of teachers who supervise paraprofessionals	Teacher accountability for supervision of paraprofessionals Evaluation of teacher supervision of paraprofessionals	1. How are teachers held accountable for the supervision they provide to paraprofessionals?	1. Explain how you think teachers should be held accountable for the supervision they provide to paraprofessionals.
			2. How are teachers evaluated on their supervision of paraprofessionals?	2. Explain how you monitor the supervision a teacher provides to a paraprofessional.
What is the relationship between the time teachers who	Time teachers spend meeting with paraprofessionals	Common planning time Meetings between teachers and	1. Do teachers and paraprofessionals have a common planning time and if so, how often does it occur?	1. Is this common planning time built into the master schedule?

Research question	Variable	Related domains	Interview protocol questions	Potential probe
supervise paraprofessionals meet with paraprofessionals and the quality of teacher supervision of paraprofessionals?		paraprofessionals	2. If there is no common planning time built into the master schedule, how do teachers and paraprofessionals find the time to meet as an educational team?	
What is the relationship between other personal and situational variables of teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Personal or situational variables and supervision of paraprofessionals	Events or situations that are barriers to adequate supervision of paraprofessionals Events or situations that promote adequate supervision of paraprofessionals	1. What have you observed that affects the quality of supervision of paraprofessionals by teachers?	1. What else have you observed that may influence how teachers and paraprofessionals work together?
			2. What have you observed that may be a barrier to adequate supervision of paraprofessionals by teachers?	2. What have you observed that promotes adequate supervision of paraprofessionals by teachers?
			3. Is there anything about supervision of paraprofessionals that I have not asked but that you would like to add to our discussion?	1. What in-service training do you believe would be beneficial to teachers who supervise paraprofessionals?
				2. What strategies or factors do you think could facilitate effective supervision of paraprofessionals by teachers?
			4. Would you like to add any	

Research question	Variable	Related domains	Interview protocol questions	Potential probe
			comments or thoughts to our discussion?	

Note. The word "division" has been substituted for the word "district" in interview protocols because all participants will be from schools in Virginia. School systems in Virginia are referenced as "divisions."

Table 4

Protocol Used During the Interview Process for Teachers

Research question	Variable	Related domains	Interview protocol questions	Potential probe
What is the relationship between teachers' practices applied to the supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' practices applied to the supervision of paraprofessionals	Planning Modeling instructional practices Observe performance of paraprofessionals Role clarification Provision of feedback Task delegation	1. When you supervise a paraprofessional, describe what you do to supervise your paraprofessional?	
			2. Do you and your paraprofessional(s) engage in planning together, and if so, what do you do during your planning time?	
			3. Have you modeled instructional strategies for your paraprofessional(s), and if so, what are some of the strategies you have modeled for your paraprofessional(s)?	3. If you have not been able to model instructional strategies for your paraprofessional(s), explain why you have not been able to do this?
			4. Have you observed your paraprofessional(s) as they provided instruction to students, and if so, what kind of feedback did you provide?	4. If you have not observed your paraprofessional(s) as they provided instruction to students, explain why you have not observed your paraprofessional(s)?
			5. How do you clarify role expectations for your paraprofessional(s)?	

Research question	Variable	Related domains	Interview protocol questions	Potential probe
			6. Describe how you delegate tasks to your paraprofessional(s).	
			7. Is there anything else you that you do to supervise your paraprofessional(s)?	
What is the relationship between the supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' supervisory training	Pre-service training In-service training	1. What pre-service training was provided to you prior to having a paraprofessional you were required to supervise?	1. If you did not receive pre-service training, why do you think no training was provided to you?
			2. Did you receive any training on supervising paraprofessionals in your teacher preparation program, and if so, describe the training you received?	2. What pre-service training do you believe would have been beneficial to you?
			3. In this division, what in-service training has been provided to you regarding supervision of paraprofessionals since being required to supervise a paraprofessional?	3. If you did not receive any in-service training, explain why you think no training was provided to you regarding the supervision of paraprofessionals?
			4. Do you believe that you require more in-service training to supervise adequately your paraprofessional(s), and if so, what training do you require?	

Research question	Variable	Related domains	Interview protocol questions	Potential probe
What is the relationship between teachers' knowledge of role expectations regarding supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' knowledge of roles	Knowledge of expectations

Knowledge of good supervisory practices | 1. What tasks do you consider to be part of your role as a supervisor of paraprofessionals? | |
| | | | 2. Tell me what you know about the document entitled *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education in 2005.

(Give a copy and refer to page 18 – roles.) | 2. Do you think having access to this guide or a set of guidelines would help you provide better supervision to paraprofessionals and if so, why? |
| What is the relationship between the accountability of teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals? | Accountability of teachers who supervise paraprofessionals | Teacher accountability for supervision of paraprofessionals

Evaluation of teacher supervision of paraprofessionals | 1. Are you held accountable for the supervision you provide to paraprofessionals and if so, explain how you are held accountable? | 1. Explain how you think you should be held accountable for the supervision you provide to paraprofessionals. |
| | | | 2. What are your administrator's expectations for you regarding the supervision of paraprofessionals assigned to you? | 2. How were you informed about the supervision you are expected to provide to your paraprofessional(s)? |
| | | | 3. When you are evaluated, please explain how you are evaluated regarding the supervision you provide to the paraprofessional(s) assigned to you? | 3. Explain how your administrator monitors the supervision you provide to the paraprofessional(s) assigned to you. |

Research question	Variable	Related domains	Interview protocol questions	Potential probe
What is the relationship between the time teachers who supervise paraprofessionals meet with paraprofessionals and the quality of teacher supervision of paraprofessionals?	Time teachers spend meeting with paraprofessionals	Common planning time Meetings between teachers and paraprofessionals	1. Do you and your paraprofessional(s) have a common planning time and if so, how often does it occur?	1. Is this common planning time built into the master schedule?
				2. If there is no common planning time built into the master schedule, how do you and your paraprofessional(s) find the time to meet as an educational team?
What is the relationship between other personal and situational variables of teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Personal or situational variables and supervision of paraprofessionals	Events or situations that are barriers to adequate supervision of paraprofessionals Events or situations that promote adequate supervision of paraprofessionals	1. What else do you think may influence the quality of supervision you provide to your paraprofessional(s)?	
			2. What strategies or factors do you think could facilitate your effective supervision of paraprofessionals?	
			3. Is there anything that you think may be a barrier to the supervision you are able to provide to paraprofessionals?	
			4. What do you think administrators can do to help you with the supervision of paraprofessionals?	
			5. Is there anything about supervision of paraprofessionals that I have not asked but that you would like to add to	

Research question	Variable	Related domains	Interview protocol questions	Potential probe
			our discussion?	
			5. Would you like to add any comments or thoughts to our discussion?	

Note. The word "division" has been substituted for the word "district" in interview protocols because all participants will be from schools in Virginia. School systems in Virginia are referenced as "divisions."

Table 5

Protocol Used During the Interview Process for Paraprofessionals

Research question	Variable	Related domains	Interview protocol questions	Potential probe
What is the relationship between teachers' practices applied to the supervision of paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' practices applied to the supervision of paraprofessionals	Planning Modeling instructional practices Monitor performance of paraprofessionals Role clarification Provision of feedback Task delegation	1. Think about the teachers who supervise your work. Describe some of the things they do to supervise you.	
			2. Do you and your supervising teacher engage in planning together, and if so, what do you do during your planning time?	
			3. Has your supervising teacher modeled instructional strategies for you, and if so, what strategies have been modeled for you?	
			4. Have you been observed by your supervising teacher as you provided instruction to students, and if so, what feedback was provided to you?	4. If you have not been observed by your supervising teacher as you provided instruction to students, explain why you were not observed by your supervising teacher?
			5. Describe the kind of feedback you have received from your supervising teacher.	

Research question	Variable	Related domains	Interview protocol questions	Potential probe
			6. Has your supervising teacher explained your role as a paraprofessional and if so, describe their expectations for your work.	6. If no one has explained expectations to you, how do you know what to do?
			7. Describe how your supervising teacher delegates tasks to you.	
			8. Is there anything else your supervising teacher does to supervise you?	
What is the relationship between the supervisory training received by teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Teachers' supervisory training	Pre-service training In-service training	1. What training did you and your supervising teacher receive before coming together as an educational team?	1. What in-service training would have been beneficial to you and your supervising teacher?
			2. What training have you and your supervising teacher received since coming together as an educational team?	
			3. What training has your supervising teacher received?	
What is the relationship between teachers' knowledge of role expectations regarding supervision of	Teachers' knowledge of roles	Knowledge of expectations Knowledge of good supervisory practices	1. Has anyone explained your role as a paraprofessional, and if so, describe their expectations for your work. 2. Tell me what you know about the document entitled *The Virginia Paraprofessional Guide to*	2. Would having access to this guide or a set of guidelines help you better understand your role

Research question	Variable	Related domains	Interview protocol questions	Potential probe
paraprofessionals and the quality of teacher supervision of paraprofessionals?			*Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education in 2005. (Give a copy and refer to page 18 – roles.)	as a paraprofessional, and if so, why?
What is the relationship between the time teachers who supervise paraprofessionals meet with paraprofessionals and the quality of teacher supervision of paraprofessionals?	Time teachers spend meeting with paraprofessionals	Common planning time Meetings between teachers and paraprofessionals	1. Do you and your supervising teacher have a common planning time and if so, how often does it occur?	1. Is this common planning time built into your schedule? 2. If there is no common planning time built into your master schedule, how do you and your supervising teacher find the time to meet as an educational team?
What is the relationship between other personal and situational variables of teachers who supervise paraprofessionals and the quality of teacher supervision of paraprofessionals?	Personal or situational variables and supervision of paraprofessionals	Events or situations that are barriers to adequate supervision of paraprofessionals Events or situations that promote adequate supervision of paraprofessionals	1. What do you think would help a teacher provide better supervision to paraprofessionals?	1. What are some barriers to supervision that you and your supervising teacher encounter that may influence the supervision provided to you?

Research question	Variable	Related domains	Interview protocol questions	Potential probe
			3. Is there anything about supervision of paraprofessionals that I have not asked but that you would like to add to our discussion?	
			4. Would you like to add any comments or thoughts to our discussion?	

Note. The word "division" has been substituted for the word "district" in interview protocols because all participants will be from schools in Virginia. School systems in Virginia are referenced as "divisions."

Content validity check. The questions developed for the interview protocol were evaluated to determine the (a) degree to which the content of the question matched the related domain associated with the research question, and (b) clarity of the question. The researcher invited a panel of three administrators, five elementary school teachers in grades K-5, and five paraprofessionals to participate in a review of the protocol questions. Participants were asked to determine the appropriate domain for each question given seven different domain options (see Appendix I), and to rate the clarity of the question using a scale of one to three. The rating scale was: (a) one, indicating the question was unclear and should be deleted, (b) two, indicating some clarity with an option for suggestions for rewording, and (c) three, indicating clarity with no rewording necessary.

Content validity instruments were emailed via an attachment to a group of three elementary administrators (see Appendix J), five elementary school teachers in grades K-5 (see Appendix K), and five paraprofessionals (see Appendix L) in the researcher's school district. Individuals who agreed to participate were informed of the purpose of the task, the risks and benefits of participation, the extent of anonymity and confidentiality, and their freedom to withdraw from participation at any point during the process via a cover letter attached to the content validity instrument (see Appendix M). Since the IRB consent form was the only document that linked the participants to the research, obtaining signatures on a formal consent form was not required as part of the IRB process. The principal risk was potential harm resulting from a breach of confidentiality. None of the possible participants contacted declined to participate and the content validity check was completed by three elementary administrators, five teachers in K-5, and five paraprofessionals who agreed to participate.

Results of the content validity check were returned to the researcher via email or mail. Once instruments were returned, the researcher printed a hard copy of those that were emailed and maintained them in a file with other instruments categorized by group. One file contained instruments received from administrators, one from teachers, and one from paraprofessionals.

Results of the content validity check were analyzed using an excel spreadsheet. Based on the researcher's evaluation of the data, several minor changes in wording were made to the administrator and teacher protocols. Based on the data received from the paraprofessionals who participated in the content validity check, no changes were made to the protocol for paraprofessionals. For each of the three protocols, no more than 10% of the questions required revisions based upon the suggestions of the panel, and the researcher determined that a second content validity check was not required before using the protocols in the pilot test.

Testing the interview protocols. The interview protocols were pilot-tested on two elementary administrators, two teacher participants, and two paraprofessionals. Participants for the pilot-test were selected from two schools in the district where the researcher worked. Individuals who worked with the researcher were eligible to participate in the pilot-test. Individuals were selected using established criteria. Principals were required to have completed at least one year of experience in their current position, and supervised teachers who supervised paraprofessionals. Teachers were regular classroom teachers in grades K-5 who had at least one year of teaching experience, and supervised one or more paraprofessionals. Paraprofessionals had to assist with the provision of educational and related services to students. The researcher selected individuals within the district with whom she had not worked. Data from the first interview was analyzed and minor revisions were made to the protocol. Since the revisions to the protocol were minor, the researcher decided that another pilot study was not necessary before

using the protocol with selected study participants. No questions were eliminated and no new questions were added to the protocol.

Administration of the interview protocol. Individuals who agreed to become study participants were provided with additional information about the study via an email thanking them for participating and confirming the date and time of the interview (see Appendix F). At the beginning of the interview process, each participant was informed via the Interview Protocol Script (see Appendix N) of the (a) purpose of the research, (b) risks and benefits to them as a participant, (c) extent of anonymity and confidentiality, (d) compensation, (e) freedom to withdraw, (f) researcher preference that each interview be digitally recorded using two recording devices (one device will be used as a backup device should the first recorder fail), and (g) disposition of the data after the study was concluded (see Appendix N). Interviews lasted approximately one hour using a protocol developed and pilot tested by the researcher.

Data Management Procedures

The management of all interviews followed the same procedures. Interview sessions were digitally recorded using two digital recorders and transcribed verbatim except for two interviews. Two study participants preferred that their interviews not be digitally recorded. In both cases, the researcher scripted the interview session. Interviews were transcribed by the researcher and a transcriber and read as soon after the completion of each interview as possible

Coding of data. Coding of all interviews followed the same procedures. Each page of the transcription was coded to identify the (a) school division, (b) elementary school where the individual was employed, (c) position of the individual, and (d) page number of the transcription.

Districts were assigned Roman numerals I, II, or III. Schools within the districts were coded as follows (a) District I schools were coded as schools A and B, (b) District II schools

were coded as schools C and D, and (c) District III schools were coded as schools E and F. Principals, teachers, and paraprofessionals participating in an interview were coded with a "P" for principals, "T" for teachers, or "PA" for paraprofessionals. Pagination was numerical, preceded by a dash. The following are examples of coding-:

Principal participants were coded as follows:

1. School district I, school A, principal one, page one were coded as I/A-P1-1. A principal from a different school within the same district were coded as I/B-P2-1. Coding for each interview was placed in the upper right hand corner of each page of the transcript.

Teacher participants were coded as follows:

1. School district I, school A, teacher one, page one were coded as I/A-T1-1, teacher two in a different school within the same district was coded as I/B-T2-1. Coding for each interview was placed in the upper right hand corner of each page of the transcript.

Paraprofessional participants were coded as follows:

1. School district I, school A, paraprofessional one, page one were coded as I/A-PA1-1, paraprofessional two in a different school within the same district were coded as I/B-PA2-1. Coding for each interview was placed in the upper right hand corner of each page of the transcript.

Complete transcriptions were forwarded to the participants to establish the accuracy of the transcriptions as soon after the interview as possible. Participants were free to make any changes or adjustments to the transcriptions. Hand-written notes taken during each interview were transcribed into a word document and became part of the researcher's audit trail. All data

was stored in the researcher's personal computer and was password protected. Access to the computer was limited to the researcher. Transcriptions were maintained at the home of the researcher in a locked file when not in use. Access was limited to the researcher and the research advisor. Digital recordings were erased and transcriptions, notes, or files that contained identifying information were destroyed at the conclusion of a successful defense of the work.

Data Analysis Procedures

Data was studied by applying the constant comparative method (Maykut & Morehouse, 1994). Data was examined and analyzed after each interview and compared to all other data for meaning and grouping with similar units of data (Maykut & Morehouse, 1994). The researcher identified themes, developed categories, and formed propositional statements that, when analyzed, explored and explained relationships, variations, and patterns across the categories relevant to the research questions.

Individual case analysis. For each case, data from the interview was analyzed using the following procedures.

1. Interviews were transcribed verbatim by the researcher or a transcriber and coded to the source of the data using the coding previously described.

2. Notes from the researcher were typed into a word document as soon after the interview as possible and coded using coding previously described with the addition of an "N" for notes.

   a. Principals —N-I/A-P1-1 (Notes for district one, school A, principal one, page one)

   b. Teachers—N-I/A-T1-1(Notes for district one, school A, teacher one, page one)

c. Paraprofessionals—N-I/A-P1-1 (Notes for district one, school A, paraprofessional one, page one)

3. Each interview transcription was photocopied.

4. The researcher read through each transcript in its entirety twice.

5. The researcher read through each transcript a third time to identify units of meaning. When a unit of meaning was identified, a line was drawn across the page to separate the unit of meaning from other data in the transcript.

6. In the right margin of the page, the code located at the top right hand corner of each page was written next to the unit of data to aid with finding the data within the original data set.

7. Beneath the code a word or phrase was written to indicate the essence of the unit's meaning.

8. This process was repeated until all data in each case was identified, examined, and coded.

9. Units of data from each interview were cut apart and taped to index cards.

10. Referring to the index cards, the researcher used a large sheet of chart paper and recorded recurring words, phrases, themes, ideas, and concepts from all interviews.

11. Each word, phrase, theme, concept, or idea on the chart paper was listed as a heading on a separate sheet of chart paper.

12. To determine an appropriate placement for the data, each index card from each interview was examined and grouped under the words, phrases, themes, concepts, or ideas listed on each piece of chart paper as appropriate. Index cards not related to one of the words, phrases, themes, concepts, or ideas listed on the chart paper were placed

on chart paper labeled miscellaneous for consideration at a later time. No data was

   discarded.

13. This process was repeated until all index cards from the case were grouped with other

   index cards that had a similar meaning.

14. The same process was repeated for each case study.

   Cross-case analysis. After each case study was examined separately, the researcher compared each case to all other cases and compared and contrasted propositional statements across the series of cases (Yin, 2009).

1. All index cards in all groups were reviewed and compared to every other data card from

   all other cases to determine if the meaning on one card in the group was similar to the

   unit of meaning on all other cards within the same group. Index cards were reorganized

   based on the meaning determined by the researcher as related to the theoretical

   assertions. New groups were created as necessary.

2. Data placed in the miscellaneous category group was examined again, compared to the

   data in all other categories, and placed in categories as appropriate. When necessary,

   data in the miscellaneous category resulted in the creation of an additional category.

3. After all data had been examined a third time, the researcher identified a prominent idea

   from the group and developed a provisional category based on the essence of the

   meaning contained in the data. The researcher wrote the name of the provisional

   category at the top of the chart paper.

4. After the creation of the provisional category, all index cards in all groups were

   compared to the first provisional category and placed in the category if the datum on

   the card was reflective of the meaning of the provisional category.

5. When the datum on the index card fit the provisional category, the index card was taped under the category.

6. If the datum on an index card did not fit into the first provisional category, a second provisional category was developed and the index card was placed on the chart paper under the second provisional category.

7. All index cards from all case studies were examined and a determination made as to whether the index card was relevant to the first provisional category or the second provisional category.

8. When an index card did not fit into any of the provisional categories, a new category was created and named. All index cards from all case studies were compared to the new category and a determination made about the relevance of the data to that category. If datum on an index card was found to be relevant to the new category, the index card was placed in that category.

9. This process continued until at least six units of meaning were placed in each of the provisional categories. If units of meaning initially fell into more than one category, a copy of the card was made and placed into all relevant categories.

10. When six index cards were placed in any provisional category, a rule of inclusion in the form of a propositional statement was written after highlighting specific information on the index cards that led to the development of the rule of inclusion.

11. After the development of a rule of inclusion for a category all other index cards from all cases in all categories were compared and examined to determine if placement in the category based on the rule of inclusion was appropriate. If datum on an index card was deemed to be appropriate for the category relative to the rule of inclusion,

the index card was placed in that category and coded using the first letter of each word of the name of the category, capitalized and in parentheses, followed by a dash and a number. Index cards were numbered beginning with the number one in ascending order until all index cards in the category were numbered. Codes were placed in the top right-hand corner of each index card.

12. Each index card in a category that contained a rule of inclusion was coded. This process was repeated until all index cards from all interviews, notes, and other sources of data were compared to all other pieces of data and a determination made regarding the appropriate placement of each card.

13. The miscellaneous category was examined a third time and all index cards in that category were compared to all other provisional categories and rules of inclusion for a determination of relevance to that category. If the index card did not fit into any category, the index card remained in the miscellaneous category.

14. When no new categories, rules of inclusion, or propositional statements were required or when no new relevant information was being uncovered, the data analysis was considered complete.

Examination of documents. Several documents were examined for this study. Documents included (a) professional development agendas from each district and school participating in the study, (b) policies and procedures specific to supervising paraprofessionals found in district handbooks and handbooks from the administration within each school, (c) evaluation instruments for teachers, and (d) master schedules for each teacher and paraprofessional.

Documents were examined for themes related to the research questions and studied by applying the constant comparative method (Maykut & Morehouse, 1994). Data were examined for meaning and grouped with similar units of meaning from other documents. The researcher identified themes and developed categories that explored patterns across the documents relative to the research questions. For each document, data from the document was analyzed using the following procedures.

1. Documents were coded with the district and school of origin in the same manner as interview instruments.

2. The researcher read through the relevant parts of each document twice.

3. The researcher identified units of meaning and when a unit of meaning was found, a line was drawn across the page to separate the unit of meaning from other data in the document.

4. In the right margin of the page a code, word or phrase was written to indicate the essence of the unit's meaning.

5. This process was repeated until all data in each document were identified, examined, and coded.

6. Units of data from the document were cut apart and taped to an index card.

7. Referring to the index cards, the researcher used a large sheet of chart paper to record recurring words, phrases, themes, ideas, and concepts from all documents.

8. Each word, phrase, theme, concept, or idea was listed as a separate heading.

9. Data from all other documents was examined and grouped with similar words, phrases, themes, concepts, or ideas previously identified.

10. Index cards not related to one of the words, phrases, themes, concepts, or ideas already identified as relevant to the research questions was placed in a category labeled miscellaneous for consideration at a later time.

11. This process was repeated until all index cards from the documents had been grouped with other index cards with a similar meaning.

12. Document data was compared to the categories established during the analysis of the interview data looking specifically for ideas mentioned in both the interview statements and documents.

13. When no new categories were required or when no new relevant information was uncovered, the document analysis was considered complete

14. Data from the document analysis was combined with data from interview statements and reported relative to the research questions.

Understanding the data. The researcher analyzed propositional statements and determined if they could stand alone to reflect a collective meaning of the data or be grouped based on commonality of themes, relationships, or patterns with other categories. Specifically, the researcher examined the data from the interviews and the document analysis for an explanation of intervening conditions that facilitated or constrained the process of improving the quality of supervision of paraprofessionals by teachers.

Summary of Chapter 3

The following elements were presented in Chapter 3 (a) design of the study, (b) research procedures, (c) development of interview protocols, (d) data management procedures, and (e) data analysis procedures.

This study was designed to explore, examine, and explain the perceptions of principals, teachers, and paraprofessionals regarding the quality of supervision of paraprofessionals by teachers. Carefully designed and tested instruments used for gathering the data regarding the perceptions of multiple groups provided a broader understanding of the variables that influenced the supervision currently being provided by teachers. Examining the data using multiple cases and a cross-case analysis allowed for a deeper understanding of the phenomenon from the perspective of the participants within a rich narrative.

Outline of Succeeding Chapters

Chapter 4 is a presentation of the results of the study. The data is presented as it relates to each of the research questions. Chapter 5 has a discussion of the findings, implications for practice, and recommendations for future research.

Chapter 4

The Results: Case Analyses

Results from the multiple cases with cross-case analysis are presented in this chapter. Data from interviews with six principals, six teachers, and six paraprofessionals from three school districts are analyzed and interpreted to identify variables related to the quality of teacher supervision of paraprofessionals.

Analysis of Case I

Case I consisted of two elementary schools in the same district. The researcher interviewed one principal, one general education teacher, and one paraprofessional at each school using a pre-determined set of questions that were pilot tested by study participants in a fourth district.

Determining the Quality of Teacher Supervision of Paraprofessionals

During the literature search, the researcher found six recurring components of quality that were identified as important to teacher supervision of paraprofessionals. To determine the quality of teacher supervision of paraprofessionals from low to high, the researcher assigned a point value to each component and summed the points across interviewees. Each component, gleaned from the literature and used in Table 6 was assigned a point value. The researcher assigned a point value of two points to each component except role clarification which was assigned a value of three points. Role clarification was assigned a higher value because it was identified in the literature search as a significantly important component of quality regarding the process of teacher supervision of paraprofessionals. The range of possible total scores was zero to 13.

At the beginning of the interview process, each participant was asked to identify specific components of the supervisory process they utilized while supervising paraprofessionals. The results were collated and placed into a table. A checkmark indicates participants both identified and utilized the component, and a zero indicates participants did not identify or utilize the component as part of the supervisory process. Based on the components identified by interviewees as being present and utilized as part of the supervisory process, a determination was made regarding the quality of teacher supervision of paraprofessionals from low to high.

Table 6

Components of Teacher Supervision of Paraprofessionals Identified by Participants from District I

	Weights	I/A/P1	I/B/P2	I/A/T1	I/B/T2	I/A/PA1	I/B/PA2
Teacher provides plans to paraprofessional	2	✓	0	✓	0	✓	0
Teacher holds regular meetings or has a common planning time with the paraprofessional	2	0	✓	0	0	0	0
Teacher delegates tasks	2	✓	✓	0	✓	✓	0
Teacher monitors the performance of paraprofessionals	2	✓	0	0	✓	0	✓
Teacher models instructional strategies for paraprofessionals	2	0	0	✓	0	✓	✓
Teacher clarifies role for paraprofessional	3	0	✓	0	0	0	0
Total	13	6 points	7 points	4 points	4 points	6 points	4 points

Note. A total of 6.5 points or below constitutes a lower quality of teacher supervision of paraprofessionals and a total of above 6.5 points constitutes a higher quality of teacher supervision of paraprofessionals.

The average quality of teacher supervision of paraprofessionals across participants in District I is of low quality with 5.1 points of a possible 13 points. Delegating tasks was reported

most frequently by participants as a method of supervising paraprofessionals by teachers. Providing plans, monitoring paraprofessional performance, and modeling instructional strategies were noted as supervisory practices by half of the participants. Holding regular meetings and clarifying roles were reported less frequently by participants as practices of teachers who supervised paraprofessionals.

Supervisory Training and Quality of Teacher Supervision

Two types of training were examined in this study: pre-service training and in-service training. Pre-service training is training provided to student teachers through courses, seminars, and educational classes to strengthen knowledge and skills about supervision of paraprofessionals before undertaking any teaching position. In-service training is professional development opportunities provided by districts or schools to teachers related to developing and strengthening knowledge and skills about supervision of paraprofessionals.

Pre-service training and quality of teacher supervision of paraprofessionals. A principal (I/A/P1, p. 3) and both teachers (I/A/T1, p. 3; I/B/T2, p. 3) in District I reported they believed colleges did not include teacher training on supervision of paraprofessionals as a component of teacher preparation programs. One teacher (I/A/T1, p. 3) said faculty in preparation programs may not consider the supervision of paraprofessionals a teacher responsibility, and a principal (I/A/P1, p. 3) and a teacher (I/A/T1, p. 3) thought colleges may assume teachers are capable of supervising paraprofessionals without pre-service training. The reality, they both implied, was not the case.

Teachers do not believe they are prepared to supervise paraprofessionals. One teacher (I/B/T2, p. 3) stated she was unprepared to supervise a paraprofessional and would have benefitted from some training about how to utilize paraprofessionals (I/B/T2, p. 5). The same

teacher (I/B/T2, p. 5) stated that while she did not believe she would have required an entire course on supervision of paraprofessionals, some limited pre-service training on supervision of paraprofessionals would have been beneficial. Teachers (I/A/T1, p. 3; I/B/T2, p. 5) recognized training on understanding how to utilize paraprofessionals may have helped them use these individuals more effectively. One teacher (I/B/T2, p. 4) stated she was unsure why training was not provided except to say that the focus of her teacher preparation program was student instruction.

In-service training and quality of teacher supervision of paraprofessionals.
Supervision of paraprofessionals is required under both the *No Child Left Behind Act* of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004, yet in-service training for teachers on supervision of paraprofessionals at the district level does not appear to be a high priority. A principal (I/A/P1, p. 3) stated no significant issues regarding supervision of paraprofessionals had occurred and "…it's [supervision of paraprofessionals] that old adage, if it's not broken, don't fix it" (p. 3). One principal (I/B/P2, p. 4) said training teachers to supervise paraprofessionals is not a focus for the district. Another principal (I/A/P1, p. 3) noted there were more pressing issues facing the school district other than teacher training on supervision of paraprofessionals. One principal stated in-service training for teachers on supervision for paraprofessionals was not a priority for the district. The same principal (I/B/P2) said he believed his teachers could take on the role of a supervising paraprofessionals, but it was important for teachers and paraprofessionals to receive some training to "…know what their role is in this process" (p. 3).

Both teachers (I/A/T1, p. 4; I/B/T2, p. 5) were open to receiving more in-service training on supervision of paraprofessionals. One teacher (I/A/T1) stated that while in-service training on

supervision of paraprofessionals was not the most pressing thing she required, she was open to more in-service training because "…it is difficult to know how to handle some situations with paraprofessionals" (p. 4). Another teacher (I/A/T1) said, "…it [teacher supervision of paraprofessionals] was a rough situation at first and there was no manual, no training to fall back on" (p. 5).

Training teachers and paraprofessionals together as an educational team may be of benefit. One paraprofessional (I/A/PA1, p. 3) stated teachers and paraprofessionals should receive in-service training together so they could both hear the same thing. The same paraprofessional (I/A/PA1, p. 3) said the only training regarding roles and responsibilities received by the paraprofessional was independent of her supervising teacher.

Despite the absence of in-service training for teachers on supervision of paraprofessionals, the quality of teacher supervision of paraprofessionals may be improved through in-service training. One principal (I/A/P1, p. 6) stated training for teachers who supervise paraprofessionals should address an overview of responsibilities and clear expectations regarding supervisory responsibilities. One teacher (I/A/T1) stated she required "…something along the lines of good leadership management skills" and training on how to handle certain situations when supervising a paraprofessional (p. 4).

Teacher Knowledge of Supervisory Practices and Quality of Teacher Supervision

Teachers require specific skills to supervise the work of paraprofessionals and knowledge of how to implement those skills. The quality of supervision of paraprofessionals provided by teachers is influenced by teachers' understanding of what constitutes good supervisory practices and the role of teachers as supervisors of paraprofessionals.

Written guidelines and quality of teacher supervision of paraprofessionals. Both principals (I/A/P1, p. 6; I/B/P2, p. 4) and teachers (I/A/T1, p. 5; I/B/T2, p. 4) said written guidelines regarding the identification of roles and expectations for teachers who supervise paraprofessionals would be beneficial. After reviewing specific pages of the *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education, one principal (I/A/P1, p. 4) stated teachers and paraprofessionals would find the document thought provoking and a basis for beginning discussions about role clarification and supervision. The same principal (I/A/P1) stated that when written expectations are provided to teachers, "…they do it perfectly" (p. 5). Another principal (I/B/P2) said written documentation regarding role clarification and expectations is both …"needed and necessary" (p. 5). One teacher (I/A/T1, p. 5) said she would have found the document helpful in developing role responsibilities especially when she first began to work with paraprofessionals. A paraprofessional (I/A/PA1, p. 4) found the document helpful stating she could look at it and know she was fulfilling her job expectations.

Role clarification and quality of teacher supervision of paraprofessionals. The level of quality of teacher supervision of paraprofessionals is influenced by teachers and paraprofessionals understanding their roles; however, role clarification is unclear and not defined. One principal (I/B/P2) said, "…I feel like they're [teachers] not sure what their role is regarding supervising those individuals" (p. 2). Another principal (I/A/P1, p. 2) stated that what happens in the classroom regarding role clarification for the paraprofessional is left up to the teacher.

Role clarification is unclear for principals. One principal (I/A/P1, p. 2) provides what he believes is role clarification to paraprofessionals when they are initially hired; however,

teachers are not included in these discussions. Another principal (I/B/P2, p. 1) stated she

addressed role clarification of paraprofessionals with teachers at the beginning of the year, but

provided no clarification regarding the role of the teacher who supervises the paraprofessional.

In reality, what these principals provided to teachers and paraprofessionals are general guidelines

regarding confidentiality, conduct, and job descriptions.

Role clarification is unclear for teachers. Lacking an understanding of roles leaves

teachers unprepared to supervise paraprofessionals even to the point that teachers do not see a

delineation between the role of the teacher and the role of the paraprofessional. One teacher

(I/A/T1, p. 2) said there was no need to separate the role of the teacher and that of the

paraprofessional. When asked about how the role of the paraprofessional was clarified, another

teacher (I/B/T2) stated she told the paraprofessional "…this is where I want you to sit…" (p. 3).

Role clarification is informal and unsystematic. Teachers in Case I (I/A/T1, p. 4; I/B/T2,

p. 3) are confused about their role as a supervisor. Teachers (I/A/T1, p. 1; I/B/T2, p. 3)

recognized that they should be providing some direction to paraprofessionals because they do

direct paraprofessionals to clarify questions and monitor the progress of students. Discussions

between teachers and paraprofessionals regarding roles are limited because they are not

knowledgeable about the distinction between the role of the teacher and that of the

paraprofessional. As one teacher (I/B/T2) stated, "…maybe getting to know her role [the role of

the paraprofessional] would have been helpful" (p. 5).

Teachers are not prepared to supervise paraprofessionals. Teachers remain relatively

unprepared to supervise paraprofessionals because they do not have an understanding of the

supervisory process, including role clarification. Lacking the knowledge they require leaves

teachers providing supervision to paraprofessionals in an unsystematic manner. When study

participants were asked how teachers provided adequate supervision to paraprofessionals absent an understanding of role clarification and the supervisory process, typical responses were--

"…sometimes…we [teachers who supervise paraprofessionals] learn through trial and error" (I/A/P1, p. 5).

"Trial and error [how the teacher learned to supervise the paraprofessional]" (I/A/T1, p. 3).

Teacher Practices and Quality of Teacher Supervision

In this study, the current supervisory practices of teachers who supervise paraprofessionals were found to be relaxed and inconsistent. The absence of a consistent application of the skills necessary to provide adequate teacher supervision of paraprofessionals may yield a low quality of supervision.

Feedback as a component of the supervisory process. Feedback is necessary to the supervisory process because it allows teachers to share judgments regarding performance with the paraprofessional. Feedback becomes a catalyst for improvement and a means of honing the skills of paraprofessionals who assist with the provision of educational services. Principals (I/A/P1, p. 3; I/B/P2, p. 2) stated teacher feedback to paraprofessionals regarding provision of instructional services was non-specific or non-existent. One principal (I/A/P1, p. 3) stated many times feedback was a "thank-you" for handling a specific situation. Both teachers (I/A/T1, p. 2; I/B/T2, p. 2) said they provided feedback, but only one teacher (I/B/T2, p. 2) stated feedback was used to assess the lesson. Paraprofessionals (I/A/PA1, p. 2; I/B/PA2, p. 2) stated teacher feedback was always positive. If teachers are not able to provide meaningful feedback, paraprofessionals may erroneously think they are providing adequate instruction to students.

Observation of paraprofessionals as a component of the supervisory process. Formal observations of paraprofessionals by teachers are limited to brief periods during instructional times because teachers and paraprofessionals provide instruction concurrently. Although one principal (I/A/P1, p. 1) had observed teachers monitoring the performance of paraprofessionals, another principal (I/B/P2, p. 1) stated teachers were not able to observe paraprofessionals. Both teachers (I/AT1, p. 2; I/B/T2, p. 2) said they were unable to observe the work of their paraprofessionals except for an occasional glance. In Case I, both teachers (I/AT1, p. 2; I/B/T2, p. 2) stated they were not able to formally observe paraprofessionals provide instruction to students. One teacher (I/B/T2) noted that not being able to formally observe the paraprofessional impeded her ability to plan for the paraprofessional and stated, "I think if I was able to…see interaction with them [interactions between the paraprofessional and the students] I might be better able to plan for her [the paraprofessional]" (p. 8).

Teacher provided plans as a component of the supervisory process. For paraprofessionals to be prepared to provide adequate instruction to students, they require plans. Teachers in Case I do not consistently provide adequate plans to paraprofessionals as part of the supervisory process. Principals (I/A/P1, p. 1; I/B/P2, p. 1) said that formal plans per se are not usually available to the paraprofessional. The principals (I/A/P1, p. 1; I/B/P2, p. 1) said teachers either verbally explain tasks to paraprofessionals before the lesson, or provide them with the activities they want the paraprofessionals to complete with students. One teacher (I/A/T1, p. 1) stated she provided an outline of plans for the week and held the expectation that the paraprofessional would provide appropriate instruction. Another teacher (I/B/T2, p. 1) said her paraprofessional simply reads over a worksheet and by looking at it knows what instruction is required.

Teacher delegation of tasks as a component of the supervisory process. In this study, communication between teachers and paraprofessionals regarding task delegation is informal and occurs in a variety of ways. Absent a consistent method of communicating expectations, the paraprofessional is left without functional directions. One principal (I/A/P1, p. 6) said teacher delegation of tasks to a paraprofessional may occur through verbal communication or notes. The other principal (I/B/P2, p. 2) stated teacher delegation of tasks could be a quick discussion before or after class, or "on-the-fly." While one teacher (I/B/T2, p. 1) confirmed using notes, the other teacher (I/A/T1) stated task delegation was not necessary because the paraprofessional "reads my mind" (p. 2). One paraprofessional (I/B/PA2, p. 1) stated task delegation was verbal, no formal lesson plans were provided to her, and the paraprofessional's knowledge of what to do came from the worksheets provided by the teacher.

Teacher modeling of instructional strategies as a component of the supervisory process. In this study, teacher modeling of instructional strategies for paraprofessionals is limited and informal. The expectation is that paraprofessionals will support the direct instruction of the teacher by implementing effective teaching strategies. The researcher found when teachers were not consistently modeling appropriate implementation of specific strategies for paraprofessionals, the paraprofessionals were left with little recourse except to do what they believed was appropriate. Principals (I/A/P1, 1; I/B/P2, p. 2) agreed that some modeling of instructional strategies does occur at various levels. One principal (I/B/P2, p. 2) stated she had observed teachers in her building engaged in instructional conversations with paraprofessionals about different teaching strategies that could be implemented when paraprofessionals provide instructional support to students. Another principal (I/A/P1, p. 1) said much of the modeling provided by teachers was done "on-the-fly." Both teachers (I/A/T1, p. 2; I/B/T2, p. 2) said they

try to model instructional strategies to help paraprofessionals learn how to provide instruction to students, but it does not occur often. One teacher (I/A/T1, p. 2) said she tries to share any new strategies learned at professional conferences with her paraprofessional. Another teacher (I/B/T2, p. 2) stated that she is able to model some strategies for the paraprofessional especially when a new concept is being introduced to students. Both paraprofessionals (I/A/PA1, p. 1; I/B/PA2, p. 1) confirmed teachers do model some instructional strategies. While one paraprofessional (I/A/PA1, p. 1) stated the teacher modeled instructional strategies "…at times", the other paraprofessional (I/B/PA2, p. 1) said she was able to observe the teacher when the teacher introduced a new concept to the class.

Teacher Accountability and Quality of Teacher Supervision

Teachers may share instructional delivery with paraprofessionals, but teachers are fully accountable for the outcomes of the instructional process. Teachers are supervisors of paraprofessionals; however, in this study, teachers did not recognize their authority over paraprofessionals and did not see themselves in a supervisory role. When teacher participants were asked if they think of themselves as supervisors of paraprofessionals, typical responses were--

"I don't see myself as a supervisor, I just see her [the paraprofessional] as someone to assist my students" (I/B/T2, p. 5).

"…I think the general consensus is that these are paraprofessionals so they know what their job should be and we, as teachers, should just be comfortable with them coming in the room and doing their job" (I/A/T1, p. 4).

"I never felt like I was a supervisor [of paraprofessionals]" (I/B/T2, p. 8).

Teachers as supervisors. Teachers do not think of themselves as supervisors of

paraprofessionals and some do not think paraprofessionals require supervision. One teacher

(I/A/T1, p. 7) said anybody with common sense could supervise a paraprofessional because they

are as capable as the teacher and did not require lots of supervision. Another teacher (I/B/T2, p.

5) said she was not a supervisor and thought that being younger in age than the paraprofessional

with whom she worked influenced her thoughts about being a supervisor.

Paraprofessionals are unsure if the teacher is in a supervisory role and if they require

supervision. One paraprofessional (I/A/PA1, p. 4) stated the teacher was not really there to be

her supervisor. Another paraprofessional (I/B/PA2, p. 5) said she appreciated the teacher not

standing over her and actually supervising her.

Teachers, paraprofessionals, and problematic situations. In this study, the researcher

found teachers were unprepared to handle problematic situations with paraprofessionals. Both

principals (I/A/P1, p. 4; I/B/P2, p. 2) stated teachers are not prepared to handle paraprofessionals

when a problem emerges. One principal (I/A/P1, p. 3) said some teachers, especially new

teachers, have never been in charge of another adult and feel unprepared to provide supervision

to the individual. Another principal (I/B/P2, p. 3) indicated that when problematic issues arise,

most could be handled with some good communication skills, but teachers want someone else to

address the problem. Both principals (I/A/P1, p. 4; I/B/P2, p. 4) said teachers simply do not

know how to address problem situations with paraprofessionals, and do not know that it is

appropriate to discuss problems with paraprofessionals when there is a need to do so. One

principal (I/B/P2, p. 4) recognized teachers are reluctant to address concerns with

paraprofessionals. The principal advised her teachers to let her know when there is a problem so

the principal can address it with the paraprofessional before it impacts the working relationship

of the team. The same principal (I/B/P2, p. 4) believed asking teachers to refer the problem to

the principal may be taking some of the supervisory role away from the teacher, but believed

teachers would not address concerns with a paraprofessional. According to both principals

(I/A/P1, p. 5; I/B/P2, p. 4), teachers are so reticent to address problems with paraprofessionals

that teachers will ignore the problems until the working relationship between the teacher and

paraprofessional is unsustainable. One principal (I/A/P1, p. 6) said he believed teacher

reluctance to supervise paraprofessionals is related to an absence of clearly defined roles and

training on supervision rather than teacher willingness to be a supervisor.

Teacher Knowledge of Accountability and Quality of Teacher Supervision

In this study, the researcher found teacher participants were not held to a high level of

accountability for the supervision they provided and the quality of supervision they provided was

low. When study participants were asked how teachers were held accountable for the

supervision they provided to paraprofessionals, typical responses were--

"I guess…its [holding teachers accountable for supervision of paraprofessionals] having

conversations with the teachers" (I/B/P2, p. 4).

"…I guess that [holding the teacher accountable] would be supervision of her [the

teacher]" (I/A/P1, p. 5).

"I don't really know [response of teacher when asked how she is held accountable for the

supervision she provides]" (I/B/T2, p. 6).

"I believe just really our [teachers] scores hold us accountable [for supervision of

paraprofessionals]" (I/B/T2, p. 6).

Accountability of teachers. One principal (I/A/P1, p. 5) said teachers should be held

accountable for the supervision they provide to paraprofessionals, but did not believe it was fair

to hold teachers accountable if they have not been fully trained on supervision. One teacher (I/B/T2, p. 6) agreed and believed she should be held accountable for the supervision she provides to the paraprofessional. The teacher (I/B/T2, p. 6) did not appear to understand the components of supervision because she equated her accountability for supervision with the performance of her students on standardized assessments.

Evaluation tools and quality of teacher supervision of paraprofessionals. Teacher evaluation tools do not address teacher supervision of paraprofessionals. When asked if teacher evaluation tools addressed teacher supervision of paraprofessionals, typical responses were--

"It [teacher supervision of paraprofessionals] is not on the teacher evaluation tool, it is not" (I/B/P2, p. 4).

"…our [teacher] evaluation is mainly to our standards and our goals" (I/A/T1, p. 6).

"No, [response of teacher when asked if there is anything on the teacher evaluation tool that addresses teacher supervision of paraprofessionals]" (I/B/T2, p. 7).

Administrative Expectations for Teachers Who Supervise Paraprofessionals and Quality of Teacher Supervision

Teachers in Case I were unclear about administrative expectations regarding supervision of paraprofessionals. Both principals (I/A/P1, p. 1; I/B/P2, p. 4) believed they had established clear expectations for teachers regarding supervision of paraprofessionals. One principal (I/A/P1, p. 1) said teachers were responsible for monitoring the children and the paraprofessional. Another principal (I/B/P2, p. 4) stated that it was up to the teacher to make sure paraprofessionals were being used effectively. One principal (I/B/P2) stated, "…they know what I would like for the paraprofessional to be doing" (p. 4). When queried, one teacher (I/A/T1, p. 6) stated the expectations of the principal regarding teacher supervision of

paraprofessionals had never been given to her. Both teachers (I/A/T1, p. 6; I/B/T2, p. 6) said

principals had not clearly communicated their expectations to the teachers. One teacher (I/B/T2)

noted that principal expectations were an "overall thing" (p. 6) stated during a faculty meeting at

the beginning of the year.

Time Teachers Meet With Paraprofessionals and Quality of Teacher Supervision

In this study, the researcher found that a lack of a common planning time between a

teacher and a paraprofessional appeared to inhibit adequate teacher supervision of the

paraprofessional and may have contributed to a lower quality of supervision. One principal

(I/A/P1, p. 6) said it would be beneficial for teachers and paraprofessionals to have a common

planning time in order to plan and discuss learning goals together. The same principal (I/A/P1)

conceded most planning is accomplished "on-the-fly" (p. 5). Another principal (I/B/P2, p. 6)

stated that there was no time for teachers to meet and scheduling has not permitted the inclusion

of a common planning time for teachers and paraprofessionals. Teachers (I/A/T1, p. 6; I/B/T2,

p. 1) agreed with the principals stating teachers and paraprofessionals had little to no common

planning time. Both paraprofessionals (I/A/PA1, p. 4; I/B/PA2, p. 1) confirmed there was no

time for planning and what time they did have was not a formal time for planning together. One

teacher (I/A/T1, p. 7) and one paraprofessional (I/B/PA2, p. 1) each stated that a common

planning time was necessary and would be beneficial for teachers and paraprofessionals to

discuss student instruction. In Case I, educational teams are forced to meet when they can find

some common time; however, those meetings are limited and informal.

Other Personal and Situational Variables and Quality of Teacher Supervision

In Case I, positive interpersonal relationships were perceived by the majority of study

participants as an important component of teacher supervision of paraprofessionals. Principals

(I/A/P1, p. 7; I/B/P2, p. 8), teachers (I/A/T1, p. 6; I/B/T2, p. 7), and one paraprofessional (I/B/PA2, p. 5) believed teachers would do a better job of supervising paraprofessionals if the relationship between the team members is positive. When study participants were asked if they could describe specific barriers to teacher supervision of paraprofessionals, typical responses were--

"How do they [teachers and paraprofessionals] get along [principal believes a positive relationship is an important component of teacher supervision of paraprofessionals]" (I/B/P2, p. 6).

"…it's that relationship [a factor in teacher supervision of paraprofessionals]" (I/A/T1, p. 4).

"I [the teacher] think personalities always impact the supervision of anybody" (I/A/T1, p. 7).

"…we [the teacher and paraprofessional] have a good relationship on a personal level so I think it helps with managing it [what the teachers asks the paraprofessional to do]" (I/B/T2, p. 4).

"…I have a great relationship with her [the teacher] and…she trusts me and my abilities…" (I/B/PA2, p. 5).

Other factors perceived to be barriers to teacher supervision of paraprofessionals. Lack of adequate time to work together as an educational team was perceived by study participants as a barrier to adequate supervision of paraprofessionals and may contribute to the low quality of supervision found in Case I.

One principal (I/A/P1, p. 6) and one teacher (I/B/T2, p. 8) said teachers and paraprofessionals do not have adequate time to talk to one another about facets of effective instruction and individual student requirements. When asked about barriers to effective teacher

supervision of paraprofessionals, one principal (I/B/P2, p. 6) stated a lack of training on supervision of paraprofessionals, and teacher knowledge of expectations regarding supervision are barriers to adequate teacher supervision of paraprofessionals. The same principal (I/B/P2, p. 6) said that teachers may view supervision of paraprofessionals as just one more thing they have to do and not part of their responsibility. One teacher (I/B/T2) said, "Time is precious around here…it is the factor [impacting teacher supervision of paraprofessionals]" (p. 5).

Examination of District I Documents

Several documents from this district were examined for themes related to the research questions. Documents examined were (a) yearly professional development agendas, (b) policies and procedures specific to supervising paraprofessionals found in district handbooks and handbooks from the administration at the school level, (c) evaluation instruments for teachers, and (d) master schedules for each teacher and paraprofessional.

Although the researcher examined relevant parts of each document for data related to the research questions, no data were found. Documents generally addressed common themes related to vision and mission statements, daily schedules, personnel policies, emergency procedures, emergency medical procedures, procedures for cash receipts, teacher performance standards, or various other procedures related to facility operations or district policy. Nothing was found specific to teacher supervision of paraprofessionals.

Analysis of Case II

Case II consisted of two elementary schools in the same district. The researcher interviewed one principal, one general education teacher, and one paraprofessional at each school using the same protocol administered to the study participants in Case I.

Determining the Quality of Teacher Supervision of Paraprofessionals

Determining a level of quality for the study participants in Case II was achieved using the same procedures applied to the study participants in Case I. At the beginning of each interview, the study participant was asked to identify specific components of the supervisory process they utilized while supervising paraprofessionals. The results were collated and placed into a table. A checkmark indicates the participant both identified and utilized the component, and a zero indicates that the participant did not identify or utilize the component as part of the supervisory process. Based on the components identified by interviewees as being present and utilized as part of the supervisory process, a determination was made regarding the quality of teacher supervision of paraprofessionals from low to high.

Table 7

Components of Teacher Supervision of Paraprofessionals Identified by Participants from District II

	Weights	II/C/P1	II/D/P2	II/C/T1	II/D/T2	II/C/PA1	II/D/P2
Teacher provides plans to paraprofessional	2	✓	✓	✓	✓	✓	✓
Teacher holds regular meetings or has a common planning time with paraprofessionals	2	0	0	0	✓	0	✓
Teacher delegates tasks	2	✓	0	0	0	0	0
Teacher monitors performance of	2		✓	✓	✓	✓	✓

paraprofessionals							
Teacher models instructional strategies for paraprofessionals	2	0	0	0	✓	0	✓
Teacher clarifies role for paraprofessionals	3	0	0	0	0	0	0
Total	13	4 points	4 points	4 points	8 points	4 points	8 points

Note. A total of 6.5 points or below constitutes a lower quality of teacher supervision of paraprofessionals and a total above 6.5 points constitutes a higher quality of teacher supervision of paraprofessionals.

The average quality of teacher supervision of paraprofessionals across participants in District II is of low quality with 5.3 points of a possible total of 13 points. Providing plans to paraprofessionals was reported most frequently as a method of supervising paraprofessionals by teachers. Teacher monitoring of performance was identified by all but one participant as a method of supervising paraprofessionals. Common planning time and modeling instructional strategies were noted as supervisory practices by one-third of the participants. Delegating tasks was reported least frequently by participants as practices of teachers in supervising paraprofessionals.

Supervisory Training and Quality of Teacher Supervision

The researcher examined the same two types of training for Case II and Case I: pre-service training and in-service training. The same definition of pre-service training and in-service training applied to participants in Case I was applied to the participants in Case II.

Pre-service training and quality of teacher supervision of paraprofessionals. Both principals (II/C/P1, p. 3; II/D/P2, p. 2) and one teacher (II/D/T2, p. 3) stated no pre-service training was provided to teachers as a component of teacher preparation programs. One principal (II/D/P2, p. 8) noted he had never thought of pre-service training as a necessary part of a teacher preparation program. One teacher (II/C/T1, p. 3) stated she remembered some discussion regarding paraprofessionals as part of a special education course required by the

college and noted that it did give her some ideas about how to use a paraprofessional within the classroom setting.

A principal (II/C/P1, p. 8) said he did not know if his teachers had received any training on supervision of paraprofessionals, but he believed receiving pre-service training would influence the ability of the teacher to provide better supervision of paraprofessionals. The same principal (II/C/P1, p. 8) said some type of training on supervision of paraprofessionals should be included as part of teacher preparation programs. Another principal (II/D/P2, p. 3) stated he believed receiving some sort of training would be beneficial to most teachers who are required to supervise paraprofessionals.

In-service training and quality of teacher supervision of paraprofessionals. In-service training on supervision of paraprofessionals is a low priority for District II. Both principals (II/C/P1, p. 3; II/D/P2, p. 3) and one teacher (II/C/T1, p. 7) agreed in-service training was not a priority for their district. One principal (II/C/P2, p. 4) stated that there did not seem to be an awareness of the need for teacher training on supervision of paraprofessionals at the district level. Another principal (II/D/P2, p. 3) said the district had overlooked the need for in-service training on teacher supervision of paraprofessionals, but believed the need for training exists.

Even though the district does not provide teacher training on supervision of paraprofessionals, both principals (II/C/P1, p. 2; II/D/P2, p. 3) believed training would help teachers provide better supervision. One principal (II/D/P2, p. 2) stated teachers simply do not think about how they can better prepare paraprofessionals to assist with the provision of educational and related services. The same principal (II/D/P2, p. 3) said the need to train teachers on supervision is greater when teachers have paraprofessionals that rotate through many

settings in one day because when teachers and paraprofessionals spend a limited amount of time together, they do not have an opportunity to develop as an educational team. When teachers and paraprofessionals work together for extended periods of time, the teacher's ability to provide adequate supervision may be improved even without specific training. A principal (II/D/P2, p. 3) said he had observed that when teachers and paraprofessionals are together all day and work as a team over the course of several years, the process of supervision appears to become more natural for the teacher.

In-service training may help teachers improve the quality of the supervision they provide. A principal (II/D/P2, p. 3) said teachers do not come into a teaching position with the knowledge they require on supervision of paraprofessionals. One teacher (II/C/T1) stated training on supervision of paraprofessionals is "…something they [districts] need to look at" (p. 7). The same teacher (II/C/T1, p. 7) said in-service training would help teachers do a better job of supervising paraprofessionals. Another teacher (II/D/T2, p. 3) stated the only training she had received since coming to the district was some basic information about paraprofessionals when she was initially hired. The same teacher (II/D/T2, p. 3) said she had been reprimanded during her first year of teaching for failing to provide adequate supervision despite having no knowledge of how to provide the required supervision. The teacher (II/D/T2, p. 3) believed supervision of paraprofessionals should be a component of the student teaching experience. Paraprofessionals from District II did not have specific opinions regarding training except one (II/D/PA2, p. 3) who stated she believed in-service training as an educational team would be beneficial.

Teacher Knowledge of Supervisory Practices and Quality of Teacher Supervision

In this study, the quality of supervision of paraprofessionals appeared to be influenced by the supervisory skills of the teacher and their knowledge of how to implement those skills. Teacher understanding of the supervisory process is crucial to the provision of adequate supervision.

Written guidelines and quality of teacher supervision of paraprofessionals. Both principals (II/C/P1, p. 6; II/D/P2, p. 4) stated that having a written set of guidelines would be beneficial to teachers who supervise paraprofessionals. One principal (II/C/P1) said he believed the guide (*The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership*) would "…help the relationship [between the teacher and the paraprofessional] and I suppose make things work more smoothly" (p. 6). Another principal (II/D/P2, p. 4) said that placing guidelines in writing gives teachers something to follow that is concrete.

Both teachers in District II liked the guidelines provided in *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership.* One teacher (II/C/T1, p. 7) said having access to a checklist regarding things she should be doing to supervise a paraprofessional would be very helpful. The same teacher (II/C/T1, p. 5) stated that she liked the role clarification pages contained within the document because anyone could read and understand it. A teacher (II/D/T2) said, "…for a beginning teacher, I think we need a guide that is easy for the beginning teacher to look at and see if she's following the guidelines that a teacher and paraprofessional need when they are working together" (p. 5). The same teacher (II/D/T2, p. 3) stated she believed the document provided structure that was needed before teachers and paraprofessionals worked together. One

paraprofessional (II/C/PA1, p. 3) said the suggestions contained in the document were a good way for teachers and paraprofessionals to get to know one another.

Role clarification and quality of teacher supervision of paraprofessionals. The level of quality of teacher supervision of paraprofessionals is influenced by teachers and paraprofessionals understanding their roles; however, role clarification is unclear. One principal (II/C/P1) said, "…knowledge [of how to supervise a paraprofessional]…is the main factor [influencing teacher supervision of paraprofessionals]" (p. 8). Another principal (II/D/P2, p. 7) stated teacher supervision of paraprofessionals could be intimidating because teachers do not have the knowledge they require to provide adequate supervision. The same principal (II/D/P2) said teachers may feel inadequate to provide the necessary supervision because "they're more concerned with just surviving and making it on their own much less surviving and helping somebody else survive at the same time" (p. 7).

Role clarification is unclear. Principals believe they are providing role clarification to teachers and paraprofessionals. One principal (II/C/P1) said he clarifies the role of the paraprofessional when they are hired by telling the paraprofessional who they will be working with, requirements regarding confidentiality, requirements of their job, and to "…pay attention to what the teachers asks" (p. 2). Another principal (II/D/P2) suggested role clarification for teachers was unclear and stated, "…we [principals] don't define their [teachers'] roles" (p. 8). One principal (II/C/P1) was unable to articulate the role of the teacher regarding supervision of paraprofessionals and stated, "…well, they [teachers] have to be aware of what they [paraprofessionals] are doing so I guess that could be a definition of supervising, right?" (p. 2). The same principal (II/D/P2) recognized that if teachers were unaware of their responsibilities

with regard to supervision of paraprofessionals, "…then, its [adequate supervision of paraprofessionals] not going to happen" (p. 5).

Role clarification and experience. In this study, the researcher found that teachers who did not have an understanding of the supervisory process appeared unprepared to provide adequate supervision of paraprofessionals. One teacher (II/C/T1) believed adequate supervision of a paraprofessional required her to "…follow my teaching partners [regarding how to supervise a paraprofessional]" (p. 3). The same teacher (II/C/T1) stated she did not believe that role clarification was necessary because "I feel like she [the paraprofessional] understands me" (p. 2).

The experience of the teacher may influence their ability to provide adequate supervision of a paraprofessional. One teacher (II/D/T2) in District II had acquired in excess of 25 years of teaching experience and had a greater understanding of the supervisory process than teachers with fewer years of experience. The teacher with experience (II/D/T2) said, "…I would tell them [new teachers] to communicate your expectations [to the paraprofessional] and how they [the paraprofessional] fit in the plan [of your classroom]" (p. 5). The same teacher (II/D/T2, p. 5) stated that one of the most important things to do when supervising a paraprofessional is to maintain good communication. The teacher with experience (II/D/T2, p. 2) was the only participant in Case II who specifically stated that meeting with the paraprofessional to clarify her role was an important component of the supervisory process. The paraprofessional (II/D/PA2) who worked with the experienced teacher (II/D/T2) said, "…having an understanding [about teacher expectations for the paraprofessional] is very helpful" (p. 2). The teacher with experience noted (II/D/T2, p. 3) that because she had not received any training on supervision of paraprofessionals, she relied on her past experiences to help her figure out how to provide adequate supervision.

Teacher Practices and Quality of Teacher Supervision

Current supervisory practices of teachers in District II are relaxed and unsystematic except for the teacher participant with numerous years of experience. The quality of supervision from the experienced teacher was high; however, without previous experiences to provide direction, the quality of supervision from less experienced teachers was low.

Feedback as a component of the supervisory process. An important component of the supervisory process is feedback provided to the paraprofessional by the teacher. Both principals (II/C/P1, p. 4; II/D/P2, p. 6) in Case II said they had observed teachers providing feedback to paraprofessionals. One principal (II/C/P1, p. 4) said that feedback was usually in the form of a thank-you for doing a good job. The other principal (II/D/P2, p. 6) stated feedback for paraprofessionals was in the form of discussions with the teacher about individual students. Neither of the principals had observed teachers providing feedback regarding the instructional performance of the paraprofessional. Teachers may be trying to support paraprofessionals by providing positive feedback about some aspects of their daily duties; however, the feedback teachers provide to paraprofessionals may not address the quality of the instruction they provided to students.

Teachers may not be able to effect change in the instruction provided by the paraprofessionals if they are not providing effective feedback. One teacher (II/C/T1) stated, "I try to talk to her [the paraprofessional] when I can, but I don't do it every day" (p. 7). Another teacher (II/D/T2, p. 2) said that when she sees flaws in the instructional presentation of the paraprofessional, she will talk to the paraprofessional about her performance. One paraprofessional (II/C/PA1) said, "…we [the teacher and paraprofessional] don't have the opportunity [to talk about feedback]" (p. 2). Another paraprofessional (II/D/PA2, p. 2) said that

if her supervising teacher observes something of concern, the teacher will remind her of how she would like the paraprofessional to present the lesson. The same paraprofessional (II/D/PA2, p. 2) stated that although the supervising teacher provided feedback about her work, most of the feedback was in the form of thanking the paraprofessional for something she completed.

Observation as a component of the supervisory process. Formal observations of paraprofessionals by teachers is limited. Both teachers (II/C/T1, p. 2; II/D/T2, p. 2) stated they try to observe their paraprofessionals, but having instructional groups scheduled concurrently precludes formal observations. One teacher (II/C/T1, p. 1) said she bases the quality of work completed by the paraprofessional on the work products of the students. The same teacher (II/C/T1) stated, "…if it [instruction with students] is just not clicking, sometimes I [the teacher] ask her [the paraprofessional], if she needs help" (p. 2). One paraprofessional (II/C/PA1, p. 2) viewed the principal as the individual who performed formal observations of her work with students because the principal was the one who provided feedback to the paraprofessional. The same paraprofessional (II/C/PA1, p. 2) stated that feedback from the principal was always positive.

Teacher provided plans as a component of the supervisory process. Teachers should provide plans to paraprofessionals. The researcher found teachers in Case II provided some limited plans to paraprofessionals, but the plans that were provided were not well constructed. One principal (II/C/P1) stated, "…they [teachers] provide plans, but they are…not detailed" (p. 1). Another principal (II/D/P2, p. 7) said teachers will often provide plans to paraprofessionals just before a lesson.

Plans provided to paraprofessionals by teachers may be general in nature and not detailed enough for paraprofessionals to provide effective instruction. One teacher (II/C/T1) said, "…I'll

just fill them [the paraprofessional] in on what we're doing [instead of giving them plans]" (p. 1).

Another teacher (II/D/T2, p. 1) stated that although she gives weekly plans to her

paraprofessional, the plans are not specific because she allows the paraprofessional to decide

how to present the lesson. A paraprofessional (II/C/PA1, p. 1) stated she rarely receives plans

from her supervising teacher. The same paraprofessional (II/C/PA1) said, "…teachers just kind

of state who is doing what for the week" (p. 1), and her access to the teacher's plans is limited.

Teacher delegation of tasks as a component of the supervisory process. Task

delegation is informal and random. Both principals (II/C/P1, p. 2; II/D/P2, p. 8) stated task

delegation is primarily verbal. One principal (II/D/P2, p. 8) stated he had observed teachers and

paraprofessional talking about task delegation before a lesson begins. Another principal

(II/C/P1, p. 7) said task delegation may occur before the lesson in a verbal format.

Task delegation by teachers is informal and occurs in a variety of ways. Both teachers

(II/C/T1, p. 3; II/D/T2, p. 3) stated that they use notes to communicate tasks to their

paraprofessionals. One teacher (II/D/T2, p. 3) said she provided her paraprofessional with a

weekly chart outlining daily tasks for the paraprofessional. The same teacher (II/D/T2, p. 3)

encouraged the paraprofessional to use the chart to keep notes about issues of concern regarding

student performance that she could share with the teacher at a later time. Both teachers (II/C/T1,

p. 2; II/D/T2, p. 3) recognized that consistent communication was important. One teacher

(II/C/T1) said, "I feel like communication is key with the teacher assistant" (p. 2). Even though

teachers try to communicate specific tasks to the paraprofessionals, some teachers recognized

that the methods they used to communicate tasks may not be enough for the paraprofessional to

fully understand what is expected of them. A teacher (II/C/T1) said, "…I wouldn't expect them

[the paraprofessionals] to know what I [the teacher] wanted because I didn't tell them" (p. 4).

The same teacher (II/C/T1, P. 3) stated that she tries to keep her paraprofessional informed through email. The teacher believed using email was an effective method of providing her paraprofessional with a "heads-up" (p. 3) regarding task delegation. One paraprofessional (II/C/PA1, p. 1) acknowledged that task delegation was usually "word of mouth" (p. 1) between the teacher and paraprofessional. Another paraprofessional (II/D/PA2, p. 2) acknowledged she received schedules from her supervising teacher, but she believed she would do better with some sort of list to designate specific tasks.

Teacher modeling of instructional strategies as a component of the supervisory process. Administrators and teachers expect paraprofessionals to support the educational programs of students. In Case II, the researcher found that paraprofessionals who did not have an understanding of how to provide effective instruction appeared unprepared to provide adequate instruction. One principal (II/C/P1) was unclear if teachers modeled instructional strategies for paraprofessionals stating, "…they [teachers] do model instructional strategies while the paraprofessionals are in the classroom [while the paraprofessional is working with other groups] if that counts as doing it [modeling instructional strategies]" (p. 2). Another principal (II/D/P2, p. 2) said the only modeling provided to paraprofessionals by teachers was accomplished when paraprofessionals had an opportunity to observe teachers teaching other students. The same principal (II/D/P2, p. 2) said paraprofessionals are used to support small group remediation and did not have many opportunities to observe teachers teaching because the teacher and paraprofessional taught concurrently.

Teachers do believe they model instructional strategies for their paraprofessionals. One teacher (II/C/T1) recognized that there is a limited amount of time to model instructional strategies stating, "…if we [the teacher and paraprofessional] have a couple of minutes…I can

show her [some instructional strategies]" (p. 2). The same teacher (II/C/T1, p. 2) stated she tries to share instructional strategies with her paraprofessional and encourages the paraprofessional to watch her provide instruction during class time if she is able to do so. Another teacher (II/D/T1, p. 2) said that although she does not formally model instructional strategies with the paraprofessional, she is able to discuss instructional strategies with her paraprofessional because they share a common planning time. One paraprofessional (II/C/PA1, p. 2) stated teachers do not model instructional strategies for her. The other paraprofessional (II/D/T2) said "absolutely [the teacher provides some modeling]…and I always try to pay attention to what she [the teacher] shows them [the students] so I know what instruction she's given to them" (p. 1).

Teacher Accountability and Quality of Teacher Supervision

Teachers are supervisors of paraprofessionals, but in Case II, teachers did not recognize their position as supervisory in nature. Teachers share the instructional process with paraprofessionals and are fully responsible for the outcomes of the instructional process provided by paraprofessionals. When study participants were asked if they think of themselves as supervisors of paraprofessionals, typical responses were--

"…I [the teacher] never really feel like I am supervising" (II/C/T1, p. 6).

"I'm [the teacher] not sure that supervision [of paraprofessionals] is the responsibility of the teacher (II/C/T1, p. 6).

"…they [paraprofessionals] are the same [equal in status and responsibility] as me (II/C/T1, p. 5)

Teachers as supervisors. Teachers do not think of themselves as supervisors of paraprofessionals and neither do their principals. One principal (II/C/P1, p. 2) stated he thought of paraprofessionals as someone that is there to help take some of the load off of teachers.

Another principal (II/D/P2, p. 5) said the role of the teacher was not necessarily a supervisory role, but more of a monitoring role because they just work together. The same principal (II/D/P2, p. 8) conceded that she never thought about the role of the teacher as being a supervisory role.

Teachers see the relationship between teachers and paraprofessionals as collegial. One teacher (II/C/T1, p. 5) stated she never really thought of her job as supervisory in nature. The same teacher (II/C/T1) said she and the paraprofessional are colleagues and noted that even the word "supervisor" (p. 5) was hard for her to apply to a paraprofessional. The same teacher (II/C/T1) said, "…I am not concerned about the paraprofessional; I am more concerned about the students" (p. 7). A teacher (II/D/T2, p. 4) with experience recognized that paraprofessionals play an important role in the educational program of students saying it takes everyone working together to run a school and ensure that students meet with success. The same teacher (II/D/T2, p. 5) stated that without training on supervision of paraprofessionals her first years with a paraprofessional were hard, and the thought of supervising another adult actually scared her.

Teacher Knowledge of Accountability and Quality of Teacher Supervision

In Case II, the researcher found that teachers are not held accountable for the supervision they provide to paraprofessionals. Both principals (II/C/P1, p. 6; II/D/P2, p. 6) believed teachers were responsible for giving their paraprofessionals tasks and making sure they were doing their jobs, but both principals did not believe teachers were supervisors of paraprofessionals. Teachers (II/D/T2, p. 5; II/C/T1, p. 6) believed if paraprofessionals were kept busy and complied with teacher requests they were fulfilling their intended purpose. One teacher (II/C/T1, p. 6) stated she is never really concerned about what the paraprofessional is doing because the paraprofessional always complies with her requests.

Evaluation tools and quality of teacher supervision of paraprofessionals. Teachers in Case II are not formally evaluated on the supervision they provide and district evaluation tools do not address teacher supervision of paraprofessionals. Both principals (II/C/P1, p. 7; II/D/P2, p. 5) and both teachers (II/C/T1, p. 6; II/D/T2, p. 6) stated supervision of paraprofessionals is not a standard included on the district teacher evaluation tool. One teacher (II/D/T2, p. 7) does not see herself as a supervisor of paraprofessionals, and is not held accountable for the supervision she provides to paraprofessionals. The same teacher (II/D/T2, p. 7) believed non-tenured teachers should be held accountable and should be evaluated regarding their ability to provide adequate supervision.

Administrative Expectations for Teachers Who Supervise Paraprofessionals and Quality of Teacher Supervision

In Case II, administrative expectations for teachers who supervise paraprofessionals is unclear to teachers. Both teachers (II/C/T1, p. 6; II/D/T2, p. 7) in Case II were unsure of specific details when asked about administrative expectations regarding teacher supervision of paraprofessionals. When asked to articulate administrative expectations, one teacher (II/C/T1) said, "I guess making sure that what needs to be done [by the paraprofessional] is done" (p. 7). The same teacher (II/C/T1, p. 7) stated that it was her job to make sure the paraprofessional was working with students. Another teacher (II/D/T2) said, "…pretty much I think his [the principal] philosophy is he assigned these paraprofessionals [to the classrooms] and…as educators, we have the experience to know what to do with them [the paraprofessionals]" (p. 6). The same teacher (II/D/T2, p. 6) stated that the principal expected teachers to direct and guide paraprofessionals and allowed teachers to determine how they would use the paraprofessionals.

Principals (II/C/P1, p. 5; II/D/P2, p. 7) believe teachers understand administrative expectations regarding teacher supervision of paraprofessionals. One principal (II/C/P1, p. 5) stated that his expectations were well known among his staff so it was not something he talked about. Another principal (II/D/P2, p. 3) said paraprofessionals have a purpose, teachers understand their purpose, and teachers are responsible for making sure that the paraprofessional is doing what they are supposed to be doing.

Time Teachers Meet With Paraprofessionals and Quality of Teacher Supervision

In Case II, the researcher found teacher supervision of paraprofessionals may be inhibited by an absence of a common planning time for the educational team. One principal (II/C/P1, p. 7) stated teachers and paraprofessionals do not generally share a common planning time and noted that educational teams have asked for a common planning time during their day. Another principal (II/D/P2, p. 6) said teachers and paraprofessionals do share a common planning time which occurs during their lunch period.

Sharing a common planning time may improve the quality of teacher supervision of paraprofessionals. One teacher (II/D/T2, p. 1) stated the principal had created a limited common planning time for the team by providing resource classes back to back several times during the week. The same teacher (II/D/T2, p. 1) said that she is fortunate because her paraprofessional is able to stay after school hours allowing the team uninterrupted time to plan together. Another teacher (II/C/T1, p. 1) said, "…the biggest thing [influencing the ability of the team to work and plan together] is time" (p. 1). The same teacher (II/C/T1, p. 1) stated teachers are only able to meet with paraprofessionals for extremely brief periods of time because at all other times, both individuals are scheduled to provide instruction to students concurrently. One teacher (II/C/T1) said, "…I just feel…if we [teachers and paraprofessionals] could plan together…that would be

most ideal" (p. 7). One paraprofessional (II/C/PA1, p. 4) stated she thought the team shared a common planning time because they had a few minutes during the day where they could chat. The same paraprofessional (II/C/PA1) said, "I think that having sufficient time [for planning together] is the biggest barrier [to teacher supervision of paraprofessionals]" (p. 4). One paraprofessional (II/D/PA2, p. 1) who has common planning time with her supervising teacher stated she considered the common planning time to be very important because the team had an opportunity to plan ahead. Without access to a common planning time, teachers and paraprofessionals in Case II resort to brief periods of communication between classes or during class time to discuss issues of concern or upcoming lessons.

Other Personal and Situational Variables and Quality of Teacher Supervision

The study participants in Case II identified positive interpersonal relationships as an important component to teacher supervision of paraprofessionals. Both principals (II/C/P1, p. 9; II/D/P2, p. 6), one teacher (II/D/T2, p. 4), and one paraprofessional (II/D/PA2, p. 3) all stated that positive relationships were important to the supervisory process. A principal (II/D/P2) said, "…it's [teacher supervision of paraprofessionals] very, very helpful if they [teachers and paraprofessionals] like each other" (p. 6). The same principal (II/D/P2, p. 6) stated that without positive relationships, issues between team members would negatively influence the functioning of the team. One teacher (II/D/T2) said, "…you've got to respect people [if you supervise a paraprofessional]" (p. 4). A paraprofessional (II/D/PA2, p. 3) said that knowing each other well helped the team function more effectively. When asked about barriers to effective teacher supervision of paraprofessionals, typical responses were--

"…the ability to communicate diplomatically to get your point across" (II/C/P1, p. 9).

"Having a well-organized classroom is helpful because it makes your job easier" (II/D/PA2, p. 3).

"The more experience a teacher has, the more comfortable they are going to be providing supervision to someone else" (II/C/P1, p. 8).

"…another part [of teacher supervision of paraprofessionals] is knowing the expectation of the teacher to the paraprofessional" (II/D/P2, p. 6).

Examination of District II Documents

Several documents from this district were examined for themes related to the research questions. Documents examined were (a) yearly professional development agendas, (b) policies and procedures specific to supervising paraprofessionals found in district handbooks and handbooks from the administration at the school level, (c) evaluation instruments for teachers, and (d) master schedules for each teacher and paraprofessional.

Although the researcher examined relevant parts of each document for data related to the research questions, no data were found. Documents generally addressed common themes related to vision and mission statements, daily schedules, personnel policies, emergency procedures, emergency medical procedures, procedures for cash receipts, teacher performance standards, or various other procedures related to facility operations or district policy. Nothing was found specific to teacher supervision of paraprofessionals.

Analysis of Case III

Case III consisted of two elementary schools in the same district. The researcher interviewed one principal, one general education teacher, and one paraprofessional at each school using the same protocol administered to the study participants in Case I and Case II.

Determining the Quality of Teacher Supervision of Paraprofessionals

Determining a level of quality for the study participants in Case III was achieved using the same procedures applied to the study participants in Case I and Case II. At the beginning of each interview, the study participant was asked to identify specific components of the supervisory process they utilized while supervising paraprofessionals. The results were collated and placed into a table. A checkmark indicates the participant both identified and utilized the component, and a zero indicates the participant did not identify or utilize the component as part of the supervisory process. Based on the components identified by interviewees as being present and utilized as part of the supervisory process, a determination was made regarding the quality of teacher supervision of paraprofessionals from low to high.

Table 8

Components of Teacher Supervision of Paraprofessionals Identified by Participants from District III

	Weights	III/F/P1	III/G/P2	III/F/T1	III/G/T2	III/F/PA1	III/G/P2
Teacher provides plans to paraprofessional	2	✓	0	✓	0	✓	0
Teacher holds regular meetings or has a common planning time with paraprofessionals	2	✓	0	✓	0	✓	0
Teacher delegates tasks	2	0	0	✓	✓	✓	✓
Teacher monitors performance of	2	0	0	0	0	0	0

paraprofessionals							
Teacher models instructional strategies for paraprofessionals	2	✓	0	✓	0	✓	0
Teacher clarifies role for paraprofessionals	3	0	0	0	0	0	0
Total	13	6 points	0 points	8 points	2 points	8 points	2 points

Note. A total of 6.5 points or below constitutes a lower quality of teacher supervision of paraprofessionals and a total above 6.5 points constitutes a higher quality of teacher supervision of paraprofessionals.

The average quality of teacher supervision of paraprofessionals across participants in District III is of low quality with 4.3 points of a possible 13 points. Providing plans, having a common planning time for teachers and paraprofessionals, and modeling instructional strategies were consistently noted as supervisory practices utilized by all participants in School F while these same practices were not noted as regular supervisory practices utilized by any of the study participants in School G within the same district. Teacher delegation of tasks was reported by all teachers and paraprofessionals as a method of teacher supervision of paraprofessionals. Teacher monitoring of paraprofessional performance and role clarification were not reported as being utilized by any study participants when supervising paraprofessionals.

Supervisory Training and Quality of Teacher Supervision

The researcher examined the same two types of training for all three cases: pre-service training and in-service training. The same definition of pre-service training and in-service training applied to participants in Case I and Case II was used for the participants in Case III.

Pre-service training and quality of teacher supervision of paraprofessionals. Both principals (III/F/P1, p. 2; III/G/P2, p. 2) said they were unaware of any training regarding supervision of paraprofessionals received by teachers as part of teacher preparation programs. One principal (III/F/P1) stated, "…I [the principal] think it would be beneficial for teachers to receive pre-service training on supervision of paraprofessionals…" (p. 2). Another principal

(III/G/P2, p. 2) stated she had never heard pre-service training mentioned as an opportunity for teachers. Both teachers (III/G/T1, p. 4; III/F/T2, p. 4) stated they had not received any pre-service training as part of their teacher preparation program.

Principals (III/G/P1, p. 2; III/F/P2, p. 1) believed that preparing teachers to be supervisors should be part of teacher preparation programs and may be of benefit to teachers who are required to provide supervision to paraprofessionals once they are hired. One principal (III/G/P2, p. 3) stated teachers would benefit from some knowledge regarding how to act in a supervisory role. Another principal (III/F/P1, p. 2) said she believed teachers were intimidated with the concept of supervision, and training to help teachers overcome the intimidation factor would be of benefit.

In-service training and quality of teacher supervision of paraprofessionals. In-service training on teacher supervision of paraprofessionals is a low priority for District III. One principal (III/G/P2, p. 3) was not aware of any in-service training provided by the district and acknowledged that the district had a responsibility to provide training. The same principal (III/G/P2) stated, "We're [the district] very good at just saying you're [teachers] responsible for this [teacher supervision of paraprofessionals], but we're [the division] not necessarily going to tell you [the teachers] how to do it [supervise paraprofessionals]" (p. 6). Another principal (III/F/P1, p. 3) conceded that if principals pushed harder for in-service training for teachers on supervision of paraprofessionals, it would likely occur. The same principal (III/F/P2, p. 3) said district-level personnel may believe there are many other in-service opportunities perceived as more important than training for teachers on supervision of paraprofessionals.

Teachers (III/F/T1, p. 2; III/G/T2, p. 3) believed in-service training on teacher supervision of paraprofessionals would be of benefit. One teacher (III/F/T1) said, "I think it

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would be beneficial to have someone come in and say…this is how you [the teacher] organize

this [work for the paraprofessional] and you could use this person [the paraprofessional] in this

way" (p. 4). The same teacher (III/F/T1, p. 5) thought district-level personnel believed teachers

already knew how to supervise paraprofessionals and did not require additional training.

Another teacher (III/G/T2, p. 9) stated she believed new teachers required some help to know

how to supervise a paraprofessional. The same teacher (III/G/T2, p. 9) said professional

development that addressed training on personality conflicts, development of relationships, and

how to deal with problems stemming from a paraprofessional would be very beneficial to

teachers who work with paraprofessionals. Paraprofessionals from District III did not have

specific opinions regarding training except one (III/F/PA1, p. 3) who could not articulate what

specific training would be helpful, but believed some training would help the teacher and

paraprofessional work better as an educational team.

Teacher Knowledge of Supervisory Practices and Quality of Teacher Supervision

The quality of teacher supervision of paraprofessionals is influenced by the teacher's

understanding of their role as a supervisor of the paraprofessional. Absent an understanding of

what constitutes good supervisory practices, the quality of the supervision provided by the

teacher is uncertain.

Written guidelines and quality of teacher supervision of paraprofessionals. Both

principals (III/F/P1, p. 3; III/G/P2, p. 5) believed written guidelines regarding teacher

supervision of paraprofessionals would be beneficial to teachers who supervise

paraprofessionals. One principal (III/F/P1) said, "Anytime you [the teacher] have a guide to go

by and you have an understanding of each person's role in writing, I [the principal] think it is a

good thing…" (p. 3). The same principal (III/F/P1, p. 4) stated that access to *The Virginia*

Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A

Partnership would help teachers and paraprofessionals have a better understanding of each other.

Another principal (III/G/P2, p. 5) said having access to a guide would help clarify the roles of

each team member. The same principal (III/G/P2) said access to *The Virginia Paraprofessional*

Guide to Supervision and Collaboration with Paraprofessionals: A Partnership would provide

educational teams with structure she believed would be "…a good thing" (p. 5).

Both teachers and paraprofessionals in District III liked the guidelines provided in *The*

Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A

Partnership. One teacher (III/F/T1, p. 5) said that all teachers could benefit from the checklists

included in the guide, especially new teachers. Another teacher (III/G/T2) stated, "This [*The*

Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A

Partnership] document would help you [the teacher] to know what to do [to supervise a

paraprofessional]" (p. 5). The same teacher (III/G/T2, p. 5) remarked that the checklists included

in the document would be a huge benefit to teachers who were required to supervise

paraprofessionals. Both paraprofessionals (III/F/PA1, p. 2; III/G/PA2, p. 4) stated the guidelines

provided in the document would be very helpful, particularly with younger, less experienced

teachers.

Role clarification and quality of teacher supervision of paraprofessionals. The

quality of teacher supervision of paraprofessionals is influenced by individuals understanding the

role of each person; however, role clarification in Case III was found to be unclear. One

principal (III/G/P2) said, "…there is some role confusion between the teacher and the

paraprofessional" (p. 5). Another principal (III/F/P1, p. 5) stated that educational teams appear

to understand the role of the teacher, but are not clear about how teachers use paraprofessionals

in the classroom. Both principals (III/F/P1, p. 4; III/G/P2, p. 5) agreed that roles should be

clearly defined for teachers who are required to supervise paraprofessionals.

Role clarification and experience. Without an understanding of their role as a

supervisor of a paraprofessional, teachers may be unprepared to provide the necessary

supervision. One teacher (III/F/T1, p. 5) said she thought district-level personnel believed

teachers automatically understood their role as supervisors of paraprofessionals, but she does not

believe roles for teachers and paraprofessionals are clearly defined. The teacher (III/F/T1) stated

her paraprofessional "…knows how I [the teacher] want things done" (p. 3) and views their

relationship as one of mutual friends. The same teacher (III/F/T1) said, "I [the teacher] think it's

[teacher supervision of paraprofessionals] easier for me because I am older…" (p. 5). The

teacher (III/F/T1, p. 6) stated the teacher and paraprofessional "…just go with the flow" (p. 6)

regarding role clarification and supervision. Another teacher (III/G/T2) said she has discussed

some role clarification with her paraprofessional, but only informally because "…she knows

what I want her to do" (p. 4). Both paraprofessionals in District III (III/F/PA1, p. 3; III/G/PA2,

p. 6) stated role clarification would be helpful.

Teacher Practices and Quality of Teacher Supervision

Current supervisory practices of teachers in District III occur more consistently for

teachers in School F and only randomly for teachers in School G. The quality of supervision

from teachers in School F is high while the quality of supervision from teachers in School G is

low.

Feedback as a component of the supervisory process. Feedback from the teacher to

the paraprofessional regarding instructional performance is a necessary part of the supervisory

process, but teachers may provide feedback inconsistently or not at all. One principal (III/G/P2,

p. 2) stated, "…they [teachers] are not required to provide it [feedback to paraprofessionals regarding instructional performance]" (p. 2). Another principal (III/F/P1, p. 2) said she was unsure about whether teachers provided any feedback to paraprofessionals regarding their performance. One principal (III/G/P2, p. 3) stated she had observed teachers asking paraprofessionals if they had covered specific information, but had not observed specific feedback being provided by the teacher regarding the instructional performance of the paraprofessional. The same principal (III/G/P2) stated, "Sometimes, [the teacher provides feedback to the paraprofessional regarding the instruction she provides to students] but not often" (p. 3). Both teachers (III/F/T1, p. 3; III/G/T2, p. 1) stated their feedback was limited to things other than instruction. One teacher (III/F/T1, p. 3) said her feedback to the paraprofessional focused on organizational issues and not instruction. Another teacher (III/G/T2, p.3) stated that she did not need to provide feedback because her paraprofessional knew what to do. The same teacher (III/G/T2) said that she will occasionally ask her paraprofessional if "…everything is okay" (p. 3). Both paraprofessionals (III/F/PA1, p. 2; III/G/PA2, p. 3) stated they do not receive feedback from the teachers who supervise them.

Observation as a component of the supervisory process. Formal observations of paraprofessionals by teachers who supervise them occur sporadically, if at all. One principal (III/F/P1, p. 4) stated she is the one who completes observations and knows if the paraprofessional is being used appropriately. Another principal (III/G/P2, p. 1) said teachers do not necessarily monitor the performance of the paraprofessional because the performance of the paraprofessional is evaluated through the work produced by the students. The same principal (III/G/P2) stated that teachers monitor paraprofessionals "…indirectly…I guess" (p. 1). One teacher (III/F/T1, p.2) said that she pretty much knows what is going on with the

paraprofessional and does not need to conduct formal observations. One paraprofessional (III/F/PA1, p. 1) confirmed the teacher's statement saying, "…she [the teacher] is listening to what's going on in my group" (p. 1). Another paraprofessional (III/G/PA2, p. 1) said her supervising teacher does not need to monitor her work and she is not formally observed by her supervising teacher.

Teacher provided plans as a component of the supervisory process. Supervising teachers should provide plans to paraprofessionals; however, the provision of formal plans to paraprofessionals may be inadequate. Both principals (III/F/P1, p. 1; III/G/P2, p. 1) stated that they required supervising teachers to provide plans to Title One paraprofessionals, but not paraprofessionals who service other students. A teacher (III/G/T2) stated she provides "…a generic set of plans" (p. 1) to her Title One paraprofessional and expects the paraprofessional to create more formalized plans and gather all the required materials for the lesson. Another teacher (III/F/T1) stated, "…I [the teacher] just tell her [the paraprofessional] what I expect her to do" (p. 1). A paraprofessional (III/G/PA2, p. 1) said that she did not require formal plans because she knows what to do. The same paraprofessional (III/G/PA2, p. 1) stated any meetings about plans are very informal.

Teacher delegation of tasks as a component of the supervisory process. Task delegation is mainly verbal. One principal (III/F/P1, p. 1) said teachers talk to paraprofessionals briefly before school starts to apprise them of their tasks for that day. The same principal (III/F/P1, p. 1) stressed that these meetings are brief and extremely informal. When asked if most communication by the teacher regarding task delegation is verbal, a principal (III/F/P1) stated, "…I think so" (p. 1). Another principal (III/G/P2, p. 2) stated she believed task delegation by teachers was informal and occurred just before a lesson.

Teachers delegate tasks to paraprofessionals using informal communication. One teacher (III/F/T1) stated she delegates tasks to her paraprofessional "…when she walks through the door" (p. 1) and tells her what she can expect to do on that day. The same teacher (III/F/T1) stated communication of task delegation may be either "…direct or indirect" (p. 4). Another teacher (III/G/T2, p. 1) said task delegation is mainly verbal. The same teacher (III/G/T2) believes her paraprofessional has a lot of common sense and does not require specifics with regard to task delegation because "…she knows what to do" (p. 2). Both paraprofessionals (III/F/PA1, p. 1; III/F/PA2, p.2) stated task delegation is verbal and generally occurs just before the lesson.

Teacher modeling of instructional strategies as a component of the supervisory process. Paraprofessionals should assist with the provision of educational services to students, but without an understanding of how to provide quality support leaves paraprofessionals unprepared to do so. One principal (III/F/P1, p. 2) said he had not observed teachers modeling instructional strategies for paraprofessionals. Another principal (III/G/P2, p. 1) stated she had observed some limited modeling of instructional strategies, but only in the area of reading. The same principal (III/G/P2, p. 2) said trying to model instructional strategies is impacted by time because each minute of the day is scheduled and teachers do not have adequate time to model strategies. One teacher (III/F/T1) said, "…I don't do it [model instructional strategies] often" (p. 3). When asked about whether or not she modeled instructional strategies for her paraprofessional, another teacher (III/G/T2) said, "No, I don't" (p. 1). Both paraprofessionals (III/F/PA1, p. 1; III/G/PA2, p. 1) stated modeling of instructional strategies is limited and usually does not occur. One paraprofessional (III/F/PA1, p. 1) said she tries to pay attention to what the

teacher is doing with the students in her small reading group so the paraprofessional can better understand what to do for her students.

Teacher Accountability and Quality of Teacher Supervision

Teachers do not recognize their position as supervisory in nature. While teachers share the instructional process with paraprofessionals, teachers are responsible for student achievement. When study participants were asked if they think of themselves as supervisors of paraprofessionals, typical responses were --

"…we are mutual friends, I don't think of myself as her supervisor" (III/F/T1, p. 5).

"…I think of the paraprofessional as a teacher…we are colleagues" (III/G/T2, p. 1).

Teachers as supervisors. Teachers do not think of their positions as supervisory in nature and principals do not view teachers as supervisors. One principal (III/F/P1, p. 4) said he was responsible for supervision and paraprofessionals were accountable only to him. The same principal (III/F/P1, p. 5) stated he believed some teachers just do not like to tell other adults what to do and therefore, would find supervision difficult. Another principal (III/G/P2, p. 2) said she believed teachers wanted to be careful about supervision because they perceive paraprofessionals as colleagues and do not want to be seen as being in a supervisory role. One teacher (III/G/T2, p. 1) from the same school confirmed the belief of the principal stating she thought of her paraprofessional as a colleague and another teacher. One principal (III/G/P2, p. 3) stated she believed the ability of the teacher to act in a supervisory role depended on the personality of the teacher. One teacher (III/G/T2, p. 4) said it was not necessary for her to supervise the paraprofessional because she had a positive rapport with her paraprofessional. Both paraprofessionals (III/G/PA2, p.7; III/F/PA1, p. 7) said they see their relationship with the teacher as collegial in nature and not one based on authority. One teacher (III/G/T2) said she

thought of the paraprofessional "…as a colleague…we are both teachers (p. 1). One paraprofessional (III/G/PA2) stated teachers consider her "…just like them…a teacher" (p. 7).

Teacher Knowledge of Accountability and Quality of Teacher Supervision

Principals do not hold teachers accountable for the supervision they provide. When asked if she holds teachers accountable for supervision, one principal (III/F/P1) stated, "Not really" (p. 4). The same principal (III/F/P1, p. 4) was not sure whether teachers should be held accountable without a clear definition of the roles of each person. Another principal (III/G/P2, p. 6) believed teacher accountability could be evaluated through the lesson plans reviewed by the principal. The principal (III/G/P2, p. 6) stated the accountability piece should be determined by whether the teacher has activities for the paraprofessional listed as part of their plans. The same principal (III/G/P2, p. 6) stated, she follows-up by reviewing student progress to assess teacher supervision of paraprofessionals. One teacher (III/F/T1) said she did not want to be held accountable for supervising a paraprofessional "…if I am going to have to keep track of one more thing" (p. 6).

Evaluation tools and quality of teacher supervision of paraprofessionals. Teachers are not formally evaluated on the supervision they provide and district evaluation tools do not address teacher supervision of paraprofessionals. When study participants were asked if there is anything on the teacher evaluation instrument regarding teacher supervision of paraprofessionals, typical responses were--

"Not for the teacher, no…" (III/G/P2, p. 6).

"There is nothing specifically…" (III/G/P2, p. 6).

"No, not to my knowledge…" (III/F/T1, p. 6)

"…there is nothing on my evaluation" (III/G/T2, p. 7).

Administrative Expectations for Teachers Who Supervise Paraprofessionals and Quality of Teacher Supervision

Administrative expectations for teachers regarding supervision of paraprofessionals are informal and unclear. One principal (III/F/P1, p. 3) stated that she did not provide any direct instruction regarding administrative expectations of teachers who supervise paraprofessionals. The same principal (III/F/P1) stated, "…I [the principal] am just assuming they [teachers] know how to work with paraprofessionals" (p. 3). Another principal (III/G/P2, p. 4) said her expectations are provided in an informal manner through some conversation, but conceded that administrative expectations are probably not clear to teachers. A teacher (III/F/T1) said, "Although it [administrative expectations] is not written, I would guess it [administrative expectations] would be clear communication of expectations, keeping the person [the paraprofessional] busy, and primarily helping students…" (p. 6). The same teacher (III/F/T1, p.1) said administrative expectations about teacher supervision of paraprofessionals were not clearly communicated to her. Another teacher (III/G/T2, p. 1) stated her understanding was that she better do her job well because both she and the paraprofessional were here to meet the needs of the students.

Time Teachers Meet With Paraprofessionals and Quality of Teacher Supervision

Limited planning time for the educational team may negatively impact teacher supervision of paraprofessionals. One principal (III/G/P2) stated, "I [the principal] don't know that there is a set time [for teachers and paraprofessionals to meet as am educational team]" (p. 2). The same principal (III/G/P2, p. 2) said teachers and paraprofessionals do not necessarily have a set planning time, but could meet during their lunchtime. Another principal (III/F/P1, p. 1) stated teachers and paraprofessionals could meet before and after school to plan.

Some teachers and paraprofessionals do not perceive that they have a common planning time. When asked whether teachers and paraprofessionals had a common planning time, one teacher (III/F/T1) said, "No, we [teachers and paraprofessionals] do not" (p. 1). The same teacher (III/F/T1) said, "…time is just not there [for teachers and paraprofessionals to meet and plan together]" (p. 4) …unless I [the teacher] see her walking in the door" (p. 6). Another teacher (III/G/T2, p. 6) stated she did not have a common planning time with her paraprofessional, but believed having a common time to plan would be a huge benefit to both. Both paraprofessionals (III/F/PA1, p. 1; III/G/PA2, p. 7) confirmed that they do not have a common planning time with the teacher. One paraprofessional (III/G/PA2) stated, "Our [teacher and paraprofessional] common planning time is lunch" (p. 7). Another paraprofessional (III/F/PA1, p. 1) said a common planning time is not part of her schedule. Absent a common time to meet together as an educational team, teachers and paraprofessionals rely on brief periods of time between classes or before and after school to discuss issues of concern or future lessons.

Other Personal and Situational Variables and Quality of Teacher Supervision

Study participants in Case III identified three barriers to teacher supervision of paraprofessionals. The most frequently identified barrier was positive interpersonal relationships, followed by time, and increased responsibilities. One principal (III/F/P1, p. 1) stated she believed teachers and paraprofessionals needed to know how to work with each other on an interpersonal level. The same principal (III/F/P1) said, "In this profession, a lot of everything that occurs in a school has to do with good…interpersonal relationships" (p. 5). Another principal (III/G/P2, p. 3) stated she believed the supervisory competence of a teacher depended upon the relationship the teacher was able to build with the paraprofessional. The same principal (III/G/P2, p. 4) said the importance of human relation issues falls far behind

everything else required of a district and is not given the attention required to support teacher supervision of paraprofessionals. One teacher (III/F/T1, p.4) stated having a good relationship between the teacher and paraprofessional was critical to supervision. Another teacher (III/G/T2) said, "...relationships [between teachers and paraprofessionals] are huge and it [a good relationship] makes life a lot easier" (p. 2). One paraprofessional (III/F/T1) said, "...good relationships help a lot" (p. 6). Another paraprofessional (III/G/PA2) stated her relationship with the teacher was one of mutual respect "...not one about authority" (p. 5).

Time was identified as another barrier to effective teacher supervision of paraprofessionals. One teacher (III/F/T1) said, "...time is the big one [factor influencing teacher supervision of paraprofessionals]" (p. 6). Another teacher (III/G/T2, p. 9) stated time is a huge factor and teachers and paraprofessionals required more time to talk about students. A paraprofessional (III/G/PA2) said, "If...paraprofessionals had the time to sit with the classroom teacher and talk about what's going on, what's coming up...and already have an idea of what to do instead of just coming in, it would really help" (p. 2).

The amount of responsibilities assigned to teachers was noted by principals as a barrier to effective teacher supervision of paraprofessionals. When asked about personal or situational barriers they believed influenced teacher supervision of paraprofessionals, typical responses from the principals were--

"Just the responsibilities [day to day responsibilities interfere with the ability of the teacher to provide adequate supervision of paraprofessionals]" (III/G/P2, p. 7).

"The day to day responsibilities of having to do everything she [the teacher] needs to do...and then if she [the teacher] had additional responsibilities of supervising another individual that would be taxing" (III/G/P2, p. 7).

Examination of District III Documents

Several documents from this district were examined for themes related to the research questions. Documents examined were (a) yearly professional development agendas, (b) policies and procedures specific to supervising paraprofessionals found in district handbooks and handbooks from the administration at the school level, (c) evaluation instruments for teachers, and (d) master schedules for each teacher and paraprofessional.

Although the researcher examined relevant parts of each document for data related to the research questions, no data were found. Documents generally addressed common themes related to vision and mission statements, daily schedules, personnel policies, emergency procedures, emergency medical procedures, procedures for cash receipts, teacher performance standards, or various other procedures related to facility operations or district policy. Nothing was found specific to teacher supervision of paraprofessionals.

<center>**Cross-case Analysis**</center>

The following is an analysis of the similarities and differences across the three cases of this study. The data are organized based on the research questions.

Analysis of Teacher Practices and Quality of Teacher Supervision

The overall quality of teacher supervision of paraprofessionals was found to be low in all three cases. The highest level of quality was found in Case II where study participants identified more researched-based practices they utilized as components of the supervisory process as compared to the study participants in Case I and Case III.

Analysis of Supervisory Training and Quality of Teacher Supervision

Supervisory training was examined across all three cases. The researcher examined and explored the pre-service training and in-service training provided to teachers at the collegiate level and at the district level.

Pre-service training and quality of teacher supervision of paraprofessionals. The amount of pre-service training, if it is available to students in teacher preparation programs, does not appear to be sufficient to prepare students to be supervisors of paraprofessionals when they are hired by school districts. Across and within all three cases, the researcher found all principals (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) were unaware of any pre-service training received by teachers on supervision of paraprofessionals. All teachers within each case (I/A/T1; I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2) noted they had not received any training on supervision of paraprofessionals before being hired except one teacher. This teacher (II/C/T1) stated she remembered some discussion of paraprofessionals in a special education class, but could not articulate what she had learned. All principals and teachers within Case I, Case II, and Case III (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2; I/A/T1; I/B/T2; II/C/T1; II/D/T2;

III/F/T1; III/G/T2) agreed pre-service training on supervision of paraprofessionals would be beneficial to students as part of their teacher preparation programs.

In-service training and quality of teacher supervision of paraprofessionals. In-service training on teacher supervision of paraprofessionals appears to be a low priority across all three cases. Principals (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) across each case agreed in-service training was not available at the district level and believed training teachers on supervision of paraprofessionals was not a high priority for their respective districts. Additionally, in all three cases the principals (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) believed in-service training for teachers on supervision of paraprofessionals would be beneficial. Within Case II, both principals (II/C/P1; II/D/P2) acknowledged their district appeared to have overlooked the need for training teachers on supervision of paraprofessionals. Within Case III, both principals (III/F/P1; III/G/P2) believed if administrators asked for teacher training on supervision of paraprofessionals, it would be provided. All principals (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) within the three cases cited more pressing issues related to student achievement as the most likely reason teacher training on supervision of paraprofessionals is not addressed at the district level.

Teachers require more training on supervision of paraprofessionals. Across and within all three cases, teachers (I/A/T1; I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2) recognized they are not prepared to provide adequate supervision to paraprofessionals and require more training. One teacher in Case I (I/A/T1) and one teacher in Case II (II/D/T2) noted their first years of teaching were extremely challenging because they had no knowledge of how to supervise a paraprofessional. Within Case II, both teachers (II/C/T1; II/D/T2) recognized the difficulty faced by a new teacher when daily responsibilities included supervising a paraprofessional. One

teacher (II/D/T2) with over 30 years of experience vividly remembered being reprimanded during her first year of teaching for failing to provide adequate supervision to her paraprofessional despite having no knowledge about how to provide the required supervision. Another teacher (II/C/T1) within Case II with three years of experience noted the difficulty of her first two years because she was trying to learn to teach and had no knowledge of how to effectively use the paraprofessional assigned to her.

Across the three cases paraprofessionals had few opinions regarding teacher training on supervision of paraprofessionals. Within all three cases, while the paraprofessionals did not have specific recommendations regarding training, all paraprofessionals (I/A/PA1; I/B/PA2; II/C/PA1; II/D/PA2; III/F/PA1; III/G/PA2) believed training as an educational team would be of benefit.

Analysis of Teacher Knowledge of Supervisory Practices and Quality of Teacher Supervision

The quality of supervision a teacher is able to provide is influenced by the teacher's understanding of their role as a supervisor. The researcher explored and examined teacher understanding of good supervisory practices.

Written guidelines. Across and within Case I, Case II, and Case III all principals, teachers, and paraprofessionals (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2; I/A/T1; I/B/T2; II/C/T1; II/D/T2;III/F/T1; III/G/T2; I/A/PA1; I/B/PA2; II/C/PA1; II/D/PA2; III/F/PA1; III/G/PA2) believed written guidelines regarding teacher supervision of paraprofessionals would be beneficial because stakeholders do not have a clear understanding of their role. All study participants agreed the document entitled *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* would enable principals, teachers and

paraprofessionals to gain a better understanding of each other and their specific roles within the educational team, especially younger, less-experienced teachers.

Role clarification. Within all three cases, role clarification was unclear. All principals in Case I, Case II, and Case III (I/A/P1; I/B/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) made reference to teachers not understanding their role as a supervisor of paraprofessionals. Principals in Case II and Case III (II/C/P1; II/D/P2; III/F/P1; III/G/P2) agreed the role of the teacher and the paraprofessional should be clearly defined before teachers are evaluated regarding the supervision they are expected to provide. While principals in Case I and Case II (I/A/P1; I/B/P2; II/C/P1; II/D/P2) believed they provided role clarification to new paraprofessionals when they are hired, in reality what they provided were broad guidelines regarding confidentiality and basic job requirements.

Role clarification for teachers was unclear and some teachers did not recognize role clarification as being necessary. Teachers in Case I and Case III (I/A/T1; I/B/T2; III/F/T1; III/G/T2) did not understand their role as a supervisor and did not believe they required additional training to supervise paraprofessionals because they believed their paraprofessionals already knew what to do. Role clarification for teachers and paraprofessionals was so ambiguous that teachers in all three cases (I/A/T1; I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2) did not think of themselves as supervisors and did not view the relationship between the teacher and paraprofessional as hierarchical in nature.

Years of teaching experience may contribute to the ability of a teacher to provide adequate supervision. Even more experienced teachers (II/D/T2; III/F/T1) who provided a higher quality of supervision did not view themselves as supervisors, but saw their relationship with a paraprofessional as one of mutual friends. One teacher in Case II (II/D/T2) and one

teacher in Case III (III/F/T1) believed that experience had enabled them to provide better supervision of their paraprofessional. Both teachers had a minimum of 25 years of experience and noted being older than the paraprofessional was an advantage. Conversely, the youngest teacher interviewed for this study (II/C/T1) cited her age as a contributing factor in the difficulty she experiences trying to supervise a paraprofessional.

Devoid any training on supervision of paraprofessionals, teachers must rely on experience regarding supervision. The more experienced teachers in Case II and Case III (II/D/T2; III/F/T1) agreed absent the availability of training on supervision of paraprofessionals left them learning to supervise via trial and error over the course of many years.

Analysis of Teacher Practices and Quality of Teacher Supervision Across Cases

Without knowledge of what constitutes good supervisory practices, the supervision teachers are able to provide may be of a low quality. The researcher examined and explored the current supervisory practices of teachers who are required to supervise paraprofessionals.

Teacher feedback as a component of the supervisory process. Teacher feedback to paraprofessionals regarding instructional delivery was found to be nonspecific or nonexistent across each case of the three cases. In all three cases, there is evidence that teachers do not adequately address the quality of the instruction paraprofessionals provide to students.

Four principals in Case I and Case III (I/A/P1; I/B/P2; III/F/P1; III/G/P2) had observed teachers providing feedback to paraprofessionals. Within Case I and Case III principals had observed teachers thanking a paraprofessional for completing a task, but none of the principals had observed teachers discussing the instruction provided by the paraprofessional. The principals in Case II (II/C/P1; II/D/P2) both indicated they had observed teachers engaged in discussions of individual student performance regarding a lesson, but nothing specific regarding

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the overall instruction provided by the paraprofessional. Even a limited amount of feedback may improve the instruction provided by paraprofessionals. One principal in Case III (III/G/P2) simply does not require teachers to engage in the provision of feedback at all.

Across each case, teachers (I/A/T1; I/B/T2; II/C/T1; II/D/T2; II/F/T1; II/G/T2) believed they were providing feedback to paraprofessionals. The feedback teachers are providing is inconsistent both between cases and within cases and may not be specific enough to improve the instruction provided by paraprofessionals. Teacher study participants in each case (I/A/T1; I/B/T2; II/C/T1; II/D/T2; II/F/T1; II/G/T2) provided some form of feedback to their paraprofessionals. Teachers in Case I (I/A/T1; I/B/T2) tended to use feedback as a form of thanking the paraprofessional for their effort. Within Case I, one teacher (I/B/T2) used feedback to assess the lesson provided by the paraprofessional, but only occasionally. The other teacher in Case I (I/A/T1) only used feedback to thank the paraprofessional. The same evidence was found regarding teachers within Case II. One teacher (II/C/T1) does not provide specific feedback while the other teacher in Case II (II/D/T2) will enter into limited discussions with the paraprofessional regarding her overall performance during a lesson. The teachers in Case III (II/F/T1; II/G/T2) provided feedback to paraprofessionals regarding organizational issues, but not the instruction they provided to students.

Teacher observation as a component of the supervisory process. Across each case, there is evidence that formal observations of paraprofessionals by supervising teachers occurs sporadically or is limited to brief periods during the instructional day. Within Case I a principal (I/A/P1) had observed some limited teacher observation of paraprofessionals by teachers, while the other principal (I/B/P2) believed teachers were not able to formally observe paraprofessionals because the teacher and paraprofessional teach concurrently. Principals in Case II (II/C/P1;

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II/D/P2) both indicated the same problem of concurrent assignments precluding formal teacher observation of paraprofessionals as those in Case I. Both principals in Case III (III/F/P1; III/G/P2) believed teachers were not responsible for monitoring the performance of paraprofessionals and formal observations were completed only by the principal.

There is evidence from Case II and Case III that teachers based the quality of instruction provided by paraprofessionals on the work produced by the students they served and not on a formal observation of their instruction as observed by the teacher. One teacher in Case I (I/B/T2) and one teacher in Case II (II/C/T1) recognized it was important for teachers to observe the work of their paraprofessionals although their ability to accomplish that was limited due to scheduling conflicts. As a result, the teachers based the quality of the work performed by the paraprofessional on the quality of the work produced by the students. Both teachers in Case III (III/F/T1; III/G/T2) were not able to formally observe their paraprofessionals with one teacher believing it is not necessary to do so.

Paraprofessionals in Case II (II/CPA1; II/D/PA2) and Case III (III/F/PA1; III/G/PA2) believed they did not require formal observations by teachers and saw the principal as the one who should be performing any needed observations regarding work performance. Paraprofessionals in Case I (I/A/P1; I/B/P2) did not have specific opinions on teacher observation of their work.

Teacher provided plans as a component of the supervisory process. Teacher-provided plans were found to be inconsistent between all cases. All principal and teacher study participants in Case II (II/C/P1; II/D/P2, II/C/T1; II/D/T2) noted providing plans to paraprofessionals was a necessary part of the supervisory process. Within Case I and Case III,

only one of the two schools within each case noted the provision of plans to paraprofessionals as a necessary component to the supervisory process.

Principals do not always require teachers to provide plans to paraprofessionals. The principals within in Case II (II/C/P1; II/D/P2) both believed teacher provided plans for paraprofessionals were an important component of the supervisory process. The principals within Case I and Case III (I/A/P1; I/B/P2; II/F/P1; II/G/P2) did not require the teacher to provide plans to the paraprofessional. Additionally, the same principals did not believe teacher plans were consistently provided to paraprofessionals and those that were provided were not well constructed.

All of the teachers in Case I and Case III did not recognize the provision of plans as an important component of the supervisory process. The teachers in Case I and Case III (I/A/T1; I/B/T2; III/F/T1; III/G/T2) stated that formal plans were not a regular part of the supervisory process and not usually available to paraprofessionals. Within Case II there is some difference between teachers (II/C/T1; II/D/T2) regarding providing paraprofessionals with plans; however, both teachers believed plans either written or verbal were necessary. One teacher (II/C/T1) did provide verbal plans on a daily basis before the lesson began, but no written specifics were available to the paraprofessional. The other teacher in Case II (II/D/T2) believed providing weekly plans to paraprofessionals was necessary, but allowed her paraprofessional significant leeway in the approach she used to present the lesson to students.

Teacher delegation of tasks as a component of the supervisory process. Across and within each case teacher delegation of tasks was informal and unsystematic. All principals, teachers, and paraprofessionals in Case I, Case II, and Case III (I/A/P1, IB/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2; I/A/T1;I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2; I/A/PA1; I/B/PA2;

II/C/PA1; II/D/PA2; III/F/PA1; III/G/PA2) agreed that task delegation was informal and occurred mainly in a verbal format. Within Case II, both teachers (II/C/T1; II/D/T2) used verbal communication to apprise paraprofessionals about plans, but teachers within Case II supplemented verbal communication with charts or notes for the paraprofessional. Additionally, both teachers within Case II (II/C/T1; II/D/T2) recognized constant communication was fundamental to ensuring that paraprofessionals were prepared to assist with the provision of educational services to students. Within Case I, only one teacher (I/B/T2) confirmed the use of notes as an additional method of communication with paraprofessionals. All other teachers did not note the use of any form of written communication.

   Teacher modeling of instructional strategies as a component of the supervisory process. Teacher modeling of instructional strategies was inconsistent across cases. Within Case I, both principals (I/A/P1; I/B/P2) agreed some teacher modeling of instructional strategies occurred, but were unsure how much modeling was provided and when it occurred. Within Case II, there is some difference between the two schools. One principal (II/C/P1) was unsure about whether teachers modeled instructional strategies at all, while the other principal (II/D/P2) stated teachers modeled instructional strategies while they were teaching. Within Case III, one principal, both teachers, and both paraprofessionals (III/F/P1; III/F/T1; III/G/T2; III/F/PA1; III/G/PA2) indicated modeling of instructional strategies was limited and did not occur often. Within all cases, the issue of teacher modeling of instructional strategies was influenced by time and the necessity of teachers and paraprofessionals to teach groups of students concurrently.

Analysis of Teacher Accountability and Quality of Teacher Supervision Across Cases

Teachers share the instructional process with paraprofessionals, but are solely accountable for the progress of their students. Teachers are supervisors of paraprofessionals, but do not recognize their authority over paraprofessionals and are hesitant to use their authority.

Teachers as supervisors. Principals did not perceive teachers as supervisors. All principals across each case (I/A/P1, IB/P2; II/C/P1; II/D/P2; II/C/P1, II/D/P2) believed supervision of paraprofessionals was the responsibility of the principal and not the teacher. All of the principals in Case III (III/F/P1; III/G/P2) and one principal in Case I (I/A/P1) made reference to teachers feeling uncomfortable directing another adult and being leery of acting as a supervisor toward the paraprofessional. The principals (I/A/P1, IB/P2; II/C/P1; II/D/P2; II/C/P1, II/D/P2) believed teachers were uncomfortable because teachers perceived their relationship with paraprofessionals as collegial in nature and not one based on authority. Principals in Case I (I/A/P1, IB/P2) believed teachers were simply unprepared to handle problematic situations with paraprofessionals and were reluctant to act in a supervisory manner. Principals in Case II (II/C/P1; II/D/P2) did not view teachers in a supervisory role, but instead believed teachers should monitor what paraprofessionals do during the day to be sure they are kept busy.

The majority of teachers (I/A/T1; I/B/T2; II/C/T1; III/F/T1) across all three cases agreed they did not think of their positions as supervisory in nature or that paraprofessionals required supervision. The general consensus among teachers was paraprofessionals understood their job and did not require direct supervision from the teacher. While all teacher participants agreed paraprofessionals played an important role in the education of students, only two teachers (II/D/T2; III/G/T2), one in Case II and one in Case III made reference to supervision being their responsibility. Both teachers (II/D/T2; III/G/T2) who viewed supervision of paraprofessionals as

their responsibility had many years of experience, and both teachers initially struggled with learning how to supervise paraprofessionals early on in their careers because they lacked training.

Paraprofessionals were unclear about teachers as supervisors. Paraprofessionals in Case II (II/C/PA1; II/D/PA2) and Case III (III/F/PA1; III/G/PA2) did not express specific opinions about teachers as supervisors. Paraprofessionals in Case I (I/A/PA1; I/B/PA2) did not perceive the teacher as being in supervisory role.

Teacher Knowledge of Accountability and Quality of Teacher Supervision

Teachers are not held accountable for the supervision they provide to paraprofessionals. Across all three cases, both principals and teachers (I/A/P1, IB/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2; I/A/T1;I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2) were unable to articulate how teachers were held responsible for the supervision they provided. Teachers in all three cases (I/A/T1; I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2) believed being held accountable for supervision of paraprofessionals meant keeping them busy. Those same teachers believed principals held them accountable for adequate supervision of paraprofessionals based upon student scores on state standardized tests. One principal in Case III (III/G/P2) used the teacher's plans as the accountability piece by examining the plans the teacher created for the paraprofessional.

Evaluation tools. Teachers across all three cases were not formally evaluated for the supervision they provided to paraprofessionals. Principals and teachers in all three cases (I/A/P1, IB/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2; I/A/T1;I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2) stated there was no formal process to evaluate teacher supervision of paraprofessionals.

Those same individuals said evaluation tools implemented by their districts had no reference to teacher supervision of paraprofessionals.

Administrative Expectations for Teachers Who Supervise Paraprofessionals and Quality of Teacher Supervision

Administrative expectations for teachers who supervise paraprofessionals were unclear and informal. Principals across all three cases (I/A/P1, IB/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) believed teachers understood their expectations regarding supervision of paraprofessionals even though they had not formally expressed their expectations to the teachers. Both principals in Case I (I/A/P1, IB/P2) believed teachers were aware of their expectations although both teachers in Case I (I/A/T1; I/B/T2) stated administrative expectations had not been clearly communicated to them. In Case II, both principals (II/C/P1; II/D/P2) believed teachers understood administrative expectations. The teachers (II/C/T1; II/D/T2) in Case II were unable to articulate administrative expectations stating that expectations had never been given to them. Within Case III, one principal (III/F/P1) indicated she did not provide any direct communication regarding administrative expectations for teachers who supervised paraprofessionals because she assumed teachers understood the purpose of a paraprofessional and how to make sure the paraprofessional was doing what they were hired to do. The other principal (III/G/P2) believed teachers knew what to do with paraprofessionals although she conceded administrative expectations probably should be clarified. Both teachers (III/F/T1; III/G/T2) in Case III guessed that administrative expectations focused on keeping the paraprofessional busy and doing a good job, but the expectations were not written down and teacher understanding of administrative expectations was unclear.

Time Teachers Meet With Paraprofessionals and Quality of Teacher Supervision

Teacher supervision of paraprofessionals may be inhibited by the absence of a common planning time for the educational team and contribute to a low quality of supervision. Across each case, most principals, all teachers, and all paraprofessionals (I/A/P1, IB/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2; I/A/T1;I/B/T2; II/C/T1; II/D/T2; III/F/T1; III/G/T2; I/A/PA1; I/B/PA2; II/C/PA1; II/D/PA2; III/F/PA1; III/G/PA2) agreed educational teams did not have a common planning time, but believed a common planning time would benefit educational teams. One principal in Case II (II/C/P1) and each principal in Case III (II/F/P1; III/G/P2) noted teachers and paraprofessionals could meet during their lunch periods to plan, but conceded meeting during a lunch period was not optimal. The other principal in Case II (II/D/P2) was able to establish a formal, but limited common planning time several times each week for the educational team. This common planning time may have influenced the higher quality of teacher supervision found in Case II as compared to the other two cases. The principals in Case I (I/A/P1, IB/P2) acknowledged most planning between teachers and paraprofessionals occurred "on-the-fly" (p. 5). The consensus among principals across each case (I/A/P1, IB/P2; II/C/P1; II/D/P2; III/F/P1; III/G/P2) was there was either no formal time for teachers and paraprofessionals to meet, or a limited time for them to meet because scheduling issues precluded the inclusion of a common planning time.

Teachers and paraprofessionals believed a common planning time was necessary and would be beneficial to the educational team. One teacher in Case I (II/D/T2) cited the advantage of having a formally scheduled common planning time with her paraprofessional to discuss students and thoughtfully plan lessons together. All other teachers across all three cases (I/A/T1; I/B/T2; II/C/T1; III/F/T1; III/G/T2) made reference to the absence of a common planning time

stating scheduling simply did not permit the inclusion of a formal planning period for the

educational team. The same teachers stated they relied on brief periods during the day to discuss

issues of concern or future lessons with paraprofessionals. Paraprofessionals across all three

cases, except for one (I/A/PA1; I/B/PA2; II/C/PA1; III/F/PA1; III/G/PA2) emphasized the same

concerns expressed by the teachers; having no time to plan as an educational team is a huge

barrier to the effectiveness of the team. The one paraprofessional (II/D/T2) who shared a limited

planning time with her supervising teacher several days per week said she considered the

planning time to be very important to the success of the team because the team had the

opportunity to plan ahead and discuss lesson plans. Without access to a common planning time,

teachers and paraprofessionals resorted to brief periods of communication that may be

inadequate to support the educational team and the students they serve.

Other Personal and Situational Variables and Quality of Teacher Supervision

Positive interpersonal relationships were perceived by principals, teachers, and

paraprofessionals as necessary to the supervisory process. Across all three cases, the majority of

study participants (I/B/PA2; I/A/T1; I/B/T2; I/B/PA2; II/C/P1; II/D/P2; II/D/T2; II/D/PA2;

III/F/P1; III/G/P2; III/F/T1; III/G/T2; III/G/PA2) identified positive interpersonal relationships

as important or very important to the supervisory process. Both principals in Case II (II/C/P1;

II/D/P2) noted that without positive relationships, issues between the teacher and

paraprofessional would negatively influence the performance of the team. One teacher (II/D/T2)

and one paraprofessional (II/D/PA2) in Case II cited the same concern regarding positive

relationships between members as did the principals; specifically, knowing each other well

helped the team function more effectively. Within Case III, both principals (III/F/P1; III/G/P2)

believed positive relationships were essential to an educational team. One principal (III/G/P2)

believed positive relationships were at the center of the supervisory process, and the importance of human relation issues had been virtually ignored by the district. Both teachers in Case III (III/F/T1; III/G/T2) agreed positive relationships between teachers and paraprofessionals were "critical to supervision" (p. 4) and "make life a lot easier" (p. 2). One paraprofessional in Case II (II/D/PA2) said teachers and paraprofessionals who know each other well helped the team function more effectively. The theme of positive interpersonal relationships was mentioned throughout all three cases as an important component of teacher supervision of paraprofessionals.

Examination of District Documents Across Cases

Several documents from each case were examined for themes and patterns related to the research questions. Across and within all three cases no data related to the research questions were found. Documents across all three cases addressed policies, procedures, teacher performance standards, and various other information related to facility operations or school policy, but nothing specific to teacher supervision of paraprofessionals.

Chapter 5

Propositions, Discussion, Implications for Practice, and Recommendations for Further

Study

The focus of this research was to examine and explain the quality of teacher supervision of paraprofessionals. The study consisted of three cases. Two principals, two teachers, and two paraprofessionals from each case were interviewed by the researcher to gather data regarding the quality of teacher supervision of paraprofessionals. Each participant was selected using pre-determined criteria. Selected participants were administered a pilot-tested interview protocol depending on the position they held. Each interview was digitally recorded and transcribed. Transcriptions were coded and analyzed applying the constant-comparative method (Maykut & Morehouse, 1994). After each case was analyzed individually, the researcher used cross-case analysis to identify themes, variations, and patterns across the cases relevant to the research questions.

Propositions, Discussion, and Implications for Practice

Results from this study both validate and add to the findings of other research found in the literature review. The overall quality of teacher supervision of paraprofessionals was found to be low across and within all three cases. Data from across the cases support several tentative conclusions requiring further study related to the research questions.

Teacher training and quality of supervision. The researcher examined the relationship between the training received by teachers who supervise paraprofessionals and the quality of the supervision they provide. Propositions are discussed in the following sections.

Teachers and training. In this study, teachers were unprepared to supervise paraprofessionals because they lacked the training to do so. Data from this study validated

findings from Wallace et al. (2001) who found teachers responsible for supervising paraprofessionals are rarely prepared through in-service or pre-service training to effectively work with paraprofessionals. Many researchers (Burtch, 2009; Chisom, 2002; French, 2001; Giangreco et al., 2001) found similar results; absent training, teachers are simply unprepared to provide adequate supervision. Across and within all cases, teachers freely acknowledged they were not prepared to provide effective supervision because they lacked the necessary pre-service or in-service training. Data from this study indicated an absence of training for teachers affected the quality of the supervision they did provide. Similar findings were noted by French (1998) who found teachers that rely on intuitive supervisory methods may not be providing quality supervision to paraprofessionals. The exception to this is teachers who have considerable experience. Data from this study indicated teachers who had in excess of 20 years of experience provided a higher quality of supervision than teachers who had fewer than 20 years of experience. Teachers with more than 20 years of experience reported experience as being the most important factor in their ability to provide supervision to paraprofessionals. More experienced teachers acknowledged honing their supervisory skills was a long process involving trial and error. Similar findings were documented by French (2001) who found many teachers learned to supervise via on-the-job experience over the course of many years.

　　　Pre-service training. There is a perception by principals and teachers that colleges do not view teacher pre-service training on supervision of paraprofessionals as a necessary component of teacher preparation programs. Two studies (Drecktrah, 2000; Lindeman & Beegle, 1998) found very few college and university teacher preparation programs included a course on supervision of paraprofessionals. Across and within all three cases, the researcher found similar results; teachers had not been provided with pre-service training during their

teacher preparation programs. The absence of pre-service training appears to affect the teacher's ability to provide supervision and contributes to the low quality of teacher supervision found in the cases.

   Pre-service training and quality of teacher supervision. The quality of teacher supervision of paraprofessionals may be improved through pre-service training. Within this study, only one teacher across all three cases received any pre-service training. The one teacher who reported receiving some training noted the training was limited to one or two classes embedded within a special education class. The teacher could not recall anything she had learned regarding supervising a paraprofessional from those classes, and the quality of the supervision she provided was low. This finding supported previous researchers (Burtch, 2009; Chisom, 2002; French, 2001; Giangreco et al., 2001; Wallace et al., 2001) who posited a lack of pre-service training of teachers was an important variable affecting teacher supervision of paraprofessionals. Although all but one teacher in the study noted they had not received any pre-service training on supervision prior to being hired, all believed pre-service training would have been beneficial to them. All principals in the study agreed with the teachers and believed training emphasizing role clarification and expectations would be of benefit to both teachers and paraprofessionals. Several researchers (French, 2001; Giangreco, 2003; Morrissette et al., 2002) found the quality of supervision provided by teachers who supervise paraprofessionals is influenced by the pre-service preparation teachers receive prior to being required to supervise a paraprofessional. Data from this study indicated administrators within each case assumed teachers had the necessary skills to provide adequate supervision. Data revealed principals believed teachers were prepared to provide supervision, but acknowledged they were unaware of any pre-service training received by the teachers before they were hired. If teachers receive

some pre-service training on supervision of paraprofessionals, the quality of the supervision they provide will likely improve.

   In-service training and quality of teacher supervision.   There is a perception by principals and teachers that in-service training on supervision of paraprofessionals is not offered at the district level because it is a low priority for the district. Overwhelmingly, study participants, both principals and teachers, indicated in-service training on supervision of paraprofessionals at the district level was not a priority because teacher training on other issues was more necessary than training on supervision. Principals and teachers across all three cases indicated in-service training on effective instructional strategies in reading and math were more important. This was not surprising to the researcher. This study confirmed findings from previous researchers (Burtch, 2009; Chisom, 2002; Wallace et al., 2003) who found in-service training was necessary to prepare teachers to better direct the work of paraprofessionals although it is rarely provided. Based on experience, the researcher believes many school districts are struggling to improve student achievement and much of the focus for in-service training at the district level is dedicated to improving instruction.

   Implications for practice.   The implications of these findings for practice are if teachers do not receive training on supervision of paraprofessionals, then the quality of the supervision they provide will likely be of low quality. Teachers must be provided with training on supervision of paraprofessionals both at the college level and district level. Colleges and universities should consider the inclusion of a supervisory component within a course as part of the teacher preparation program. Additionally, colleges and universities should consider supervision of paraprofessionals as part of the student teaching experience to prepare future teachers for the supervisory responsibilities they are expected to provide. The researcher does

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not believe local school districts should significantly modify current in-service offerings because improving student achievement should be the central focus of all districts. Instead, local school districts should consider including in-service training on teacher supervision of paraprofessionals as part of their new teacher orientation and revisit the training several times over the course of a teacher's probationary period to ensure new teachers have the knowledge and skills required to provide adequate supervision of paraprofessionals. The issue facing local districts is, absent training, teachers will remain unprepared to provide adequate supervision and the quality of the supervision they are able to provide will likely be low.

Teacher knowledge of supervisory practices and quality of supervision. The researcher examined the relationship between teachers' knowledge of good supervisory practices and the quality of the supervision they provide. Propositions are discussed in the following sections.

Roles and responsibilities. Teachers are not knowledgeable about roles and responsibilities regarding supervision of paraprofessionals because role clarification is unclear and not defined. Across and within the three cases, all study participants referenced an understanding of roles and responsibilities for both teachers and paraprofessionals as necessary for teachers who are expected to provide supervision. In all three cases; however, most teachers and paraprofessionals lacked an understanding of their roles and responsibilities for supervising paraprofessionals. This finding supported previous research (Drecktrah, 2000; Giangreco, 2003; Wallace et al., 2001) that identified specific competencies that augment a teacher's ability to effectively supervise paraprofessionals. The exception to this was teachers who had significant teaching experience and learned to supervise over the course of many years via trial and error. Although data from this study found the quality of the supervision provided by experienced

teachers was higher than those with fewer years of experience, the overall quality of the supervision provided by the experienced teachers was marginal. Data indicated even experienced teachers lacked the necessary knowledge regarding roles and responsibilities they required to provide a high quality of supervision.

Written guidelines were found to be potentially beneficial. All study participants agreed written guidelines such as those found within *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* would be beneficial to understanding roles and expectations of teachers and paraprofessionals. Guidelines should be easily accessible and written in clear language that sets forth general expectations and a clarification of the roles and responsibilities for teachers and paraprofessionals.

Implications for practice. One implication of these findings for practice is if teachers do not know and understand their supervisory roles and responsibilities for supervising paraprofessionals, the quality of the supervision they provide will likely remain low. Local school districts should carefully consider how they may assist teachers who supervise paraprofessionals. Findings from this study indicated that it is necessary for teachers and paraprofessionals to have clarification of roles and general expectations in a written format. Study participants were in complete agreement regarding the necessity for roles and expectations to be easily accessible and in writing. Local districts should develop specific guidelines regarding roles and expectations for teachers and paraprofessionals and place them in an easy to understand written format. The researcher does not believe teachers are unwilling or incapable of providing adequate supervision; they lack knowledge of their roles and responsibilities with respect to supervision. Without specific guidelines regarding roles and expectations for teachers

who supervise paraprofessionals, the quality of the supervision provided by teachers will remain uncertain.

Another implication of these findings for practice is if teachers are not knowledgeable about what constitutes good supervisory practices, then the quality of the supervision they provide will likely remain low because they will not be implementing practices research has shown to be effective. In all three cases, teacher knowledge of good supervisory practices and application of those practices was limited and contributed to a low quality of supervision. Understanding the components of good supervisory practices and how to implement supervisory practices effectively is related to training. It is necessary for teachers to receive training to become knowledgeable regarding components of the supervisory process to apply the practices appropriately. Data from this study indicated teachers are not knowledgeable regarding good supervisory practices. This finding is similar to that of both Giangreco (2003) and Wallace et al. (2001) who found if teachers are unaware of supervisory practices that strengthen their ability to provide adequate supervision, the quality of the supervision they do provide may be tentative. Most study participants were not able to identify even half of the supervisory components found in the literature review and considered necessary to the supervisory process. Teachers are unaware of how supervisory components such as (a) feedback, (b) formal observations, (c) teacher provided plans, (d) task delegation, (e) modeling of instructional strategies, and (f) common planning periods influence the quality of the supervision they are expected to provide. This finding supports the work of French (2001) who found teachers were relatively unprepared to implement supervisory practices because they did not have an understanding of the facets of supervision. Absent the knowledge of good supervisory practices, leaves teachers unsure about how to apply those practices with paraprofessionals.

Teacher practices and quality of teacher supervision. The researcher examined the relationship between teachers' practices applied to the supervision of paraprofessionals and the quality of the supervision they provide. Propositions are discussed in the following sections.

Current practices. Current supervisory practices of teachers who supervise paraprofessionals are relaxed and unsystematic. Burtch (2009), Chisom (2002), and Mavropoulos (2005) found teachers did not implement good supervisory practices consistently. The findings from this research endorsed the findings of Burtch (2009), Chisom (2002), and Mavropoulos (2005) and indicated teachers were not systematically implementing supervisory practices found by research to be effective.

Feedback as a component of the supervisory process. Teacher feedback to paraprofessionals regarding provision of instructional services is nonspecific. Data from this research indicated teachers provided limited feedback to paraprofessionals, and the feedback provided was usually in the form of thanking the paraprofessional for completing a specific task. The researcher found teachers did not provide consistent feedback specific to the instruction provided by paraprofessionals and did not recognize it as important to the supervisory process or the quality of the supervision they provide. The researcher found paraprofessionals were open to feedback from teachers regarding the instruction they provided to students and believed feedback would help them provide better instruction.

Observation as a component of the supervisory process. Formal observations of paraprofessionals by teachers are limited to brief periods during the instructional day. Burtch (2009) documented similar findings noting performance monitoring was limited to brief, informal, spur-of-the-moment observations or discussions. This researcher found both principals and teachers believed observations and resulting discussions about the performance of

paraprofessionals was the responsibility of the principal and not the teacher. Data indicated principals and teachers used student work samples as a gauge for determining the effectiveness of instruction provided by a paraprofessional. Across and within all cases time was consistently identified by study participants as the most significant barrier to teacher observation of paraprofessionals. Observation is a research-based (Giangreco, 2003; Wallace et al., 2001) component of the supervisory process and necessary to provide a higher quality of teacher supervision.

   Teacher-provided plans as a component of the supervisory process. Teachers do not consistently provide well-constructed plans to paraprofessionals. The researcher found that two principals in one case required some form of plans for Title I paraprofessionals, but did not require any plans for instructional paraprofessionals. The researcher examined the plans provided to the Title I paraprofessionals and found the plans were informal and not well-constructed. Within another case, teachers provided some form of informal plans to instructional paraprofessionals, but across the cases most teachers left planning in the hands of paraprofessionals. Data indicated teachers believed paraprofessionals knew how to provide instructional support and did not require a set of conventional plans. Most teachers within the study believed verbal communication or a quick note were sufficient for a paraprofessional to provide appropriate educational services. The researcher found teachers did not understand the usefulness of providing written plans to paraprofessionals to direct the instruction provided by the paraprofessionals and improving the quality of supervision provided by the teacher. This research supported a study by French (1999) who found teachers gave verbal instructions to paraprofessionals because of time constraints and considered providing a written set of plans an

undue burden. A second study completed by French (2001) reinforced the findings noted in the first study: teacher-provided plans are an important component of supervision.

   Teacher delegation of tasks as a component of the supervisory process.
Communication between teachers and paraprofessionals regarding task delegation is informal and occurs in a variety of ways. The researcher found the informal nature of task delegation may be influenced by teachers who do not view their position as supervisory in nature and are uncomfortable supervising another adult. Data indicated principals across all cases believed task delegation by teachers is informal and occurs just before a lesson. The researcher found most teachers across the cases believed informal communication regarding paraprofessional assignments was adequate. Data from paraprofessionals within the study confirmed the use of verbal communication or notes as the method most frequently used by teachers to inform paraprofessionals about instruction they are expected to provide. The exception to this was one teacher who had significant experience and provided a higher level of supervision than teachers who did not provide plans. That teacher provided a weekly chart to the paraprofessional with specific directions regarding instructional tasks for each day. The paraprofessional who worked with this teacher reported to the researcher that the chart provided by the teacher was invaluable because she knew what was expected ahead of time. Findings from this research supported the work of Burtch (2009) and Chisom (2002) who found teachers delegated tasks informally. Data from this study indicated that verbal communication or quickly written notes although frequently used by teachers for task delegation, may not offer paraprofessionals enough information to provide quality instruction to students and do not contribute to a higher quality of supervision by the teacher.

Teacher modeling of instructional strategies as a component of the supervisory

process. Teacher modeling of instructional strategies for paraprofessionals is limited and

informal. Data from most teachers across each case indicated teachers either felt uncomfortable

modeling instructional strategies or simply did not have the time to do it. The researcher found

informal modeling of instructional strategies was the most frequently used method of modeling

provided by teachers. Specifically, paraprofessionals who taught in the same room as a teacher

had the opportunity to briefly observe the teacher when students were engaged in completing a

written assignment. This method does not allow for paraprofessionals to observe instruction

provided by the teacher from beginning to end, but rather allows only an occasional glimpse of

the instructional process. This finding is similar to that of Chisom (2002) who found time

impeded the ability of teachers to provide valuable modeling to paraprofessionals.

Implications for practice. The implication of these findings for practice is that the

application of good supervisory practices has the potential for increasing the quality of teacher

supervision of paraprofessionals. The issue of improving teacher applied practices is linked to

training and teachers and principals reconsidering their beliefs about teachers as supervisors.

Training teachers on supervision will better prepare teachers for being supervisors, using

paraprofessionals effectively, and may reduce the reluctance of teachers to engage in a

supervisory role. Training can provide teachers with a systematic, research based approach to

supervision and potentially reduce the challenges faced by teachers who are expected to provide

supervision to paraprofessionals. Training for principals on teacher supervision of

paraprofessionals may empower principals to act as coaches and mentors to teachers as they

learn to be supervisors.

Data from this research indicated that current supervisory practices implemented by teachers are unsystematic. One important reoccurring theme found in this study and potentially influencing the quality of supervision provided by teachers was the absence of time to implement effective supervisory practices. It is essential that principals establish regular planning times for educational teams to collaborate, work on developing effective plans, and discuss student performance. Teachers require time to conduct formal observations of paraprofessionals as they provide instruction to students followed by meaningful feedback about the instruction. Time is required for teachers to discuss tasks assigned to paraprofessionals. Time is required for teachers to model instructional strategies for paraprofessionals that they have found to be effective. Without scheduling deliberate, uninterrupted blocks of time for teachers and paraprofessionals to work together, supervision of paraprofessionals by teachers will remain challenging. These findings support other research by French (1998) and Giangreco et al., (1997) who found teachers lacked the overall competencies necessary to supervise paraprofessionals. Unless these issues are adequately addressed, the quality of the supervision currently provided by teachers is likely to remain low.

Teacher accountability and quality of teacher supervision. The researcher examined the relationship between the level of accountability to which teachers who supervise paraprofessionals are held accountable and the quality of the supervision they provide. Propositions are discussed in the following sections.

Holding teachers accountable. Across and within all three cases, teachers were not held accountable for the supervision they provided to paraprofessionals. The researcher found that principals did not believe teachers should be held accountable for supervision of paraprofessionals without adequate training. Principals across each case believed they were

solely responsible for providing any necessary supervision to personnel within the building. When study participants were asked how they were held accountable, most participants believed achieving high scores on standardized tests and keeping paraprofessionals "busy" were the key elements of supervision upon which they were evaluated. The researcher believes accountability is an important facet of the supervisory process because the phenomenon of accountability requires individuals to act relative to a set of established standards. The researcher found across and within each case no formal or informal method of evaluating supervision provided by teachers was in place. Additionally, no policy or standards were found by the researcher in school handbooks or district policy that addressed teacher supervision of paraprofessionals. Data indicated principals conducted some informal review of plans looking for notes made by teachers regarding activities assigned to paraprofessionals, but no evidence was found indicating teachers were held to specific standards or evaluated at all regarding the supervision they provided to paraprofessionals.

Teacher evaluation instruments. Teacher evaluation instruments do not include standards that address teacher supervision of paraprofessionals. Across and within each case data indicated no formal evaluation of the supervisory process was included within teacher evaluation instruments. This was confirmed by the researcher who examined teacher evaluation instruments for each case and found no components on teacher evaluation instruments related to teacher supervision. If teachers are not held to specific standards regarding the supervision they provide, the supervision teachers provide will likely remain low in quality.

Teachers as supervisors. Teachers do not think of their positions as supervisory in nature and neither do principals or paraprofessionals. Data from this study indicated teachers viewed their relationship with paraprofessionals as collegial and not one based on authority.

This is not new information and supports the findings of other researchers. Previous researchers (Chopra et al., 2011; French, 1998; French & Pickett, 1997; Giangreco et al., 2001; Wallace et al., 2001) highlighted the importance of teachers accepting their roles as supervisors of paraprofessionals.

Implications for practice. One implication of these findings for practice is principals, teachers, and paraprofessionals must begin to rethink the role of the teacher as one that is supervisory in nature because, legally, teachers are supervisors of paraprofessionals. While it is beneficial to maintain positive working relationships between teachers and paraprofessionals, there must a recognition and understanding among principals, teachers, and paraprofessionals of the authority of the teacher over the paraprofessional. Some paraprofessionals are extremely well-trained individuals. Teachers should utilize the training each paraprofessional brings into the classroom, but it is necessary for teachers to recognize that paraprofessionals do require supervision. The researcher found teachers believed paraprofessionals already knew what to do and appreciated working with paraprofessionals who did not require supervision. This must change. While paraprofessionals certainly support the educational programs of students, teachers are the ones who are ultimately responsible for student achievement, and supervising paraprofessionals is part of that process. Teachers cannot assume paraprofessionals know what to do and they must stop thinking the best paraprofessionals are ones that do not require any supervision.

Teachers are supervisors and are required under the *No Child Left Behind* Act of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004 to provide adequate supervision of the paraprofessionals assigned to them. Data from this research supported the need for training not only teachers, but principals and paraprofessionals regarding teachers as

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supervisors of paraprofessionals. Principals should hold the expectation that teachers will provide the necessary supervision required under the law after they have been trained. Paraprofessionals must begin to see the teacher as their supervisor who is responsible for directing the educational program of the students and supervising the work of the paraprofessional who provides services to students.

Principals should establish clear administrative expectations for teachers who supervise paraprofessionals. Data from this research indicated teachers were unaware of administrative expectations for teachers who supervise paraprofessionals, although principals believed they had made expectations clear to their teachers. A yearly review of administrative expectations and access to expectations in a written format may be useful. Without clear administrative expectations, teachers are simply doing what they believe administrators want them to do.

Another implication of these findings is principals understanding they have an onus of responsibility to support teachers who supervise paraprofessionals. Principals can do several things to support teachers and help them grow as supervisors of paraprofessionals. Principals can--

- Petition district level supervisors or directors to organize training for teachers who supervise paraprofessionals and ensure training addresses roles and responsibilities for teachers and paraprofessionals, research-based practices necessary for adequate supervision, and how the research-based practices should be implemented.
- Build time within master schedules for teachers and paraprofessionals to share a common planning time at least once per week, preferably more often.

- Establish written guidelines for teachers and paraprofessionals regarding roles and responsibilities and review the guidelines with the team yearly.

- Make teachers aware they are responsible for supervising the paraprofessionals assigned to them and how they will be held accountable for the supervision they provide.

- Provide clear administrative expectations for teachers who supervise paraprofessionals.

- Work with district-level personnel to restructure teacher evaluation instruments to include criteria that evaluate components of the supervisory process found by research to be effective. Specifically, criteria could be included within a professionalism standard on a teacher evaluation instrument evaluating whether there is evidence that teachers (a) review roles and responsibilities with paraprofessionals at the beginning of each school year, (b) provide weekly plans to paraprofessionals, (c) observe the work of paraprofessionals at least once per month and submit to the principal a written evaluation of the observation including specific feedback given to the paraprofessional as a result of the observation, (d) model instructional strategies, and (e) develop a formal method of delegating tasks that does not interfere with instructional time.

Many of these suggestions could be implemented by teachers and evidence could be provided to the principal for ease of verification.

Time teachers meet with paraprofessionals and quality of teacher supervision. The researcher examined the relationship between the time teachers meet with paraprofessionals and the quality of the supervision they provide. Propositions are discussed in the following sections.

Time teachers meet with paraprofessionals. Common planning times for teachers and paraprofessionals are limited and informal. Data indicated teachers and paraprofessionals believed a common planning time was necessary for the educational team and would be beneficial to teachers who supervise paraprofessionals. Data indicated teachers and paraprofessionals do not have regularly scheduled common planning times. This supported the findings of previous researchers (Burtch, 2009; Chisom, 2002; Cramer, 1997; French, 2001) who found allocating time for regular meetings between the paraprofessional and the teacher was necessary for adequate supervision. In all three cases, the researcher found time for common planning was a significant issue with respect to teacher supervision. Data indicated principals, teachers, and paraprofessionals recognized that without a common planning time, educational teams had no opportunity to discuss plans, student progress, roles and responsibilities, educational services for students, or concerns. The researcher found educational teams were compelled to use time before or after classes as students moved from one content area to another, lunch periods, or other brief periods during the instructional day as their planning time. The researcher reviewed master schedules for each case and found common planning times were not regularly scheduled periods. Any planning that does occur appears to be informal and does not occur at regular intervals. Without a regularly designated period for teachers and paraprofessionals to meet as an educational team, the supervision required under the *No Child Left Behind* Act of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004 will be difficult for teachers to achieve.

Implications for practice. One implication of this finding for practice is principals must make certain that common planning periods for teachers and paraprofessionals occur at least weekly. While this may be difficult, principals must re-examine schedules and be creative about

finding time to ensure educational teams have planning opportunities. Although having designated planning as often as possible is preferable, giving teams a scheduled time even once per week would be beneficial. Since most paraprofessionals are designated to work for a specific amount of hours per day and staying after school may not be an option, many solutions could involve significant funding issues for a school or district, thereby potentially prohibiting implementation. There are solutions that require no funding, but do require rethinking how personnel already in the building are being used. Principals may choose to purposefully schedule a common planning time for teachers and paraprofessionals once per week during resource times when students are engaged in art, music, or physical education classes. Principals could provide common planning times for teachers and paraprofessionals on work days or early release days. Principals could release paraprofessionals from morning duties once per week on a rotating basis and use resource teachers who do not have homeroom classes or morning duties as coverage for classroom teachers to allow the educational team uninterrupted time to meet before school begins. Schools will probably not receive extra funding to solve the issue of providing a common planning time for teachers and paraprofessional despite research that underscores the importance of providing common planning times. Solutions are available, but principals, teachers, and paraprofessionals must be creative and work together toward finding a solution that will work for their school.

Other personal and situational variables and quality of teacher supervision. The researcher examined the relationship between other personal and situational variables of teachers who supervise paraprofessionals and the quality of the supervision they provide. Study participants were asked to identify other personal and situational variables they believed influenced teacher supervision of paraprofessionals. This question was presented to study

participants as an open-ended question to elicit opinions from study participants regarding

variables they perceived as barriers to effective supervision. Propositions are discussed in the

following sections.

Interpersonal relationships. Interpersonal relationships were reported most frequently

by study participants as the primary personal or situational barrier affecting teacher supervision

of paraprofessionals. Positive interpersonal relationships are perceived by study participants as a

crucial component of teacher supervision of paraprofessionals. Data indicated all study

participants referenced positive relationships as necessary to the supervisory process. Principals,

teachers, and paraprofessionals believed maintaining positive relationships was critical to the

ability of the team to function effectively. The researcher found principals, teachers, and

paraprofessionals believed if a team was unable to establish a good working relationship, the

effectiveness of the team diminished. The researcher did not find any previous research that

examined interpersonal relationships and teacher quality of supervision. One study conducted by

Carnahan et al. (2009) examined effective communication and the importance of avoiding the

use of abstract or imprecise language, but nothing was found regarding interpersonal

relationships and quality of teacher supervision.

Time and training. Data indicated study participants reported time as the second most

frequently reported personal or situational barrier affecting teacher supervision of

paraprofessionals. Although time was examined as a separate issue in this research, it was

referenced by all study participants as a significant barrier to effective supervision when

participants were asked to identify other personal or situational variables they believed affected

teacher supervision. The researcher found time was a deeply concerning issue to all study

participants because they believed a lack of sufficient time during the school day impeded their

ability to provide better supervision. Principals, teachers, and paraprofessionals all reported they required more time as educational teams to develop better relationships, discuss student performance, support struggling students, create more meaningful plans, and reduce the high level of stress associated with trying to perform their jobs effectively.

When asked to share their thoughts about specific personal or situational barriers affecting the quality of teacher supervision, principals overwhelmingly reinforced their belief that training was a significant barrier affecting teacher supervision. Interestingly, even though principals articulated training as a significant barrier to teacher supervision, all believed other training focused on improving student achievement was more necessary than training on teacher supervision. Data indicated some principals were in a quandary regarding teacher training on supervision versus other training. The researcher believes some principals consider training for teachers on supervision of paraprofessionals important, and understand teachers should be trained, but they cannot justify devoting what little professional development time they have to topics other than those intended to improve student achievement. The researcher believes principals do not recognize that improving teacher supervision of paraprofessionals through training would promote the implementation of research-based practices and likely help to improve student achievement.

Teacher responsibilities. Only one study participant reported too many daily responsibilities as a barrier affecting the quality of teacher supervision. The study participant believed if teachers had fewer daily responsibilities, the ability of the teacher to provide quality supervision to paraprofessionals would improve. No other participants referenced daily responsibilities as a factor affecting teacher supervision.

Implications for practice. One implication of these findings is local school districts may wish to consider professional development for educational teams with a focus on human relations. Data indicated interpersonal relationships were important to the functioning of educational teams, and study participants believed developing strong interpersonal skills would help them work better as a team. District training could address effective methods of solving problems, working as a team, listening skills, using verbal and non-verbal communication, resolving conflicts, and recognizing and understanding stress.

Other implications for practice. Time and training referenced by study participants as barriers affecting teacher supervision of paraprofessionals were addressed earlier in the discussion. Only one study participant referenced the number of daily responsibilities expected of teachers as a barrier to teacher supervision. Data did not indicate the issue of daily responsibilities as a factor affecting teacher supervision and therefore, more study should be conducted before making recommendations regarding implications.

Recommendations for Further Study

Further research is necessary to add to the findings of this work. This research was conducted in elementary schools with a limited number of participants. Recommendations for future research are presented for consideration.

- This work supported the findings of other researchers (Burtch, 2009; Chisom, 2002; French, 2001; Giangreco et al., 2001; Mavropoulos, 2005) who documented the requirements of the law regarding teacher supervision of paraprofessionals, yet local districts are not providing the necessary training for teachers. Teachers cannot be expected to provide a high quality of supervision if they do not understand the components of good supervisory practices and how to apply those

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practices. Districts in this study were not providing training. Further research could examine whether school districts understand the necessity of training teachers on supervision of paraprofessionals as part of *No Child Left Behind* Act of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004. Research could examine ideas for providing training that would deepen teachers' knowledge regarding supervision, and how to apply supervisory practices research has shown to be effective. Researchers may wish to examine how to provide the necessary training with as little impact on funding as possible.

- Colleges and universities should be offering more pre-service training. Teachers must be prepared to provide adequate supervision before they enter educational settings and understand how to use paraprofessionals effectively to support the educational programs of students. Future research could focus on exploring why more pre-service training is not offered as part of teacher preparation programs and how pre-service training could be implemented in existing teacher preparation programs. Data from this study clearly indicated an absence of training affects the quality of the supervision teachers are able to provide. Determining how colleges and universities can provide pre-service training will address some of the findings from this research.

- If teachers are not held accountable for the supervision they provide, the quality of the supervision they do provide will likely be low quality. After training principals and teachers, teacher evaluation instruments should be re-examined and revamped to determine how teachers can be held accountable for the supervision they do provide as part of their official summative evaluations. Future research

could examine creating measurable standards developed using research-based

components known to be effective for teachers who supervise paraprofessionals.

Data from this research indicated when teachers were not held accountable for

supervising paraprofessionals, the quality of the supervision they did provide was

low. What is needed are standards teachers can use to improve their ability to be

supervisors of paraprofessionals and training for principals on how to properly

evaluate teachers using measureable standards.

- Data from this study indicated there is confusion about roles and responsibilities

  of principals, teachers, and paraprofessionals regarding teacher supervision.

  Future research should focus on how school districts can provide clear

  expectations regarding roles and responsibilities for teachers and

  paraprofessionals that is consistent across the district and how principals can

  support individuals as they implement the expectations. Data from this study

  indicated principals, teachers, and paraprofessionals would benefit from

  expectations that are in written form. Developing specific and clear expectations

  may require surveying individuals from institutions of higher learning, district

  level personnel, principals, teachers, paraprofessionals, and professional

  organizations to gain more insight into the roles and responsibilities of teachers

  and paraprofessionals before developing guidelines and standards.

Summary

Training teachers to supervise paraprofessionals and holding them accountable for the

supervision they provide is important if the expectation is teachers should supervise the work of

paraprofessionals. Under the law, teachers are required to provide adequate supervision to

paraprofessionals, yet they are not prepared to provide the supervision required. Teachers must have an understanding of the supervisory process and what constitutes good supervisory practices. Administrators should begin to develop clear expectations for teachers who supervise paraprofessionals and provide the expectations in a written format. Administrators should hold teachers accountable for the supervision they provide and teacher evaluation instruments should address evaluating the quality of the supervision teachers provide. Colleges and universities should examine their current teacher preparation programs and how they may be able to offer more pre-service training to students. Local school districts should consider professional development training on teacher supervision of paraprofessionals to ensure teachers are prepared to provide adequate supervision. Since most all districts have new teacher orientation training days, professional development on teacher supervision of paraprofessionals could be included as part of the orientation, thus beginning the process of providing training to teachers.

If local school districts want to ensure their students are receiving quality assistance from the paraprofessionals who support them, teachers must be well-trained to provide high quality supervision. If colleges, universities, and local school districts fail to train teachers regarding supervision of paraprofessionals, the quality of supervision provided by teachers who supervise paraprofessionals, and the services paraprofessionals provide to students will remain uncertain.

Time for educational teams to plan together is crucial to the entire supervisory process. If educational teams are not provided with a common planning time, the expectation that they will function effectively as an educational team is erroneous. Educational teams require time to know one another and learn how to appropriately support the students they serve as a team. This cannot be accomplished if planning time is confined to brief periods during the school day.

When Congress enacted the *No Child Left Behind* Act of 2001 and the *Individuals With Disabilities Education Improvement Act* of 2004, part of their intent was to establish standards for paraprofessionals to ensure that disadvantaged students and students with disabilities were served by trained paraprofessionals under the supervision of highly qualified teachers. What both laws did not do was address preparing teachers to be supervisors of paraprofessionals. It is now up to colleges, universities, and local school districts to extend the intentions of Congress and ensure teachers are prepared to provide a high quality of supervision to the paraprofessionals who support the educational programs of students.

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Appendix A

Initial Phone Contact to Superintendent Requesting Permission to Conduct the Study

Hello, my name is Susan Mele and I am doctoral candidate in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University working under the direction of David Parks.

The topic of my dissertation study focuses on examining and explaining the quality of supervision provided to paraprofessionals by teachers. Information collected in this study may be useful to school divisions with regard to improving the quality of supervision of paraprofessionals by teachers.

I am requesting permission to conduct part of this study within ____County.   The study will be descriptive in nature and involve interviews with two principals or assistant principals, two general education teachers, and two paraprofessionals from _____County.

Would you be willing to grant permission for me to conduct part of this research in _____County?

*If superintendent agrees to the study, proceed with the following.

Thank you for your time and consideration. I will email a brief explanation of the study today. Should you have any questions or require further information, please do not hesitate to contact me via the telephone number or email address listed in the email you will receive. Again, thank you for this opportunity.

*If the superintendent declines to provide permission to conduct the study, proceed with the following.

Thank you for speaking with me today and giving consideration to my study. I appreciate your time.

Very truly yours,

Susan C. Mele
Principal
Doctoral Candidate
Virginia Tech
smele@bedford.k12.va.us

Appendix B

Dissertation Proposal Information
Susan C. Mele
1138 Wildcat Road, Goodview, VA 24095
Phone (540)-890-2174   Email: smele@bedford.k12.va.us

Dissertation Study Title: The Supervision of Paraprofessionals in Elementary School
                             Classrooms

Overview of the Study: The purpose of this study is to examine and explain the quality of
                          teacher supervision of paraprofessionals. The methodology used in
                          the study is qualitative. Participants are six administrators, six
                          teachers in grades K-5, and six paraprofessionals from six elementary
                          schools in districts located in southwestern Virginia.
                          Information collected in this study may be useful to (a) influence how
                          districts align professional development trainings for teachers who
                          supervise paraprofessionals, (b) influence teacher knowledge of
                          supervisory practices regarding supervision of paraprofessionals, (c)
                          influence current supervisory practices of teachers who supervise
                          paraprofessionals, (d) influence what administrators do to hold
                          teachers who supervise paraprofessionals accountable for adequate
                          supervision, and (e) develop an understanding of personal and
                          situational variables that may influence the quality of teacher
                          supervision of paraprofessionals for teachers, administrators, and
                          district level personnel.

Additional Information: Participation by staff will be completely voluntary and confidential.
                           No identifying information for any participant, school, or division
                           will be mentioned within the report of the study. Participants will be
                           fully apprised of the study and the risks and benefits of participation
                           before proceeding. Upon completion of the study, any identifying
                           information or data collected for the study will be destroyed after the
                           successful defense of the dissertation.

Appendix C

Letter to Superintendents Who Agree to Allow the Researcher Access to the Division

Date

John Doe, Superintendent
Anywhere County Public Schools
1234 Maple Street
Anytown, VA 24000

Dear Superintendent Doe,

Thank you for allowing me to conduct part of my dissertation research in____
County. I will contact the human resources director for introductory purposes and to establish a
protocol for obtaining the necessary list of staff matching the operational criteria as per our
telephone discussion on _____. Again, please accept my sincere appreciation for your
willingness to support this work through Virginia Tech.

Most sincerely,

Susan C. Mele
Principal
Doctoral Candidate
Virginia Tech
smele@bedford.k12.va.us
(540) 890-2174

Appendix D

Form for Human Resources Directors Listing Possible Study Participants

Please complete the following form. Once completed, you may return it via email.

Selection criteria for potential participants.

- Principals. The following criteria are required for principals to be considered as a
  potential participant in the study.

    1. One year of experience in their current position.

    2. Must currently supervise at least one teacher who supervises a
       paraprofessional.

- Assistant Principals. The following criteria are required for assistant principals to be
  considered as a potential participant in the study.

    1. One year of experience in their current position.

    2. Must currently supervise at least one teacher who supervises a
       paraprofessional.

Name of possible participant	Current position	School and phone number of school	Email address

Appendix E

Phone Call Script for Principal or Assistant Principal Participation in Qualitative Study

Hello, my name is Susan Mele and I am doctoral candidate in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University working under the direction of David Parks. The topic of my dissertation study focuses on examining and explaining the quality of teacher supervision of paraprofessionals by teachers. I am seeking individuals who would be willing to participate in this research.

I have contacted Dr. _____ (superintendent) who has given me permission to conduct this research with administrators, teachers, and paraprofessionals who are currently employed with _____ County.

Your name has been submitted to me by Mr. _____, Director of Human Resources because you have one year of administrative experience at the elementary level. Your participation in this study would involve two things (a) an hour-long interview at a time and place convenient to you, and (b) the identification of teacher/paraprofessional pairs in your school that you believe may be interested in being contacted as potential tentative participants in this study. Participation by teachers and paraprofessionals is completely voluntary and the identity of those contacted as possible tentative participants will remain absolutely confidential. Teachers and paraprofessionals should feel free to decline to participate with no penalty to them. Schools and participants will not be identified in the report of the study, and all information provided to me including the identification of individuals will be held in strict confidence.

Your participation will be greatly appreciated. Would you be willing to be a participant in this study? (If individual declines, proceed with the following.) Thank you so much for your time and consideration of this study.

(If individual agrees, proceed with the following.) Would you be willing to set a date and time for the interview today? I will email you a brief explanation of the study today along with a confirmation of the date and time of the interview. Should you have any questions or require further information, please do not hesitate to contact me via the telephone number or email address listed in the email. I look forward to meeting with you on _____. Thank you. I very much appreciate your willingness to participate in this study.

Appendix F

Thank You and Confirmation Email to Study Participants

Date

Dear

Thank you so much for agreeing to participate in this study. This email is to confirm our interview on _____ at _____ (a.m. or p.m.) at_____ (location). I look forward to meeting with you at that time. Attached to this email is a brief explanation of the study. If you have any questions or would like to speak with me prior to our interview, please feel free to contact me at the phone number or email address listed below.

Very truly yours,

Susan C. Mele
Principal
Graduate Candidate
Virginia Tech
smele@bedford.k12.va.us
(540) 890-2174

Appendix G

Phone Call Script for Teacher Participation in Qualitative Study

Hello, my name is Susan Mele and I am doctoral candidate in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University working under the direction of David Parks. The topic of my dissertation study focuses on examining and explaining the quality of teacher supervision of paraprofessionals and I am seeking individuals who would be willing to participate in this research.

I have contacted Dr. ____ (superintendent) who has given me permission to conduct this research with administrators, teachers, and paraprofessionals who are currently employed with _____ County. I have also contacted your principal, ____ who is aware of this research.

Your name has been submitted to me by _____, (principal) because you have at least two years of teaching experience at the elementary level and you work with a paraprofessional. Your participation in this study would involve an hour-long interview at a time and place convenient to you and your participation is completely voluntary. Schools and participants will not be identified in the report of the study. All information provided will be held in strict confidence.

Your participation will be greatly appreciated. As of today, I have several other aspects of the study to complete before I can be more definite about exactly who will participate in the study. The identity of all individuals contacted as possible tentative participants will remain absolutely confidential. I believe that I will be able to complete the final arrangements within the next day or two at which time I will contact you to let you know if you have been selected as a participant for this study. At this time, would you be willing to be a tentative participant in this study? (If individual declines, proceed with the following.) Thank you so much for your time and consideration of this study.

(If individual agrees, proceed with the following.) I truly appreciate your willingness to be listed as a tentative participant in this study. I will email you a brief explanation of the study today and call you within one week to let you know whether or not you have been selected as a participant. At that time, I would like to set the date and time of the interview. Should you have any questions or require further information, please do not hesitate to contact me via the telephone number or email address listed in the email. I look forward to speaking with you soon.

Thank you. I very much appreciate your willingness to be listed as a tentative participant in this study.

Appendix H

Phone Call Script for Paraprofessional Participation in Qualitative Study

Hello, my name is Susan Mele and I am doctoral candidate in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University working under the direction of David Parks. The topic of my dissertation study focuses on examining and explaining the quality of teacher supervision of paraprofessionals and I am seeking individuals who would be willing to participate in this research.

I have contacted Dr. _____ (superintendent) who has given me permission to conduct this research with administrators, teachers, and paraprofessionals who are currently employed with _____ County. I have also contacted your principal, _____ who is aware of this research.

Your name has been submitted to me by _____, (principal) because you have at least one year of experience as a paraprofessional at the elementary level. Your participation in this study would involve an hour-long interview at a time and place convenient to you and your participation is completely voluntary. Schools and participants will not be identified in the report of the study. All information provided will be held in strict confidence.

Your participation will be greatly appreciated. As of today, I have several other aspects of the study to complete before I can be more definite about exactly who will participate in the study. The identity of all individuals contacted as possible tentative participants will remain absolutely confidential. I believe that I will be able to complete the final arrangements within the next day or two at which time I will contact you to let you know if you have been selected as a participant for this study. At this time, would you be willing to be a tentative participant in this study? (If individual declines, proceed with the following.) Thank you so much for your time and consideration of this study.

(If individual agrees, proceed with the following.) I truly appreciate your willingness to be listed as a tentative participant in this study. I will email you a brief explanation of the study today and call you within one week to let you know whether or not you have been selected as a participant. At that time, I would like to set the date and time of the interview. Should you have any questions or require further information, please do not hesitate to contact me via the telephone number or email address listed in the email. I look forward to speaking with you soon.

Thank you. I very much appreciate your willingness to be listed as a tentative participant in this study.

Appendix I

Content Validation Instrument for Interview Protocol

This is a content validation instrument. The purpose of this instrument is to improve

questions that will be used on an interview protocol for principals, assistant principals,

teachers, and paraprofessionals.

Directions: Before you begin, please print the <u>second and third</u> page of this document

entitled *Definitions of Domains*. You will need to refer back to this page as you work

through the task. Please do the following:

Select the domain you believe best represents each question using the table on the second and

third page of this document. Once you have selected the domain you believe best represents

the question, place that number in the first column to the right of the question labeled

"Domain.".

Rate each item for its clarity by placing a 1, 2, or 3 in the second column to the right of the

question indicating your opinion of the clarity of the item.

1. Unclear, delete the item

2. Somewhat clear, but reword as suggested

3. Clear, leave as is

If you believe that an item requires rewording, place your recommendation in the column

labeled "Recommended rewording."

Definitions of Domains

Number assigned to the domain	Domain name	Definition of the domain
1	Pre-service training domain	Required courses, seminars, educational classes, or training provided to students in college level teacher preparation programs related to developing or strengthening their knowledge, skills, or attitudes of teachers regarding supervisory practices or the supervision of paraprofessionals before undertaking any teaching position.
2	In-service training domain	Professional development opportunities at the building, district, state, or national level related to developing, changing or strengthening knowledge, skills, and attitudes of teachers with respect to supervisory practices or the supervision of paraprofessionals.
3	Role expectations domain	Specific supervisory practices, behaviors, or activities of teachers who are responsible for the supervision of one or more paraprofessionals (e.g., scheduling meeting times, modeling of instructional practices, provision of written plans, monitoring of instruction, clarifying roles, delegating tasks, providing feedback, and assessing student achievement.)
4	Accountability of teachers domain	Holding teachers who supervise paraprofessionals accountable for (a) understanding their roles as a supervisor of paraprofessionals, (b) what constitutes good supervisory practices, and (c) decisions and actions regarding supervision of paraprofessionals.
5	Time domain	A designated measureable period during which teachers engage in supervisory practices with paraprofessionals.
6	Other personal or	Personal or situational variables

	situational variables domain	which may have an influence on the quality of supervision of paraprofessionals by teachers.
7	Supervisory practices domain	An on-going, pro-active process that encompasses communication, planning, scheduling, instructional support and modeling, training, task delegation, assessment of student outcomes, and feedback.

Content Validation Instrument for Principals and Assistant Principals

Item	Domain	Clarity	Recommended rewording
Q1. When you have observed teachers and paraprofessionals working together, what have they been doing?			
Q2. Describe a meeting that you have observed between a teacher and a paraprofessional.			
Q3. Is there anything else that you have observed teachers doing to supervise paraprofessionals?			
P1. What instructional strategies have you observed teachers modeling for paraprofessionals?			
P2. If you have not observed teachers modeling instructional strategies for paraprofessionals, why do you think teachers are not modeling instructional strategies for paraprofessionals?			
P3. What have you observed teachers doing to monitor the work of paraprofessionals as they provide instruction to students?			

P4. If you have not observed teachers monitoring the performance of paraprofessionals as they provide instruction to students, why do you think they are not monitoring the instruction provided by paraprofessionals?			
P5. Have you observed teachers clarifying the roles of paraprofessionals and if so, what did you observe teachers doing to clarify role expectations for paraprofessionals?			
P6. How are paraprofessionals made aware of their role expectations?			
P7. What kind of feedback have you observed teachers providing to paraprofessionals about their instruction?			
P8. When you have observed teachers and paraprofessionals working together, how are tasks delegated to the paraprofessional?			
Q4. What pre-service training on supervision of paraprofessionals was provided to teachers who supervise paraprofessionals before they were assigned a paraprofessional?			

P9. Do you think that teachers should receive pre-service training on supervision of paraprofessionals as part of their teacher preparation programs and if so, what training do you believe would be beneficial to them?			
Q5. In this division, what in-service training is provided to teachers on supervision of paraprofessionals?			
P10. If teachers do not receive any training, explain why you think no training has been provided to teachers regarding the supervision of paraprofessionals?			
Q6. When teachers are assigned a paraprofessional, how do you familiarize teachers with your expectations and their role regarding supervision of paraprofessionals?			
P11. What tasks do you consider to be part of a teacher's role as a supervisor of paraprofessionals?			
Q7. What are your expectations for a teacher who supervises a paraprofessional?			

Q8. Tell me what you know about the document entitled *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education in 2005. (Give a copy and refer to page 18.)			
P12. Do you think having access to this guide or a set of guidelines would help teachers provide better supervision to paraprofessionals and if so, why?			
Q9. How are teachers held accountable for the supervision they provide to paraprofessionals?			
P13. Explain how you think teachers should be held accountable for the supervision they provide to paraprofessionals.			
Q10. How are teachers evaluated on their supervision of paraprofessionals?			
P14. Explain how you monitor the supervision a teacher provides to a paraprofessional.			
Q11. Do teachers and paraprofessionals have a common planning time and if so, how often does it occur?			

P15. Is this common planning time built into the master schedule?			
Q12. If there is no common planning time built into the master schedule, how do teachers and paraprofessionals find the time to meet as an educational team?			
Q13. What have you observed that affects the quality of supervision of paraprofessionals by teachers?			
P16. What else have you observed that may influence how teachers and paraprofessionals work together?			
Q14. What have you observed that may be a barrier to adequate supervision of paraprofessionals by teachers?			
P17. What have you observed that promoted adequate supervision of paraprofessionals by teachers?			
Q15. Is there anything about supervision of paraprofessionals that I have not asked but that you would like to add to our discussion?			

P18. What in-service training do you believe would be beneficial to teachers who supervise paraprofessionals?			
P19. What strategies or factors do you think could facilitate effective supervision of paraprofessionals by teachers?			
Q16. Would you like to add any comments or thoughts to our discussion?			

Note. The word "division" has been substituted in the interview protocol because all participants will be from schools in southwestern Virginia. School systems in southwestern Virginia are referenced as "divisions".

Appendix K

Content Validation Instrument for Teachers

Item	Clarity	Domain	Recommended rewording
Q1. When you supervise a paraprofessional, describe what you do to supervise your paraprofessional?			
Q2. Do you and your paraprofessional(s) engage in planning together, and if so, what do you do during your planning time?			
Q3. Have you modeled instructional strategies for your paraprofessional(s), and if so, what are some of the strategies you have modeled for your paraprofessional(s)?			
P1. If you have not been able to model instructional strategies to your paraprofessional(s), explain why you have not been able to do this?			
Q4. Have you observed your paraprofessional(s) as they provided instruction to students, and if so what kind of feedback did you provide?			
P2. If you have not observed your paraprofessional(s) as they provided instruction to students, explain why you have not been able to observe your paraprofessional(s).			

Q5. How do you clarify role expectations for your paraprofessional(s)?			
Q6. Describe how you delegate tasks to your paraprofessional(s).			
Q7. Is there anything else that you do to supervise your paraprofessional(s)?			
Q8. What pre-service training was provided to you prior to having a paraprofessional you were required to supervise?			
P3. If you did not receive pre-service training, why do you think no training was provided to you?			
Q9. Did you receive any training on supervising paraprofessionals in your teacher preparation program, and if so, describe the training you received?			
P4. What pre-service training do you believe would have been beneficial to you?			

Q10. In this division, what in-service training has been provided to you regarding supervision of paraprofessionals since being required to supervise a paraprofessional?			
P5. If you did not receive any training, explain why you think no training has been provided to you regarding the supervision of paraprofessionals?			
Q11. Do you believe that you require more in-service training to supervise adequately your paraprofessional, and if so, what training do you require?			
Q12. What tasks do you consider to be part of your role as a supervisor of paraprofessionals?			
Q13. Tell me what you know about the document entitled *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education in 2005. (Give a copy and refer to page 18.)			
P6. Do you think having access to this guide or a set of guidelines would help you provide better supervision to paraprofessionals and if so, why?			

Q14. Are you held accountable for the supervision you provide to paraprofessionals and if so, explain how you are held accountable?			
P7. Explain how you think you should be held accountable for the supervision you provide to paraprofessionals.			
Q15. What are your administrator's expectations for you regarding the supervision of paraprofessionals assigned to you?			
P8. How were you informed about the supervision you are expected to provide to your paraprofessional(s)?			
Q16. When you are evaluated, please explain how you are evaluated regarding the supervision you provide to the paraprofessional(s) assigned to you?			
P9. Explain how your administrator monitors the supervision you provide to the paraprofessional(s) assigned to you.			
Q17. Do you and your paraprofessional have a common planning time, and if so, how often does it occur?			

P10. Is the common planning time built into the master schedule?			
P11. If there is no common planning time built into the master schedule, how do you and your paraprofessional(s) find the time to meet as an educational team?			
Q18. What else do you think may influence the supervision you provide to your paraprofessional(s)?			
Q19. What strategies or factors do you think could facilitate your effective supervision of paraprofessional(s)?			
Q20. Is there anything else that you think may be a barrier to the supervision you are able to provide to paraprofessionals?			
Q21. What do you think administrators can do to help you with the supervision of paraprofessionals?			
Q22. Is there anything about supervision of paraprofessionals that I have not asked but that you would like to add to our discussion?			

Q23. Would you like to add any comments or thoughts to our discussion?			

Note. The word "division" has been substituted in the interview protocol because all participants will be from schools in southwestern Virginia. School systems in southwestern Virginia are referenced as "divisions."

Content Validation Instrument for Paraprofessionals

Item	Clarity	Domain	Recommended rewording
Q1. Think about the teachers who supervise your work. Describe some of the things they do to supervise you?			
Q2. Do you and your supervising teacher engage in planning together, and if so, what do you do during your planning time?			
Q3. Has your supervising teacher modeled instructional strategies for you and if so, what strategies have been modeled for you?			
Q4. Have you been observed by your supervising teacher as you provided instruction to students and if so, what feedback was provided to you?			
P1. If you have not been observed by your supervising teacher as you provided instruction to students, explain why you were not observed by your supervising teacher?			
Q5. Describe the kind of feedback you received from your supervising teacher.			

Item	Clarity	Domain	Recommended rewording
Q6. Has your supervising teacher explained your role as a paraprofessional and if so, describe their expectations regarding your work?			
P2. If no one has explained expectations to you, how do you know what to do?			
Q7. Describe how your supervising teacher delegates tasks to you.			
Q8. Is there anything else your supervising teacher does to supervise you?			
Q9. What training did you and your supervising teacher receive before coming together as an educational team?			
P3. What in-service training would have been beneficial to you and your supervising teacher?			

Item	Clarity	Domain	Recommended rewording
Q10. What training have you and your supervising teacher received since coming together as an educational team?			
Q11. What training has your supervising teacher received?			
Q12. Has anyone explained your role as a paraprofessional, and if so, describe their expectations for your work.			
Q13. Tell me what you know about the document entitled *The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership* published by the Virginia Department of Education in 2005.			
P4. Would having access to this guide or a set of guidelines help you better understand your role as a paraprofessional, and if so, why?			
Q14. Do you and your supervising teacher have a common planning time and if so, how often does it occur?			

Item	Clarity	Domain	Recommended rewording
P5. Is this common planning time built into your schedule?			
P6. If there is no common planning time built into the master schedule, how do you find the time to meet as an educational team?			
Q15. What do you think would help a teacher provide better supervision to paraprofessionals?			
P7. What are some barriers to supervision that you and your supervising teacher encounter that may influence the supervision they provide to you?			
Q16. Is there anything about supervision of paraprofessionals that I have not asked but that you would like to add to our discussion?			
Q17. Would you like to add any comments or thoughts to our discussion?			

Note. The word "division" has been substituted in the interview protocol because all participants will be from schools in southwestern Virginia. School systems in southwestern Virginia are referenced as "divisions."

Appendix M

Cover Letter for Participants – Content Validity Check

Date
Mary Doe
_____Elementary School
Anytown, VA 24095

Dear _____,

Thank you for agreeing to participate in the validation of the instrument I will be using as part of my dissertation work as discussed during our phone call on _____. Once again, I am doctoral candidate in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University working under the direction of David Parks. I am also the principal at Stewartsville Elementary School.

The topic of my dissertation study focuses on examining and explaining the quality of teacher supervision of paraprofessionals. Your participation will require no more than an hour and all communication regarding the content validation may be completed via email for your convenience.

Your participation in this part of my research is completely voluntary. Your thoughts will be important in helping me develop a set of questions that will deepen my understanding of how teachers supervise and guide the work of paraprofessionals. If you choose not to participate or to withdraw from this study at any time, there will be no penalty to you. While I am not able to identify every potential risk to you which may be possible as a result of your participation in this study, I do not foresee any potential risks as a result of your participation. Your responses to the content validation will be absolutely confidential. I will not identify the names of participants, schools, or divisions of those who choose to participate.

Attached to this email are the directions for completing the content validation. Please follow the directions as they are written and return this to me as soon as you are able to do so. If you have any questions or would like to speak with me regarding the completion of this content validation check, please feel free to contact me. Again, I sincerely appreciate your willingness to be a part of this process.

Sincerely,

Susan C. Mele
Principal
Graduate Candidate
Virginia Tech
smele@bedford.k12.va.us
(540) 890-2174

David Parks, Professor Emeritus
Virginia Tech
parks@vt.edu
(540) 231-9709

Appendix N

Interview Protocol Script for Principal, Assistant Principal, Teacher, and Paraprofessional Study Participants

Thank you for agreeing to be a participant in this study. The title of my study is The Supervision of Paraprofessionals in Elementary School Classrooms. I would like to explain the purpose of this study before we begin.

The purpose of my work is to study how teachers and paraprofessionals work together in classrooms. I will gather information from six principals or assistant principals, six teachers, and six paraprofessionals from three or more school divisions in southwestern Virginia in the form of interviews and then analyze the interview responses for common themes, similarities, differences, or patterns

Your participation in the study will require two things (a) an hour long interview with me, and (b) a review of the interview transcription. The time it takes for an individual to review the transcript of an interview varies; however, it should not take more than about an hour to review the interview once it has been transcribed. Our interview will be recorded using two digital devices. The interview instruments I will be using were developed by me and tested with another group of individuals.

No mention of you, your school, or your school division will be used in the report of the study. Any of your identifying information, such as your name, gender, and school affiliation will be though a previously established code. All codes for the research are only available to my advisor and me. When not being used, the codes will be kept in a locked file in my home.

Once our interview is completed, it will be transcribed verbatim as soon as possible. A copy of the transcription will be emailed to you for your review. When you review the transcript, you are free to make any changes in the transcription you believe are necessary. No

one will have access to our interview data, your identifying information, or the transcripts from your interview except my advisor and me. All data documents from our interview will be stored in my home in a locked file. All digital recordings of our interview will be stored in a locked file in my home and destroyed after the successful completion of the dissertation defense.

You will not be compensated for your participation in the study and I make no promise or guarantee of benefits in order to encourage you to participate. The risk to you as a participant in the study is minimal. There could be some risk that you could be identified through the content of your response, but this risk to you is minimal. There are no mental, social, financial, physical, or legal risks to you that I am able to identify. The benefit of your participation in this study is that your participation, combined with that of the other participants, will help me gain a deeper understanding of how teachers and paraprofessionals work together to provide educational and related services to students.

At any time, you are free to withdraw from this study with no penalty to you. You are free not to answer any questions without penalty.

Do you have any questions? _____Yes _____No

Are you willing to become a participant in this study? _____Yes _____No

I greatly appreciate your willingness to participate in this study.

May I digitally record our interview? _____Yes _____No

Do you have any questions before we begin? _____Yes _____No