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Impact of No Child Left Behind Act Mandates on the Roles of Paraprofessionals

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THE IMPACT OF NO CHILD LEFT BEHIND ACT MANDATES
ON THE ROLES OF PARAPROFESSIONALS

by

KATHERINE COYNE

(Under the Direction of Linda M. Arthur)

ABSTRACT

As more and more paraprofessionals are hired in order to maintain or achieve the required educational benchmarks, the need for researchers to explore the field of paraprofessionals has greatly increased. The No Child Left Behind (NCLB) mandates have brought about increased requirements and certification for all paraprofessionals. Although these mandates have undergone extensive study, very little research has been conducted on how paraprofessionals feel this legislation has impacted them.

The use of paraprofessionals in classrooms has grown substantially in recent years. Paraprofessionals assume a variety of roles, both in classrooms and in schools, as well as in special education and regular education.

The procedures for this study included the use of a survey that was sent through interoffice mail to all certified paraprofessionals in the school system. Surveys were collected and analyzed using SPSS to create percentage and frequency tables, and chi-square tests were performed to discover if there was significance between the proportions of responses.

This information thus supports the conclusion that the requirements of NCLB mandates have not had any major impacts on the roles of paraprofessionals in the selected school system. Similarly, paraprofessionals have not seen changes in their duties and

responsibilities, training, professional development, supervision/evaluation, support, and/or respect from the education community since these laws were enacted. Thus the answer to our overarching question is that the NCLB requirements did not impact the prevailing role of the paraprofessional. This research points to a lack of significant change in the role of the paraprofessionals studied as a result of NCLB.

INDEX WORDS: Paraprofessional, No Child Left Behind, Duties and Responsibilities

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A Dissertation Submitted to the Graduate Faculty
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DOCTOR OF EDUCATION

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DEDICATION

In dedication to my wonderful husband and daughters, who have supported me through all the insanity. I also dedicate this document to my parents who always valued education. As children it was never whether we were going to college but where we were going to college. Lastly I dedicate this dissertation to my brother-in-law who once told me I was a member of the ignorant masses and for that I love you, Erik; but you are the only one who always has to call me Dr. Katie!

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I am very thankful to my dissertation committee who has helped me to complete this document, to my friends Ernestine, Vickie, and Mistye who kept me motivated, and also to my family who supported me. Thank you also to the members of the participating county and my expert review panel.

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*CHAPTER 1**INTRODUCTION*

The role of paraprofessional (also called teacher's aide, paraeducator, and classroom assistant) was developed over 50 years ago in response to the teacher shortages that occurred after World War II during the Baby Boomer era (Ashbaker & Morgan, 2001). Throughout the years that followed, not only did the number of paraprofessionals increase, but their job duties and assignments became more critical. The job of the paraprofessional gradually shifted from clerical duties to instruction (Ashbaker & Morgan). As accountability and educational policy became increasingly recognized by the public, the federal government realized the need to regulate the paraeducator profession (Ashbaker & Morgan).

The 1960s and 1970s brought increased federal funding for students with educational or economical disadvantages through the implementation of programs such as Title I and Head Start (Pickett, Likins, & Wallace, 2003). Both Title I and Head Start budgets included funding for employing and training paraprofessionals. With the 1970s also came PL 94-142, the Education for All Handicapped Children Act, now called the Individuals with Disabilities Education Act (IDEA). This act mandated that paraprofessionals follow through on individual education plans in the least restrictive environment for students with disabilities; however, this federally-funded program for helping paraprofessionals obtain teaching certificates was not successful and was dropped in the 1980s (Pickett et al.). In 1997, IDEA was reauthorized and required states to recognize the need to train paraprofessionals who work with students with disabilities (Pickett et al.).

The influence of the federal government on education increased greatly with the passing of the No Child Left Behind Act (NCLB) in 2002. This act built upon the 1994 Improving America's Schools Act and had far-reaching effects, as it proposed legislation not just for Title I schools but for any school that received federal funding. This policy mandated new qualifications for Title I paraprofessionals intended to “upgrade the qualifications for Title I paraprofessionals who assist teachers with instruction” and “give assurance that Title I students who need the most help are taught by highly qualified teachers and paraprofessionals” (Public Education Network [PEN], 2003, p. 4).

NCLB legislation defined the term *paraprofessional* and assigned specific responsibilities to this role. The legislation also required very explicit certification procedures. Paraprofessionals must earn an associate's degree, complete 2 years of post-high school study, or pass a local or state assessment that demonstrates appropriate content knowledge. Paraprofessionals hired after 2002 must meet one of these criteria at the time of hiring, while those hired before 2002 had until January of 2006 to complete these requirements (PEN, 2003).

Many states are having difficulty fulfilling this federal requirement for a variety of reasons (Rentner, Chudowsky, Fagan, Gayler, Hamilton, & Kober, 2003). A number of schools are faced with shortages of paraprofessionals because of the lack of qualified applicants. Other schools must deal with the costs of certifying their paraprofessionals, as these low-salary employees are often unable to fund certification on their own (Rentner et al.). In other districts, paraprofessionals have been unable to pass the local or state certification tests and require tutoring to obtain certification if the school system wishes

to continue their employment. Lastly, some states are dealing with demands for higher pay for higher certification from paraprofessional unions (Rentner et al.).

Small and rural districts are under the most pressure to meet the requirements of NCLB. The problems listed above are compounded by the fact that in rural locations there is a smaller applicant pool as well as less accessibility to institutions of higher education. Although distance learning has increased significantly in the past decade, it is still not an option for some poorer districts and employees. A concern shared by educators and policy makers is that this difficulty will lead to an overemphasis on state- and locally-developed paraprofessional certification assessments and could even water down the rigor of the assessment in order to attain needed employees (National Association of State Boards of Education & American Association of School Board Administrators, 2002).

School districts are concerned about losing current staff members who are unable to comply with NCLB mandates, as well as deterring some of the traditional applicants for paraprofessional positions (Urban Institute, 2006). As the Urban Institute report noted, “At the time the law was passed, an average of 40 percent of aides met NCLB requirements” (p. 1). The same report stated that more paraprofessionals in urban districts are in compliance with NCLB mandates and predicted that 90–95% of paraprofessionals would meet the NCLB requirements by the 2006 deadline.

Barton (2003) found that small, rural, and isolated school districts listed paraprofessional certification as the third key challenge they were facing from NCLB mandates. Limited certified applicants and low wages are two challenges that small, rural, and isolated school districts have to overcome in order to be in compliance. These

districts are also experiencing increased numbers of paraprofessionals applying for early retirement in order to avoid certification requirements (Barton). For example, districts in Alaska have been especially affected, as some Alaskan schools are very small and require paraprofessionals recruited from other areas to fill in their cultural and language gaps in order to meet the needs of American Indian children (Barton). Barton suggests that these small, rural, and isolated districts work with their state's department of education to develop a more cost effective paraprofessional assessment for their state to certify paraprofessionals (Barton).

The first year of implementation of NCLB was especially difficult for the state of Georgia due to a conflict between Governor Barnes and School Superintendent Schrenko (Kim, 2003). This political conflict caused a fragmentation in educational policy and programs. Kim noted that "Barnes' major education bill, HB 1187, removed a number of administrative powers from the State Department of Education, including control over accountability policies, teacher certification, and data analysis" (p. 21). This bill gave partial educational control to 10 different state educational agencies, making Georgia's June 2002 Consolidated Application a huge effort for all involved (Kim). With the election of a new governor, Sonny Perdue, and a new state superintendent, Kathy Cox, a spirit of collaboration was restored among the educational agencies (Kim).

The first job of these new politicians was dismantling educational bureaucracy and implementing NCLB (Kim, 2003). Legislation referred to as STARS (Students + Teachers + Accountability + Respect = Success) was passed to return accountability and student data to the Georgia Department of Education. New Board of Education members were appointed, and both the governor and the state school superintendent planned for a

new beginning in education in Georgia (Kim). This political upheaval notwithstanding, Georgia must still abide by the same timeline for full implementation of NCLB.

Georgia did offer an incentive program for paraprofessionals to attain teaching credentials during the 2001–2002 and 2002–2003 school years (Smith, 2003): “Georgia’s PROMISE II Teacher Scholarship program provided one year of academic support to paraprofessionals” (p. 4). This program is no longer offered in Georgia.

NCLB of 2001 also provided guidelines for the job description of paraprofessionals. Paraprofessionals

are expected to provide one-on-one tutoring, assist with classroom management, provide instructional assistance in a computer laboratory, conduct parental involvement activities, provide support in the library or media center, act as a translator, or provide instructional support services under the direct supervision of a teacher. (Trautman, 2004, p. 132)

Legislation also provided specific requirements of the supervising teacher. “Direct supervision occurs when the teacher prepares the lessons and instructional support activities that are carried out by the paraprofessional” (Trautman, p. 132). Trautman also noted that NCLB mandates that these supervising teachers work in close proximity to the paraprofessional and should evaluate the students with whom the paraprofessional is working.

Statement of the Problem

Both policy and literature have noted major changes in the roles and certification requirements of paraprofessionals. NCLB mandated that all paraprofessionals teaching in Title I settings or in schools receiving federal funding must be highly qualified by

January 2006. Being “highly qualified” for a paraprofessional involves having 2 years of post-high school education, completing an associate’s degree, or passing a state or local assessment proving competency.

School systems have trouble meeting these requirements for a variety of reasons, including both a lack of qualified applicants and a lack of accessibility to the education needed by paraeducators. Rural districts have even more difficulty, since their applicant pool may be considerably smaller than that of urban areas. School systems also must face the possibility of paraprofessionals requesting higher salaries because they are required to have more skills.

The value of paraprofessionals in the school setting has been well documented in the literature. Their use in tutoring, working with small groups, reinforcing skill work, and helping to manage the classroom environment has been cited and commended. However, though the literature notes the impact that these new requirements will have on administrations, school systems, and even teachers, there has been little research examining the new NCLB paraprofessional requirements through the eyes of practicing paraprofessionals. For this reason, the researcher explored the impact of the requirements set by NCLB on the roles of paraprofessionals in Georgia.

Research Questions

The overarching question is this: To what extent do NCLB requirements impact the current role of the paraprofessional?

Subquestions include the following:

- 1) To what extent have paraprofessional duties and responsibilities changed since the NCLB mandates?

- 2) To what extent has training and/or professional development changed for paraprofessionals as a result of NCLB mandates?
- 3) To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates?
- 4) To what extent has support and respect for paraprofessionals been affected by NCLB mandates?

Significance of the Study

This could be significant to the educational profession because educational leaders would become aware of the impact of increased requirements on the paraprofessional's role, especially with the recently required increases in paraprofessional employment. Paraprofessionals constitute a large percentage of school employees, especially at the elementary school level. This study will also add to the body of literature on the roles of paraprofessionals in the classroom.

NCLB paraprofessional requirements will affect the education profession in several other ways. There is a chance that new certification requirements will cause a shortage in the applicant pool of paraprofessionals, especially in rural areas. These new NCLB requirements could also cause budget issues, with paraprofessionals demanding increased compensation for increased certification.

School districts will have to document the qualifications of the paraprofessionals employed in their systems. They will need to plan how to attract, support, and retain certified and competent paraprofessional staff. Local school administration will have to verify each paraprofessional's continual certification and implement local policies to ensure proper certification and completion of competency requirements. Teachers will

need to know the impact of the NCLB mandates on the roles of the paraprofessionals whom they supervise in order to supervise them more effectively.

This study could be significant to policy makers because it considers the effects that policy has on the lives of the people it addresses. Policy makers will have the available data showing the effects that NCLB mandates have had on selected paraprofessionals.

This study will be significant to participants, as well. It will offer them the opportunity to voice their perceptions of the impact that NCLB requirements have had on their own job responsibilities and on others in the same profession.

This study could be significant to other researchers attempting to measure the effects of NCLB on the roles of paraprofessionals in their areas. The survey and data could offer these researchers a baseline from which to implement a new study.

This study is significant to the researcher because the researcher's current occupation is working as an assistant principal at a primary school where approximately one fourth of the staff is paraprofessionals. The researcher works to verify continuous certification of these employees and helps with hiring new paraprofessionals. The researcher also has young children in school whose education will be affected by the paraprofessionals with whom they come in contact.

Limitations/Delimitations

The delimitations of this study include the limited geographic boundaries in which the study took place. Because it was not feasible to contact all paraprofessionals in the state of Georgia, respondents were chosen from one rural Georgia school district. Thus, all conclusions may not be relevant to all school populations in Georgia, and the

generalizations are limited. Because the researcher supervises paraprofessionals, she was careful to reflect upon her potential biases in the study.

Procedures

The researcher surveyed a paraprofessional population using a quantitative survey approach. The survey sample included paraprofessionals in a northeast Georgia county, which will be called Coyne County for the sake of anonymity. A single district was chosen in order to limit the sample population, which allowed the researcher to study results in a more in-depth manner than a larger population would have permitted. The unit of analysis is the paraprofessional whose roles are being studied; however, the results may be of interest to all educators who work with or supervise paraprofessionals.

The sample was a purposive sample and was also of particular interest to the researcher, since it included the population with which the researcher works. In terms of the sampling technique, the survey was distributed to the entire paraprofessional population of this district in an effort to receive as many responses as possible. County records revealed sixty total certificated paraprofessionals.

The instrument was a researcher-developed survey that enabled the researcher to answer the research question. The surveyed population included any employee who has become a certified paraprofessional.

The roles of paraprofessionals are the dependent variable. These roles are categorical and include whether or not the paraprofessional was affected by these new regulations. Areas of particular interest are duties and responsibilities, training and/or professional development, supervision/evaluation, and support and respect from the education community. NCLB requirements are the independent variable. These mandates

are categorical and include whether or not this new certification has changed the aforementioned roles. Data analysis included the use of descriptive statistics in order to compare results from different respondents across the surveys and to test the frequency of occurrences.

Summary

Both the definition and the requirements of being a paraprofessional have changed substantially over the years. The biggest changes have come with the passage of NCLB legislation. This legislation set specific requirements for paraprofessional certification and mandated that school systems comply with strict guidelines for paraprofessional roles.

Paraprofessionals have been the subject of many research studies. However, there is little research available on the effect that NCLB mandates have had on the role of the paraprofessional. The researcher hopes to help fill this gap in the literature with the current study.

*CHAPTER 2**REVIEW OF RESEARCH AND RELATED LITERATURE*

Background

The number of paraprofessionals in the field of education continues to increase. In 2001, a study funded by the U.S. Office of Special Education Programs estimated that there were 250,000 paraprofessionals working in the education field. Gerlach noted in 2006 that the number had jumped to 950,000. A recent U.S. Department of Labor study (2004) reported a record 1.3 million working paraprofessionals; however, this number included paraprofessionals employed in public libraries. With this population explosion, there is a clear need for establishing definitions, roles, and requirements for these positions.

The teacher shortages during World War II prompted the need for paraprofessionals (Ashbaker & Morgan, 2001). Title I and Head Start increased federal funding and training for these positions in the 1960s and 1970s (Pickett et al., 2003). PL 94-142, passed in the 1970s, allowed the use of paraprofessionals to fulfill individualized education program (IEP) requirements. When IDEA was reauthorized in 1997, the language focused on training these paraprofessionals in the areas of special needs students (Pickett et al.).

The passage of NCLB in 2002 was the next significant piece of legislation that emphasized the roles, requirements, and definition of paraprofessionals. This legislation mandated that paraprofessionals complete 2 years of post-high school study, acquire an associate's degree, or pass a test to demonstrate appropriate content knowledge (PEN, 2003). Even with such strong legislation defining the paraprofessional's role, the

literature remains unclear on exactly how this legislation has impacted the role of the paraprofessional in the field of education.

Definition (Job Description)

As early as 1994, Pickett defined *paraprofessionals* as employees who “participate in all phases of the instructional process and provide other direct services to students and their parents” (p. 5). In 1998, the American Federation of Teachers expanded on this definition by stating that a paraprofessional is a

school employee whose position is either 1) instructional in nature or 2) who provides direct or indirect services to students and/or their parents. . . . [He or she] works as a member of a team in the classroom where the teacher has the ultimate responsibility for the design and implementation of the classroom education programs, the education programs of individual students and for evaluation of those programs and student progress. (p. 7)

This slight addition to the definition is indicative of the need brought about by IDEA for more special education paraprofessionals and the need to provide the least restrictive environment for students with special needs.

The reauthorization of IDEA led to increased clarity in the definition of *paraprofessional*. The IDEA Partnerships Paraprofessional Initiative defined the paraprofessional as “an employee who [follows] appropriate training [as well as] performs tasks as prescribed and [is] supervised by the licensed/certified professional/practitioner” (Council for Exceptional Children [CEC], 2001, p. 2). This initiative also clarified that “paraprofessionals perform specific duties as directed by the licensed/certified professional/practitioner” and “the licensed/certified

professional/practitioner maintains responsibility for assessing the learner and family needs, and for planning, evaluating, and modifying programs” (CEC, p. 2).

Even after NCLB legislation was passed, the National Education Association (NEA) continued to use Pickett et al.’s definition of a paraprofessional, adapting it only slightly to include the role delineation between teacher and paraprofessional. NEA defined a paraprofessional in its paraprofessional handbook as “a school employee who works alongside and under the supervision of a licensed or certificated educator to support and assist in providing instructional and other services to children, youth, and their families” (2003, p. 6). They added that “the licensed educator remains responsible for the overall conduct and management of the classroom or program; the design, implementation, and evaluation of instructional program; and student progress” (2003, p. 6).

When Trautman researched paraprofessional roles in 2004 after the implementation of NCLB, he still referred to the reauthorization of IDEA when defining a paraprofessional. Title I legislation altered this definition slightly to include funding. For Title I purposes, a paraprofessional is “an employee of a local education agency who provides instructional support in a program supported with Title I Part A funds” (Trautman, p. 132).

In 2006, Gerlach wrote that paraprofessionals are “school employees who work under the direction of certificated or licensed staff members to help provide instructional and other services to students and their families” (p. 7). Finally, Recruiting New Teachers, Inc. (RNT) seems to have the most succinct definition of a paraprofessional.

Briefly stated, RNT defines paraprofessionals as “school employees who assist and support teacher-directed instruction” (2006, p. 1).

All of these definitions of paraprofessionals include variations on the idea that *para* is a prefix meaning “alongside,” suggesting that paraprofessionals work “alongside” certified teachers in an effort to support their educational programs.

Paraprofessional Roles (Duties and Responsibilities)

In 1994, Pickett divided the roles of the paraprofessional between instructional and management activities. Instructional activities included those in which paraprofessionals “conduct small group or individual classroom activities based on lesson plans developed by the teacher, assist with supervision of students, and assist with student assessment, grading work and tests, and collecting data on student progress” (p.

32), while management activities included those in which paraprofessionals

assist with routine record keeping, assist with the preparation of materials for instruction, locate, operate and return needed equipment, assist with classroom housekeeping, assist in the ordering and inventory of classroom equipment and materials, assist with school wide supervision, and other duties as assigned by the teacher. (p. 32)

These duties reflected Pickett’s definition of paraprofessionals, which suggested they should “participate in all phases of the instructional process and provide other direct services to students and their parents” (p. 5).

The U.S. Office of Special Education’s *SPeNSE Fact Sheet: The Role of Paraprofessionals in Special Education* (2001) reflected the needs outlined in the reauthorization of IDEA, which required the use of the least restrictive environment for

all students and expanded the paraprofessional's role in special education. The role of the paraprofessional was to "provide instructional support in small groups, provide one-on-one instruction, modify materials, implement behavior management plans, monitor hallway, study hall, etc., meet with teachers, collect data on students, and provide personal care assistance" (p. 3). Carroll (2001) also commented on the roles for paraeducators indicated in the special education legislation, suggesting that the job description included "making sure that the student learns the curriculum, facilitating social interactions between students, managing small and large groups, and teaching appropriate behavior and communication skills" (p. 62).

NCLB legislation was passed in 2001. This legislation mandated that the paraprofessional

provide on-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, assist with classroom management, such as by organizing instructional materials, provide instructional assistance in a computer laboratory, conduct parental involvement activities, provide instructional support in a library or media center, act as a translator, and provide instructional support services under the direct supervision of a highly qualified teacher. (U.S. Department of Education, 2004, p. 1)

This was the first mention of the "media" and "translator" paraprofessional. However, the emphasis of working alongside the certified teacher remained prominent.

Railsback, Reed, and Schmidt (2002) suggested expanding the role of the paraprofessional so that it was less focused on special education, stating that the role of the paraprofessional is to "provide support and assistance in instruction and other direct

services to students, and help to ensure a positive, safe, and supportive learning community” (p. 15). In 2003, Pickett et al. described the job of paraprofessionals as one in which they

engage individual and small groups of learners in instructional activities developed by teachers, carry out behavior management and disciplinary plans developed by teachers, assist teachers with functional and other assessment activities, document and provide objective information about learner performance that enables teachers to plan and modify curriculum and learning activities for individuals, assist teachers with organizing learning activities for individuals, and assist teachers with involving parents or other caregivers in their child’s education. (p. 11)

In 2004, the U.S. Department of Labor articulated its idea of the appropriate roles for paraprofessionals. These included more regular education duties than had been previously recommended in the literature. The U.S. Department of Labor stated that the paraprofessional should provide instructional and clerical support for classroom teachers, tutor and assist children in learning class material, provide students with individual attention, supervise students in nonclassroom areas, record grades, set up equipment, help prepare materials for instruction, provide instructional reinforcement under the guidance of the teacher, assist with clerical activities, and assist students with disabilities (U.S. Department of Labor’s Bureau of Labor Statistics, 2004).

In 2006, Gerlach incorporated the ideas of professional learning communities and team work into his version of paraprofessional roles. This included “working together as a team, building and maintaining effective communication and relationships, maintaining

student-centered supportive environments, organizing learning experiments for students, implementing lessons initiated by the teacher or related-service personnel, and assessing student needs and progress, under teacher direction” (p. 15).

The American Federation of Teachers (AFT) provided the most all-encompassing definition of the roles of paraprofessionals. This definition included

supporting instruction, tutoring, and supervision of individual students or small groups of students, assisting with classroom management and monitoring of student behavior, preparing classroom materials, projects, demonstrations, and visual displays, monitoring and scoring test and class assignments, clerical duties, such as keeping attendance records, operating audiovisual equipment and computers, and collecting fees and performing general housekeeping duties (2006).

Teacher Roles (Supervision/Evaluation)

Teacher roles have also evolved with the passing of time and legislation. Pickett described teacher duties as “evaluating data, diagnosing needs of individual and groups of students and prescribing the programs to meet the identified needs” (1994, p. 6). Pickett also argued that teachers have the responsibility of “evaluating the effectiveness of instructional methods and assessing the impact of the program on student progress and performance” (p. 6). In his writing, the teacher performs all of these roles while also “planning, scheduling, and directing the work of the paraprofessional” (p. 6).

In 2001 with the onset of NCLB, Carroll assigned the role of “planning for and managing the instructional environment and service delivery, planning curriculum adaptations, participating in the staffing process, and collaborating with appropriate

building and district personnel” to the teacher (p. 61). Railsback et al. (2002) expanded on these roles, suggesting the teacher “direct and supervise the paraprofessional,” “facilitate a positive working relationship,” “develop instructional plans for the paraprofessional,” “provide feedback and effective evaluation,” “recognize and respect the knowledge and expertise paraprofessionals bring to the role,” and “discuss with the paraprofessional their roles with students and families” (pp. 23–26).

Likins (2003) combined earlier teacher roles, stating that the teacher “prepares lessons, plans the instructional support activities the paraprofessional implements, and evaluates student performance” (p. 12). Further, the teacher must do this while working “in close and frequent proximity” with the paraprofessional (p. 12). Trautman (2004) expanded these roles by specifying that the teacher “conducts progress evaluation of students with whom the paraprofessional is working” (p. 132).

Gerlach revisited the issue of teacher roles and responsibilities in 2006, incorporating the idea of the teacher and paraprofessional as a professional learning team and suggesting the teacher should be “supervising and integrating paraprofessionals into the learning environment” (p. 31). The teacher must also “maintain effective communication, clarify team roles, and plan the tasks that paraprofessionals will perform” (p. 31). After fulfilling these roles, the teacher is responsible for “setting goals for the instructional team” and must “develop schedules for the paraprofessional” (p. 31). The teachers’ main role of “appropriately delegating responsibilities to paraprofessionals and providing feedback” while “monitoring the day-to-day performance of the paraprofessional” sets the stage as the teacher being the paraprofessionals coach and mentor (p. 32).

Paraprofessional Studies (Training and/or Professional Development)

In 1997, Wisconsin educators wanted to address the paraprofessional issues in the state and enhance their professional development. The Wisconsin Executive Study included 164 school districts in a mixed methodology study that included surveys and focus groups. The study concluded that paraprofessionals have an essential role in education in Wisconsin and require strong support (Wisconsin Executive Summary, 1997).

In 1998, Milner investigated paraprofessionals assigned to special education students in inclusive classrooms. Using observation and interviews, the study explored the relationships between 3 paraprofessionals, 3 special education teachers, 11 inclusion teachers, 3 special education middle school students, and 6 special education high school students. Milner's results showed deficits in communication and training among paraprofessionals.

In 2001, French examined the practices of special education teachers who supervise paraprofessionals. His quantitative study used questionnaires to poll 447 special education teachers. The outcomes of this study proved that special education teachers should be a part of the paraprofessional selection process. He also noted that teachers need to be trained and given guidelines for supervising paraprofessionals. This same year, Riggs and Mueller investigated paraprofessionals' experiences in inclusive education. Their study was quantitative and qualitative, as it used interviews and surveys with paraprofessionals. Their findings suggested that there is a lack of consensus on the job duties and job descriptions of paraprofessionals.

Giangreco, Broer, and Edelman in their 2002 study used qualitative and quantitative methods to provide a portrait of issues and concerns about paraprofessional support in both regular and special education settings. They found that there has been an increase in paraprofessional work, as well as hiring challenges and a high rate of turnover. This study showed the role of the paraprofessional is shifting to include more instructional duties. Concerns raised by the researchers included insufficient training and lack of academic skillfulness among paraeducators.

In 2005, Giangreco and Broer built on their previous work together to address how paraprofessionals spend their time and to provide insights into the perspectives of paraprofessionals. The primary findings suggested that students with disabilities are not receiving equitable support from the paraprofessional and the teacher. Also in 2005, Hammett and Burton used a case study school to advise leadership of paraprofessionals' perceptions of their motivation and stress. Hammett and Burton found that the biggest factor negatively affecting paraprofessionals' perceptions were the effects of line management. The researchers recommended more group/team work to reduce this negative influence (see Table 1).

Table 1 Review of Literature Pertaining to Paraprofessionals

Study	Purpose	Participants	Design/Analysis	Outcomes
Wisconsin Executive Study (1997)	Access the paraeducator issues in WI and enhance their professional development	164 school districts in WI	Mixed methodology (survey and focus groups)	Paraeducators have an essential role in WI and need strong support
Giangreco & Broer (2005)	Determine the perspectives of paraeducators and how they spend their time	737 school personnel and parents	Quantitative	Students with disabilities are not receiving equitable support from paraeducators and teachers
French (2001)	Examine the practices of special education teachers who supervise paraeducators	447 special education teachers	Quantitative (questionnaire)	Special ed. teachers should be part of the paraeducator selection process; need to be prepared to train/supervise paraeducators; need guidelines for these above issues
Riggs & Mueller (2001)	Investigate paraeducators' experiences in inclusive education	23 paraeducators interviewed 758 paraeducators surveyed	Mixed methodology (interview and survey)	Lack of consensus on job duties and job description
Milner (1998)	Investigate paraeducators assigned to spec ed. students in inclusive classrooms	3 paraeducators, 3 special ed. teachers, 11 inclusion teachers, 3 special ed. middle school students, 6 special ed. high school students	Observation and interview	Deficits in communication and training found
Hammett & Burton (2005)	Advise leadership of paraeducators' perceptions of motivation and stress	Case study (school)	Questionnaire	Should look at the effects of line management and consider more group/team work
Giangreco, Broer, & Edelman (2002)	Provide portrait of issues and concerns about paraeducators' supports	215 school personnel	Quantitative and qualitative	Increase in paraeducators' work; hiring challenges; high turnover; role shift to instruction; paraeducators' assignments; insufficient training; academic skillfulness concerns

*CHAPTER 3**METHODOLOGY*

Introduction

This study attempts to describe the implications and impact that NCLB mandates have had on the paraprofessional workforce in a northeast Georgia county, hereafter referred to as Coyne County (a fictitious name used to protect the privacy of the paraprofessionals surveyed). A descriptive research design was used to determine current paraprofessional roles as compared to roles held before the new certification requirements. A comprehensive survey was used to describe the current role of the Coyne County paraprofessional compared to that which prevailed prior to the passing of the NCLB mandates. Paraprofessionals who have been employed since 2000 were asked in the comprehensive survey to describe differences in the profession over the past 7 years. Areas of special concern included the impact or change of NCLB requirements in the following categories (adapted from Mueller, 1997, p. 10, and used with permission of the author; see Appendix C):

1. Duties and responsibilities
2. Training and/or professional development
3. Job descriptions
4. Supervision
5. Evaluation
6. Support and respect from the education community.

Coyne County, located 70 miles east of Atlanta in northeast Georgia, was established in 1793. It is a rural county that was once dominated by cotton farming.

However, in recent times the county has turned toward poultry, beef, dairy cattle, grain, and specialty crops. In addition to farming, Coyne County has more acres in timber than any other county in the region. The county has little industry; there are nine manufacturers employing a total of 122 people. These facts are reflected in statistics showing that a majority of the population drives to jobs outside the county. The largest employer is the county school system; there is a very small tax digest and few signs of immediate growth.

Although with its with 442 square miles Coyne County is the largest county in northeast Georgia, it has the second-fewest residents, numbering 12,969. Of Georgia's 159 counties, Coyne County ranks 109th in population. It has multiple small communities with no real metropolitan area.

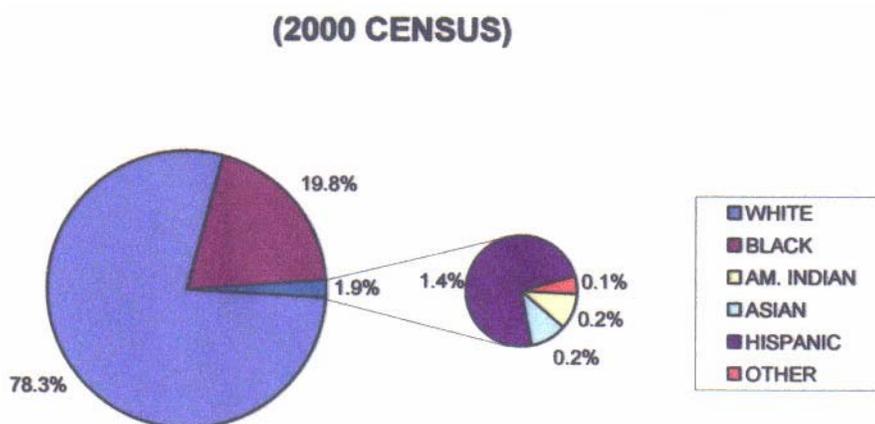


Figure 1. *Coyne County 2000 Census.*

The U.S. Census of 2000 listed a total of 4,849 households in Coyne County, with the residents owning 82.6% of the occupied housing units. These households had a median income of \$35,578, approximately \$7,000 less than Georgia State's median

household income. Of the total households, family households amounted to 73%. Family households with their own children under 18 years of age represented 33.6% of the total. Married couples living with their own children under 18 years of age comprised 25% of the total family households. Single women (with no husband in the home) who were living with their own children under 18 years of age accounted for 6.3% of the total. The 2000 Census listed 395 grandparents living in households with one or more of their own grandchildren younger than 18 years of age; 194 of these grandparents were responsible for their grandchildren. The median age of the county population was 36.8 years-old. Of the total population, 51.4% were female and 48.6% were male. Of the county population that is 25 years-old and older, 72.1% were high school graduates, and 15.6% held a bachelor's degree or a graduate degree. There were 2,989 people aged 5 and older that were listed as non-institutionalized persons with a disability (for more demographic information, see Figure 1).

Coyne County has a variety of organizations serving youth. Awanas, 4-H, recreational leagues, and Scouting offer youth-sponsored activities that enrich learning experiences. The 4-H program serves over 800 students in 69 different project areas. There is a huge participation in the recreational department where boys and girls can compete in year-round sports.

Very few financial resources are available to Coyne County schools. There are limited manufacturers, limited businesses, and no large companies with which the schools may partner. To supplement the funds from the state, the Coyne County School Board has levied a millage rate of 11.0%, which contributes \$318,868 to the county's four schools. This amounts to \$147 per full-time employee.

Research Design

To address the research questions outlined in chapter 1, this study used a quantitative methodology. The benefit of this design is that it tends to be a cost-effective and convenient way to collect data. The researcher used the survey created by Mueller for her 1997 dissertation for the University of Vermont, modified in order to include the component of change over time in the role of the paraprofessional. Mueller designed, piloted, and distributed the original survey with approval from the University of Vermont's Human Subjects Review Board. She piloted the study using graduates from Vermont's Certificate of Study Program for Paraeducators, and the instrument was reviewed by Pickett and Vasa, who are national experts in the field.

In February 2007, the revised survey was sent through interoffice mail to all paraprofessionals employed in the Coyne County school system whose names were provided by the Coyne County Board of Education Office. The Coyne County Board of Education Office's employees were able to provide a list of current paraprofessionals and their length of employment in the system. Directions for returning the survey were included, along with a required return date that allowed for 3 weeks for completion. Surveys were numbered in order to facilitate calling or sending additional surveys to anyone who did not respond in a timely manner.

Population

The population in this study included the entire paraprofessional force employed by the Coyne County school system as defined by the Coyne County Board of Education's policy and employment records. Opinions of other school staff were

superfluous to this study, as the researcher was concerned with the perceptions of actual paraprofessionals.

Participants

The participants in this study represented the total known paraprofessional population employed by the Coyne County school system which is currently 60 total. Based upon previous school survey results, the researcher considers the return rate sufficient. The people studied had a significant and vested interest in professionalizing their careers.

Sample

The entire population of paraprofessionals in Coyne County served as the sample. Since the entire population was small, the researcher felt it was important to include all responses available. County records revealed 60 total certified paraprofessionals currently employed.

Instrumentation

The main components of the initial survey were adapted from Mueller's dissertation (1997), and permission was given by the author to do so. The survey included Mueller's 100 items and expanded upon them with questions designed to explore the changes in roles due to NCLB mandates. Mueller's survey utilized the following categories: demographic battery, duties and responsibilities, training and professional development, job description, supervision, evaluation, and respect (pp. 38–39).

Survey questions were based on a Likert-like scale that rated the degree of change NCLB mandates caused. The Likert-like scale was used because it is easy to answer, mark, and score.

The survey asked demographic questions concerning age, experience, gender, and educational background. Duties and responsibilities were ranked by an estimated amount of time the respondent independently plans instruction, participates in planning, delivers instruction, conducts assessments, monitors nonclassroom areas, participates in clerical duties, provides noneducational care, and participates in meetings. Training and professional development questions included the degree to which respondents were trained to provide assigned duties, their types of training, the quality of training, and the frequency of training. Job description questions explored whether or not respondents were given an accurate job description in writing or via verbal communication. Supervision questions investigated how paraprofessionals are supervised and by whom, while evaluation questions explored how paraprofessionals are evaluated and by whom. Respect questions gave respondents the opportunity to describe the degree to which they felt their job was respected in the educational environment (Mueller, 1997; see Appendix A for a copy of the survey).

Permission to use the survey was obtained first via e-mail and then through signed documents delivered through the post office. Mueller offered her services to help the researcher throughout the study.

Validation

Validation for the survey was provided in Mueller's 1997 dissertation through the use of a pilot study and a review by nationally recognized specialists in the field. Mueller based her survey on the recommendations of the experts and the pilot study. The researcher looked at each survey item individually and weighed its merit for the needs of this study. After revising the survey, the researcher employed an expert review panel

consisting of Dr. Patricia Mueller (1997) who recently published a dissertation on paraprofessionals, to validate the survey questions. The researcher then employed a paraprofessional review panel consisting of three retired paraprofessionals who lended their experience to a pilot study in order to ensure the validity of the survey.

Data Collection

A researcher-created survey was used to poll the opinions of the paraprofessionals in Coyne County. Survey questions focused on the perceived changes in the paraprofessional's job roles since the passing of NCLB.

The researcher acquired approval for the revised survey from the Georgia Southern University's Human Subjects Review Board. The researcher maintained standards for ethical research. For example, participants were informed of the general nature of the study and the methods that would be used both to collect data and to report results. In order to honor their right to confidentiality, the researcher protected the identity of individual participants and of the school system through the use of pseudonyms.

The researcher submitted the survey for review by two paraprofessional experts, Patricia Mueller and Kathryn East. Following this, the study was piloted with three retired Coyne County paraprofessionals.

In March 2007, the revised survey was sent through interoffice mail to all paraprofessionals employed in the Coyne County school system. In order to obtain a high response rate, the researcher followed the recommendations of Borg and Gall (1983) for surveys, which included using colored paper, sequencing and titling the sections,

numbering items and pages, marking return information clearly, keeping instructions brief and clear and in bold print, and maintaining brevity in length.

Response Rate

The researcher expected a 90% response rate after sending reminders and placing personal phone calls. This response rate was considerably higher than Mueller's 42% response rate, likely due in part to a smaller population and a shorter survey. Using a small population also made it simple to contact nonrespondents. Currently Coyne County employs 60 certificated paraprofessionals. As an incentive to complete the survey, all survey participants who completed and returned the survey were entered into a drawing to win a \$20 gift certificate to a local restaurant.

Data Analysis

After the surveys were collected, results were analyzed using descriptive and comparative statistics through the use of SPSS. The researcher modeled a master survey, which allowed for the tallying of the results of the surveys manually entered in a spreadsheet format using Excel 5.0. Additionally, responses were grouped by demographic data. For example, responses to questions were tallied per question by years of experience. This allowed the researcher to easily analyze survey results per demographic differences to look for patterns in these areas.

Descriptive statistics, including frequencies, percentages, and comparative statistics, were used to analyze the results of the survey. Survey questions had single-answer responses, which were analyzed using SPSS Version 6.1.3 for Windows XP. This program was used to generate frequency and percentage data, which was then arranged in tables. The data from the tables was broken down by the actual number of

paraprofessionals who responded to each question to correct for incomplete survey questions. A *t* test was performed to identify any significant percentage differences.

Reporting the Data

The researcher will report the findings both graphically and in text in Chapter 4. Results will be reported for each of the areas under the research question by research type and then as a summary of all research gathered.

Summary

Using survey techniques, the researcher was able to explore the impact of NCLB mandates on the roles of the paraprofessional in Coyne County, Georgia in an economical and efficient way. The population in this study was paraprofessionals in Coyne County, Georgia, a district chosen in order to limit the population for the purpose of in-depth analysis. The unit of analysis was the paraprofessionals whose roles were being studied. The results may be of interest to all educators who work with or supervise paraprofessionals.

This sample was a purposeful sample and also of particular interest to the researcher since it included the population with which the researcher works. The sampling technique was to survey the entire population in this district in an effort to elicit as many responses as possible.

The instrument used was a researcher-modified survey that enabled the researcher to address the research question. The roles of paraprofessionals was the dependent variable. These roles are categorical and include the seven categories mentioned above. The NCLB requirements was the independent variable. These mandates are categorical and include whether or not this new certification has changed the aforementioned roles.

*CHAPTER 4**REPORT OF DATA AND DATA ANALYSIS*

Introduction

Descriptive statistics, including frequencies and percentages, were used to analyze the results of the 38-item survey distributed among Coyne County paraprofessionals. Data was collected from 55 respondents and analyzed around five major themes: demographics, duties and responsibilities, training and professional development, supervision/evaluation, and support and respect from the educational community. The purpose of the survey was to see how NCLB paraprofessional mandates affected these five areas in the roles of the paraprofessional.

All survey questions were single-response items. The respondents' answers were manually entered into SSPS 11.0. The program was then used to check the frequency and percentages of each response. Charts and graphs were generated to analyze and summarize results for each area. After discussing response rates, this chapter offers rank, frequency, and valid percentages for each of the aforementioned themes. These themes are then briefly summarized. Chapter 5 provides the discussion and implications of these results.

Research Questions

To recap, the overarching question is this: To what extent do NCLB requirements impact the current role of the paraprofessional? Subquestions include the following:

- 1) To what extent have paraprofessional duties and responsibilities changed since

the NCLB mandates? 2) To what extent has training and/or professional development changed for paraprofessionals as a result of NCLB mandates? 3) To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates? 4) To what extent has support and respect for paraprofessionals been affected by NCLB mandates?

Research Design

The instrument used in this study was designed by the researcher based upon Dr. Patricia Mueller's survey from her doctoral research (1997). Dr. Mueller also served as an expert reviewer of the survey used in this study and was in contact with the researcher via telephone and e-mail. Most of Dr. Mueller's suggestions were based upon wording and spacing improvements to make the survey more user-friendly. Dr. Mueller also suggested the use of definitions for some terms for clarity and percentage of time scales for uniformity among answers. Survey questions used directly reflected research questions as shown in the following figure.

Table 2

Relationship between Research Questions and Survey Questions

Research Subquestion #	Survey Questions #
1	5, 6, 7, 8, 9, 10, and 11
2	12, 13, 14, 15, 16, 17, 18, 19, 20, and 21
3	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, and 32
4	33, 34, 35, 36, 37, and 38

Respondents

The first week of survey returns yielded 39 completed surveys. Reminder notes were then sent, bringing in 10 more surveys the following week. Personal visits to paraprofessionals work areas resulted in 6 additional surveys. This left 5 outstanding surveys from the original 60 surveys sent out in the interoffice mail, providing a 91.5% response rate for this research. The researcher worked with these individuals on an individual level and was able to attain responses for four more surveys bringing the response rate up to 98%. However, some of the returned surveys were unusable: 2 of the surveys were duplicates, as the paraprofessionals were shared between two schools; 4 of the surveys were mistakenly given to a technician, a nurse, and two certificated teachers whose positions were once held by paraprofessionals. The final nonrespondent survey was sent to a substitute teacher who is not employed on a regular basis as a paraprofessional. These surveys were tallied in the not applicable area in those areas that did not fit their job description.

All survey respondents were females, as Coyne County has no male paraprofessionals. The majority of these paraprofessionals are employed at the elementary level, with 67.5% employed at primary or elementary schools and the remaining 32.5% employed at middle and high schools. The respondents were evenly distributed among special and regular education, with 45.5% employed in special education settings and 43.2% employed in regular education settings. The paraprofessionals' years of experience ranged from 5 or fewer years of experience (40% of respondents), 6–10 years (26.7%), 11–15 years (20%), and 16–30 years (6.7%). The education of these paraprofessionals also varied: 15.6% attended some high school,

44.4% graduated from high school or obtained a GED, 17.8% completed some college coursework, 6.7% finished some work towards a 2-year degree, 4.4% obtained an associate's degree, 2.2% completed some work towards a bachelor's degree, 4.4% obtained a bachelor's degree, and 4.4% had worked towards a graduate degree (see Table 3).

Findings

Demographic data taken from the surveys provided a picture of the paraprofessional community in Coyne County. These data contain grade assigned, area of specialization, years experience, and level of education.

The demographic data of paraprofessionals in Coyne County showed a varied level of grade assignment, specialization, years experience, and education. The majority of paraprofessionals in the county work at the elementary level with 4.7% of the paraprofessional population employed for the birth to preschool population and 62.8% of the population employed for Kindergarten through 5th grade for a total of 67.5% of the population of paraprofessionals in the county, followed by the middle school (6th -8th grade) that houses 20.9% of the paraprofessionals, then the high school (9th -12th grade) who employ 11.6% of the counties paraprofessionals. Specialization was also an area of question for the demographic data collected. The paraprofessional population was almost evenly split between regular education (45.5%) and special education (43.2). One paraprofessional reported working in several different positions including the library, In School Suspension, and floating. Two paraprofessionals reported working in a computer lab setting.

Table 3

Demographic Data of Paraprofessionals in Coyne County

Variable	Frequency	%
Grade		
Birth to 3/preschool	2	4.7
Elementary/K-5	27	62.8
Middle school/6-8	9	20.9
High school/9-12	5	11.6
Total	43	100.0
Specialization		
Special education	20	45.5
Regular education	19	43.2
Library/media	1	2.3
ISS	1	2.3
Computer lab	2	4.5
Floating	1	2.3
Total	44	100.0
Years experience		
5 or fewer years	18	40.0
6-10 years	12	26.7
11-15 years	9	20.0
16-20 years	3	6.7
21-30 years	3	6.7
Total	45	100.0
Education		
Some high school	7	15.6
High school diploma/GED	20	44.4
College courses	8	17.8
Work toward 2-year degree	3	6.7
Work toward bachelor's degree	2	4.4
Bachelor's degree	1	2.2
Work toward graduate degree	2	4.4
Total	45	100.0

Years of experience are especially important to note as a majority of the paraprofessional population (40.0%) have worked for 5 or fewer years in this field. The next two sequences, 6-10 years experience (26.7%) and 11-15 (20.0%) years experience, were very close in percentage. The final two sequences, 16-20 years experience and 21-30 years experience, were even with 6.7% of the paraprofessional population.

Level of education was the last area of demographics to be reported. The majority (44.4%) of the paraprofessionals surveyed had either a high school diploma or GED as their highest level of education; 15.6% of the paraprofessional population reported having had some high school experience; 17.8% of the population had some college courses with another 6.7% working toward a 2-year degree, 2.2% working towards a bachelor's degree, and 4.4% working towards a graduate degree. It should also be noted that 4.4% already have obtained an associate's degree and another 4.4% have already obtained a bachelor's degree.

Findings for Research Subquestion #1: To what extent have paraprofessional duties and responsibilities changed since the NCLB mandates?

Duties and responsibilities were reported in the findings by both frequency and percentage as well as in correlation to changes since the NCLB mandates were implemented (see Table 4–Table 10). The majority of responses (23.7%) indicated that time spent independently planning instruction has remained the same since the implementation of NCLB mandates (Table 4), while 23.7% of the paraprofessionals reported that since becoming certified, time spent participating in planning meetings had increased (Table 5). However, 25.4% stated that time spent delivering instruction has remained the same (Table 6). The frequency chart for paraprofessional duties and responsibilities showed 45 responses with 14 responses missing in all areas of duties and responsibilities.

Table 4

Frequency Table for Responses to Question 5: Time Paraprofessionals Spent

Independently Planning

Independently Plan		Frequency	Percent
Valid	Time spent increased greatly	6	10.2
	Time spent increased slightly	7	11.9
	Time spent stayed the same	20	33.9
	Not Applicable	10	16.9
	8.00	2	3.4
	Total	45	76.3

The frequency chart for time paraprofessionals spent independently planning showed that 33.9% of those surveyed felt that time spent planning has stayed the same since becoming certified. However 22.1% reported that time spent planning had increased since becoming certified. Another 16.9% reported that this question was not applicable. Six survey respondents chose not to answer this question.

Table 5

Frequency Table for Responses to Question 6: Time Paraprofessionals Spent in Planning Meetings

Planning Meeting		Frequency	Percent
Valid	Time spent increased greatly	3	5.1
	Time spent increased slightly	14	23.7
	Time spent stayed the same	11	18.6
	Time spent decreased greatly	1	1.7
	Not Applicable	16	27.1
	Total	45	76.3

When surveying paraprofessionals about time spent in planning meetings, the majority of respondents (27.1%) reported that this question was not applicable to their position. However 23.7% reported that they had noticed a slight increase in time spent in planning meetings. Another 5.1% noted a great increase in time spent in planning meetings for a total of 28.9% noting increases in time spent in planning meetings (either slight or great increase). Yet another 18.6% felt time spent in planning meetings had stayed the same, and 1.7% noted a decrease in this time.

Table 6

Frequency Table for Responses to Question 7: Time Paraprofessionals Spent Delivering Instruction

Deliver Instruction		Frequency	Percent
Valid	Time spent increased greatly	9	15.3
	Time spent increased slightly	14	23.7
	Time spent stayed the same	15	25.4
	Not Applicable	7	11.9
	Total	45	76.3

When surveyed about time spent delivering instruction a majority of respondents did see either a great or slight increase totaling 39%. Twenty-five point four percent reported this time remained the same. Eleven point nine percent reported that this question did not pertain to their position or was not applicable.

Even with the increased testing requirements in schools, these paraprofessionals agreed that conducting informal tests or assessments was not applicable to their position (42.4%, Table 7). A total of 33.9% stated that the amount of time spent monitoring and supervising children, as well as performing clerical duties, had remained the same (Table 8 and Table 9). Lastly, when asked about the amount of time participating in formal meetings about students, 25.4% of the paraprofessionals felt the same amount of time was spent as the same as before the NCLB mandates, while 40.7% stated this was not applicable (Table 10).

Table 7

Frequency Table for Responses to Question 8: Time Paraprofessionals Spent Testing

		Testing	
		Frequency	Percent
Valid	Time spent increased greatly	1	1.7
	Time spent increased slightly	7	11.9
	Time spent stayed the same	11	18.6
	Time spent decreased slightly	1	1.7
	Not Applicable	25	42.4
	Total	45	76.3

Time spent testing survey responses reported that 42.4% of respondents felt this question was not applicable. A total of 13.6% reported some increase in time spent testing since becoming certified while 18.6% of respondents stated this amount of time had stayed the same. Only 1.7% reported a decrease in time spent testing.

Table 8

Frequency Table for Responses to Question 9: Time Paraprofessionals Spent Monitoring and Supervising

Monitor and Supervise		Frequency	Percent
Valid	Time spent increased greatly	10	16.9
	Time spent increased slightly	7	11.9
	Time spent stayed the same	20	33.9
	Time spent decreased slightly	1	1.7
	Time spent decreased greatly	2	3.4
	Not Applicable	5	8.5
	Total	45	76.3

Frequency tallies for time paraprofessionals spent monitoring and supervising showed that 33.9% of respondents felt this amount of time remained the same since they became certified; 5.1% reported a decrease of some type in this use of time and 28.8% reported an increase of some type in the amount of time spent supervising and monitoring since becoming certified.

Table 9

Frequency Table for Responses to Question 10: Time Paraprofessionals Spent on Clerical Work

Clerical		Frequency	Percent
Valid	Time spent increased greatly	8	13.6
	Time spent increased slightly	7	11.9
	Time spent stayed the same	20	33.9
	Time spent decreased slightly	2	3.4
	Time spent decreased greatly	2	3.4
	Not Applicable	6	10.2
	Total	45	76.3

Responses on amount of clerical work relayed 33.9% of respondents felt the amount of their time spent on clerical work has not changed since becoming a certified paraprofessional. Another 10.2% reported that this question was not applicable to their position, 25.5% reported an increase of time, and 6.8% reported a decrease of time spent.

Table 10

Frequency Table for Responses to Question 11: Time Paraprofessionals Spent in Formal Meetings

		Formal Meetings	
		Frequency	Percent
Valid	Time spent increased greatly	1	1.7
	Time spent increased slightly	5	8.5
	Time spent stayed the same	15	25.4
	Not Applicable	24	40.7
	Total	45	76.3

The frequency table for time paraprofessionals spent in formal meetings showed that 25.4% of respondents reported no change since becoming a certified paraprofessional. Forty point seven percent of paraprofessionals noted that this question was not applicable to their position. Only 10.2% of respondents notice some type of increase in time spent in formal meetings since becoming a certified paraprofessional.

Findings for Research Subquestion #2: To what extent has training and/or professional development changed for paraprofessionals as a result of NCLB mandates?

Training and professional development were the next areas of study. Among respondents, 42.4% reported no change in training to plan instruction, while 28.8% reported an increase in planning training (Table 11). In addition, 39% reported no change in training to participate in formal planning meetings, while 22% felt there had been an increase in this area (Table 12). A robust 45.8% noted no change in training for instruction since becoming certificated, while 20.3% reported a slight increase and 5.1% reported a great increase (Table 13). The most agreement among respondents in this area

was in the perception that training for assessment has not changed (50.8%; Table 14). However, agreement regarding training to monitor and supervise was also high, with 50.8% reporting no change in training since implementing these mandates (Table 15). Training for clerical duties increased for 18.7% of paraprofessionals (Table 16) and formal meeting training remained the same for 54.2% (Table 17).

The frequency chart of paraprofessional training and professional development reported differing values for valid and missing responses. The lowest participation survey question for this area was in training to participate in meetings with only 38 responses and 21 missing responses. Training to test gathered 39 responses with 20 missing responses. Training to meet received 40 responses with 19 missing responses. Both training for clerical work and training to deliver instruction gathered 43 responses with 16 missing responses. Forty four responses were gathered for training to plan instruction and training to monitor and supervise with just 16 missing responses. The most responses (45) were gathered for amount of in-service training, relevance of in-service training, and training to work with paraprofessionals with 14 missing responses.

Table 11

Frequency Table for Responses to Question 12: Training Paraprofessionals to Plan Instruction

Training to Plan Instruction

		Frequency	Percent
Valid	increased greatly	6	10.2
	increased slightly	11	18.6
	not changed	25	42.4
	6.00	2	3.4
	Total	44	74.6

The frequency table for training paraprofessionals to plan instruction had a majority of respondents (42.4%) reporting that it had not changed. Twenty-eight point eight percent reported an increase in training to plan instruction while 3.4% reported a decrease in training to plan instruction.

Table 12

Frequency Table for Responses to Question 14: Training Paraprofessionals to Instruct

Training to Instruct

		Frequency	Percent
Valid	increased greatly	3	5.1
	increased slightly	12	20.3
	not changed	27	45.8
	decreased slightly	1	1.7
	Total	43	72.9

The frequency table for training paraprofessionals to instruct showed a heavy number of respondents (45.8%) reporting no change. 25.4% noticed an increase in

training to instruct since becoming certified with only one point seven percent reporting a decrease in this training.

Table 13

Frequency Table for Responses to Question 13: Training Paraprofessionals to Participate in Planning Meetings

Training to Participate		Frequency	Percent
Valid	increased greatly	1	1.7
	increased slightly	12	20.3
	not changed	23	39.0
	decreased slightly	1	1.7
	decreased greatly	1	1.7
Total		38	64.4

When surveying paraprofessionals about the amount of time spent in training to participate in planning meetings, 39% reported no changes in this area since becoming certified. 20.3% thought there was a slight increase in training in this area with another 1.7% noting a great increase in this area. 1.7% reported both a slight decrease and a great decrease in training to participate in planning meetings.

Table 14

Frequency Table for Responses to Question 15: Training Paraprofessionals to Test and Assess

		Frequency	Percent
Valid	increased greatly	1	1.7
	increased slightly	8	13.6
	not changed	30	50.8
	Total	39	66.1

The frequency for training paraprofessionals to test and assess had a very high 50.8% of respondents noting no change since becoming certified paraprofessionals. 13.6% did feel there had been a slight increase in training to test and assess and 1.7% felt there had been a great increase in training in this area.

Table 15

Frequency Table for Responses to Question 16: Training Paraprofessionals to Monitor and Supervise

		Frequency	Percent
Valid	increased greatly	4	6.8
	increased slightly	6	10.2
	not changed	30	50.8
	decreased slightly	2	3.4
	decreased greatly	2	3.4
	Total	44	74.6

Monitor and supervision training also seemed to most respondents (50.8%) not to have changed since achieving paraprofessional certification status. Three point four percent claimed both a great decrease and a slight decrease in this area. Seventeen percent felt that there was some sort of increase in this area of training.

Table 16

Frequency Table for Responses to Question 17: Training Paraprofessionals for Clerical Work

Training for Clerical		Frequency	Percent
Valid	increased greatly	4	6.8
	increased slightly	7	11.9
	not changed	30	50.8
	decreased greatly	2	3.4
Total		43	72.9

The frequency table for training paraprofessionals for clerical work reported 50.8% of respondents felt this area was unchanged since the No Child Left Behind mandates were enacted. Three point four percent reported great decreases in this area. Eighteen point seven percent stated that there were either slight or great increases in training for clerical work since becoming certified paraprofessionals.

Table 17

Frequency Table for Responses to Question 18: Training Paraprofessionals for Formal Meetings

Training to Meet		Frequency	Percent
Valid	increased slightly	8	13.6
	not changed	32	54.2
Total		40	67.8

The frequency table for training paraprofessionals for formal meetings looked different because there were no respondents claiming decreases in this area. There were however an 54.2% of respondents reporting no change in this area with the remaining 13.6% reporting slight increases in training for formal meetings.

Paraprofessionals were asked about the professional development that is provided to them, and 35.6% stated that the provided professional development has changed since Georgia passed certification requirements for their profession (Table 18). More than one third (28.8%) of those surveyed stated that this professional development was relevant some of the time, while 27.1% stated that it is relevant most of the time (Table 19). An overwhelming 40.7% felt that regular educators should receive training in working with paraprofessionals (Table 20).

Table 18

Frequency Table for Responses to Question 19: Has In-Service Training for Educators in Your County Changed Since Georgia Passed Certification Requirements for Paraprofessionals?

		In-service	
		Frequency	Percent
Valid	yes	21	35.6
	no	12	20.3
	not sure	12	20.3
	Total	45	76.3

When asked if there had been changes in paraprofessional in-service since becoming a certified profession, 35.6% reported yes and 20.3% reported both no and not sure.

Table 19

Frequency Table for Responses to Question 20: Is In-Service Training that is Offered, in Your Opinion, Relevant?

		In-service Relevant	
		Frequency	Percent
Valid	most of the time	16	27.1
	some of the time	17	28.8
	rarely	11	18.6
	never	1	1.7
	Total	45	76.3

When asked about the relevancy of paraprofessional in-service since the new NCLB mandates, 27.1% stated that most of the time they feel the in-service provided is

relevant. However, 28.8% stated that the in-service provided was only relevant some of the time while another 18.6% reported that the in-service was rarely relevant. One point seven percent reported that the in-service provided was never relevant.

Table 20

Frequency Table for Responses to Question 21: Do you Believe Teachers Should Receive Training in Working with Paraprofessionals?

		Work with Paras	
		Frequency	Percent
Valid	yes	24	40.7
	no	8	13.6
	not sure	13	22.0
	Total	45	76.3

The majority of respondents (40.7%) did report that there is a need for training for others to work with paraprofessionals. Thirteen point six percent stated that training was not necessary for others to help their working relationship with paraprofessionals. Twenty-two percent were unsure whether or not other employees needed training about how to work with paraprofessionals.

Findings for Research Subquestion #3: To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates?

The next area of interest was the changes in the supervision of paraprofessionals brought about by NCLB. An 49.2% of paraprofessionals felt that supervision of planning had not changed due to their new certification (Table 21). Fifty-nine point three percent responded that supervision of paraprofessionals in planning meetings had not changed

due to new certification requirements (Table 22). Forty-seven point five percent of survey respondents claimed that supervision of paraprofessionals delivering instruction had not changed either due to No Child Left Behind mandates (Table 23).

No changes in the supervision of testing and assessment were reported by 57.6% of the paraprofessionals (Table 24), while 50.8% stated that there have been no changes in the supervision of their monitoring duties. However, 22.1% did report increases in supervision in the area of monitoring (Table 25). Although 54.2% reported no changes in the supervision of their clerical duties, 13.6% reported supervision in this area increasing greatly (Table 26). Nearly one quarter (16.9%) of paraprofessionals noted a slight increase in the supervision of formal meetings, with 52.5% noting no change in this area (Table 27).

It was stated by 20.3% of the respondents that NCLB brought about changes in supervision, while 42.4% reported no changes in this area (Table 28). In addition, 50.8% of the paraprofessionals felt there has been no change in the amount of supervision as a result of NCLB (Table 29); 50.8% felt that the quality of supervision has not changed, while 15.3% noted that they do feel the quality has changed due to these new mandates (Table 30). Only 5.1% of the paraprofessionals surveyed reported changes in their supervisor as a result of these new laws (Table 31).

The numbers of survey responses documenting changes in paraprofessional supervision/evaluation were varied from 41 responses for supervision of testing to 45 responses for seven out of eleven questions.

Table 21

Frequency Table for Responses to Question 22: Paraprofessional Supervision of Planning

		Frequency	Percent
Valid	increased greatly	4	6.8
	increased slightly	7	11.9
	not changed	29	49.2
	decreased slightly	1	1.7
	decreased greatly	2	3.4
	Total	43	72.9

The supervision of planning survey responses were mainly in the have not changed since certification area with 49.2%. However 18.7% did report either a slight or great change in supervision of planning. Five point one percent reported some type of decrease in this area.

Table 22

Frequency Table for Responses to Question 23: Supervision of Paraprofessionals in Planning Meetings

		Frequency	Percent
Valid	increased greatly	2	3.4
	increased slightly	6	10.2
	not changed	35	59.3
	Total	43	72.9

When surveyed about supervision of meetings there were no respondents claiming decreases in this area. 59.3% reported no change in supervision of meeting with 13.6% reporting an increase in this area since becoming certified paraprofessionals.

Table 23

Frequency Table for Responses to Question 24: Supervision of Paraprofessionals

Delivering Instruction

Supervision of Instruction

		Frequency	Percent
Valid	increased greatly	5	8.5
	increased slightly	9	15.3
	not changed	28	47.5
	decreased slightly	1	1.7
	decreased greatly	2	3.4
	Total	45	76.3

Paraprofessionals surveyed about changes in supervision of instruction since gaining paraprofessional certification mainly (47.5%) reported no change. However, 15.3% reported slight increases in supervision of instruction, with another 8.5% reporting great increases in this area. Only 5.1% of respondents reported decreases in this area.

Table 24

Frequency Table for Responses to Question 25: Supervision of Paraprofessionals Testing or Assessing

Supervision of Testing		Frequency	Percent
Valid	increased greatly	2	3.4
	increased slightly	5	8.5
	not changed	34	57.6
	Total	41	69.5

The frequency table for changes in supervision of paraprofessionals testing or assessing shows that 57.6% of surveyed paraprofessionals have not noted changes in this area for Coyne County. There were no respondents who noted decreases in this area. Only 11.8% of respondents felt there had been an increase in this area since acquiring certification.

Table 25

Frequency Table for Responses to Question 26: Supervision of Paraprofessionals Monitoring

Supervision of Monitoring		Frequency	Percent
Valid	increased greatly	5	8.5
	increased slightly	8	13.6
	not changed	30	50.8
	decreased slightly	1	1.7
	decreased greatly	1	1.7
	Total	45	76.3

When surveyed about changes in the supervision of paraprofessionals monitoring 50.8% of those surveyed reported no change since the implementation of the NCLB mandates. 13.6% noted slight increase in supervision of monitoring, and 8.5% noted great increases in this area. 1.7% reported both slight and great decreases in this area.

Table 26

Frequency Table for Responses to Question 27: Supervision of Paraprofessionals Doing Clerical Work

Supervision of Clerical		Frequency	Percent
Valid	increased greatly	8	13.6
	increased slightly	3	5.1
	not changed	32	54.2
	decreased slightly	1	1.7
	6.00	1	1.7
	Total	45	76.3

Fifty-four point two percent of survey respondents reported no changes in the area of supervision of clerical work since becoming certified paraprofessionals. Thirteen point six percent reported great increase in supervision in this area with another 5.1% reporting slight increases. One point seven percent reported decreases both slight and great.

Table 27

Frequency Table for Responses to Question 28: Supervision of Paraprofessionals in Formal Meetings

Supervision of Meeting		Frequency	Percent
Valid	increased greatly	1	1.7
	increased slightly	10	16.9
	not changed	31	52.5
	Total	42	71.2

When asked about changes in supervision during formal meetings, 52.5% of surveyed paraprofessionals reported no changes since implementing the new NCLB mandates. Only 1.7% noted great increase in this area, and another 16.9% reported slight increases. There were no reports of decreases in this area.

Table 28

Frequency Table for Responses to Question 29: Has the Type of Supervision and/or Evaluation You Receive Changed Since You Have Become a Certified Paraprofessional?

Type of Supervision		Frequency	Percent
Valid	yes	12	20.3
	no	25	42.4
	not sure	7	11.9
	32.00	1	1.7
	Total	45	76.3

The type of supervision for paraprofessionals since becoming certified has not changed according to 42.4% of respondents. Twenty point three percent have noted some changes in the type of supervision. Eleven point nine percent are not sure if the supervision has changed since implementing NCLB.

Table 29

Frequency Table for Responses to Question 30: Has the Amount of Supervision and/or Evaluation You Receive Changed Since You Have Become a Certified Paraprofessional?

		Amount of Supervision	
		Frequency	Percent
Valid	yes	10	16.9
	no	30	50.8
	not sure	5	8.5
	Total	45	76.3

According to 50.8% of surveyed paraprofessionals, the amount of supervision has not changed since they have become certified paraprofessionals. Eight point five percent are not sure if the amount of supervision has changed, while 16.9% feel it has changed.

Table 30

Frequency Table for Responses to Question 31: Has the Quality of Supervision and/or Evaluation You Receive Changed Since You Have Become a Certified Paraprofessional?

Quality of Supervision		Frequency	Percent
Valid	yes	9	15.3
	no	30	50.8
	not sure	6	10.2
	Total	45	76.3

50.8% of paraprofessionals surveyed felt the quality of supervision has not changed since the implementation of the NCLB mandates. Fifteen point three percent of those surveyed do feel the quality has changed. Ten point two percent are unsure if there has been a change in quality.

Table 31

Frequency Table for Responses to Question 32: Has the Person Who Supervises and/or Evaluates You Changed Since You Have Become a Certified Paraprofessional?

Change in Supervision		Frequency	Percent
Valid	yes	3	5.1
	no	34	57.6
	not sure	8	13.6
	Total	45	76.3

Fifty-seven point six percent of paraprofessionals surveyed reported no change in the person who supervises them since the onset of new paraprofessional requirements. Five point one percent did have a change in supervisor. Thirteen point six percent stated they were unsure if there had been a change in the person under whom they are supervised.

Findings for Research Subquestion #4: To what extent has support and respect for paraprofessionals been affected by NCLB mandates?

When questioned about an increase in respect since becoming certified, 20.3% of paraprofessionals said there was no increase in respect while 35.6% said they weren't sure (Table 32). Regarding other professionals seeking their opinions about students or school concerns, 20.3% of paraprofessionals noted an increase (Table 33). In addition, 28.8% said they did not feel or were unsure if they had become more respected members of the community since becoming certified, while 15.3% felt they were more respected since the new mandates came into effect (Table 34). In response to questions of access to students' records, 28.8% of paraprofessionals reported both yes, records were more available to them, and they were unsure if records were more available to them (Table 35). Among the respondents, 40.7% reported more access to space in the building, while another 28.8% said they were not sure if access to building space had changed (Table 36). In this section, respect refers to the feeling of respect as a professional for paraprofessionals, while opinion refers to paraprofessionals feeling their opinions on school related matters are respected and considered.

The frequency of responses for survey items addressing indices of support and respect for paraprofessionals were varied. Only 41 participants reported about

accessibility to records, while 45 reported about respect, opinion, and availability of records.

Table 32

Frequency Table for Responses to Question 33: Overall, Do You Believe Staff Members Are More Respectful of Your Position Since You Have Become Certified?

		Respect	
		Frequency	Percent
Valid	yes	9	15.3
	no	12	20.3
	not sure	21	35.6
	4.00	2	3.4
	Total	44	74.6

Overall 35.6% of surveyed paraprofessionals were unsure if they have become more respected by other staff members since their position has become certified. Twenty point three percent do not feel more respect from staff members since becoming certified, while 15.3% do feel more respected.

Table 33

Frequency Table for Responses to Question 34: Do Staff Members Ask Your Opinion

About the Student(s) With Whom You Work?

Opinion

		Frequency	Percent
Valid	yes	12	20.3
	no	25	42.4
	not sure	5	8.5
	4.00	3	5.1
	Total	45	76.3

When asked if there had been a change in the amount of times paraprofessionals were asked their opinion about the students with whom they work, 42.4% reported no change since becoming certified paraprofessionals. However, 20.3% do feel they are asked their opinion more frequently.

Table 34

Frequency Table for Responses to Question 35: Are You Treated as a More Respected Member of Staffing Meetings Regarding the Students with Whom You Work Since You Have Become Certified?

		Respected Committee Member	
		Frequency	Percent
Valid	yes	9	15.3
	no	17	28.8
	not sure	17	28.8
	4.00	2	3.4
	Total	45	76.3

Twenty-eight point eight percent of surveyed paraprofessionals felt either there was no change in respect for them at staffing meetings or they were unsure if there had been a change since the onset of certification for their position. Fifteen point three percent do feel they have become a more respected member of staffing meetings since achieving certified status.

Table 35

Frequency Table for Responses to Question 36: Do You Have More Access to Pertinent Records Regarding the Student(s) With Whom You Work Since Your Certification?

		Availability of Records	
		Frequency	Percent
Valid	yes	17	28.8
	no	8	13.6
	not sure	17	28.8
	4.00	3	5.1
	Total	45	76.3

Twenty- eight point eight percent of paraprofessionals surveyed where unsure if they have more access to records since the NCLB mandates were implemented. Thirteen point six percent report no change in access to records, but 28.8% feel there has been more access made available to them since reaching certified status.

Table 36

Frequency Table for Responses to Question 37: Do You Have More Access to All the Space in Your Building Since Becoming Certified?

		Access to Space	
		Frequency	Percent
Valid	yes	24	40.7
	no	1	1.7
	not sure	17	28.8
	4.00	1	1.7
	Total	43	72.9

When asked about access to space, 40.7% of paraprofessionals surveyed reported having greater access to space in the building since becoming certified. Only 1.7% reported no change in this area. Twenty-eight point eight percent stated they were unsure if they now have more access to the building.

Table 37

Frequency Table for Responses to Question 38: Has Access to Materials and Equipment that You May Need When Working with Students Changed Upon Becoming Certificated?

		Frequency	Percent
Valid	yes	12	20.3
	no	4	6.8
	not sure	21	35.6
	4.00	4	6.8
	Total	41	69.5

Thirty-five point six percent of paraprofessionals participating in the study noted they were unsure if access to materials and equipment had changed since becoming certified. 6.8% felt there had been no additional access to materials and equipment. Twenty point three percent reported increased access to materials and equipment since reaching certified status (Table 37).

Statistical Analysis

The purpose of the following analysis is to provide data to answer the following research question and subquestions. The overarching question is this:

To what extent do NCLB requirements impact the current role of the paraprofessional? Subquestions include the following: 1) To what extent have paraprofessional duties and responsibilities changed since the NCLB mandates? 2) To what extent has training and/or professional development changed for paraprofessionals as a result of NCLB mandates? 3) To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates?

4) To what extent has support and respect for paraprofessionals been affected by NCLB mandates?

Statistical Analysis for Research Subquestion #1: To what extent have paraprofessional duties and responsibilities changed since the NCLB mandates?

The researcher first performed a chi-square test to determine significance between the proportions of responses, given as follows: 1 = Increased greatly; 2 = Increased slightly; 3 = Stayed the same; 4 = Decreased slightly; 5 = Decreased greatly.

Table 38a

Time Paraprofessionals Spent Planning Independently

	Observed N	Expected N	Residual
Time spent increased greatly	6	11.0	-5.0
Time spent increased slightly	7	11.0	-4.0
Time spent stayed the same	20	11.0	9.0
Total	33		

	Independently Plan
Chi-Square ^a	11.091
df	2
Asymp. Sig.	.004

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

As reflected in Table 38a, the value of the chi-square statistics is 11.091 and the corresponding p-value is $p = 0.004$, which means that we can report that there have been no increase or decrease in the amount of time paraprofessionals spent planning

independently since NCLB mandates were enacted. Now, reclassifying the subjects in the “Changed” and “Remained the same” groups we get the following (Table 38b):

Table 38b

Time Paraprofessionals Spent Planning Independently (Reclassified)

	Observed N	Expected N	Residual
Remained the Same	20	16.5	3.5
Changed	13	16.5	-3.5
Total	33		

	plan_1
Chi-Square ^a	1.485
df	1
Asymp. Sig.	.223

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.5.

Since the p-value is $p = 0.223$, we cannot report statistically significant differences between those who reported changes and those who reported no changes.

Table 39a

Time Paraprofessionals Spent Planning Meetings

	Observed N	Expected N	Residual
Time spent increased greatly	3	7.3	-4.3
Time spent increased slightly	14	7.3	6.8
Time spent stayed the same	11	7.3	3.8
Time spent decreased greatly	1	7.3	-6.3
Total	29		

	Planning Meeting
Chi-Square ^a	16.103
df	3
Asymp. Sig.	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.3.

The value of the chi-square statistics in Table 39a is 16.103 and the corresponding p-value is $p = 0.001$, which means that we can report increases in the amount of time spent in planning meeting. Now, reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 39b):

Table 39b

Time Paraprofessionals Spent Planning Meetings (Reclassified)

	Observed N	Expected N	Residual
.00	11	14.5	-3.5
1.00	18	14.5	3.5
Total	29		

	meeting_1
Chi-Square ^a	1.690
df	1
Asymp. Sig.	.194

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.5.

Since the p-value is $p = 0.194$, we can report a statistically significant amount of responses for documenting that there have been changes in the amount of time paraprofessionals spent in planning meetings since becoming certificated employees.

Table 40a

Time Paraprofessionals Spent Delivering Instruction

	Observed N	Expected N	Residual
Time spent increased greatly	9	12.7	-3.7
Time spent increased slightly	14	12.7	1.3
Time spent stayed the same	15	12.7	2.3
Total	38		

	Deliver Instruction
Chi-Square ^a	1.632
df	2
Asymp. Sig.	.442

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.7.

The value of the chi-square statistics is 1.632 and the corresponding p-value is $p = 0.442$, which means that we cannot report significant changes in time paraprofessionals spent delivering instruction (Table 40a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 40b):

Table 40b

Time Paraprofessionals Spent Delivering Instruction (Reclassified)

	Observed N	Expected N	Residual
.00	15	19.0	-4.0
1.00	23	19.0	4.0
Total	38		

	teach_1
Chi-Square ^a	1.684
df	1
Asymp. Sig.	.194

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.0.

Since the p-value is $p = 0.194$, we cannot report significant numbers of responses stating that the amount of time spent delivering instruction has increased since becoming certificated.

Table 41a

Time Paraprofessionals Spent Testing

	Observed N	Expected N	Residual
Time spent increased greatly	1	5.0	-4.0
Time spent increased slightly	7	5.0	2.0
Time spent stayed the same	11	5.0	6.0
Time spent decreased slightly	1	5.0	-4.0
Total	20		

	Testing
Chi-Square ^a	14.400
df	3
Asymp. Sig.	.002

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.0.

The value of the chi-square statistics is 14.400 and the corresponding p-value is $p = 0.002$, which means that we can report no changes in time paraprofessionals spent testing since certification (Table 41a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 41b):

Table 41b

Time Paraprofessionals Spent Testing (Reclassified)

	Observed N	Expected N	Residual
.00	11	10.0	1.0
1.00	9	10.0	-1.0
Total	20		

	test_1
Chi-Square ^a	.200
df	1
Asymp. Sig.	.655

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

Since the p-value is $p = 0.655$, we cannot reject chance as an influence in responses of equal proportions.

Table 42a

Time Paraprofessionals Spent Testing Students

	Observed N	Expected N	Residual
Time spent increased greatly	1	5.0	-4.0
Time spent increased slightly	7	5.0	2.0
Time spent stayed the same	11	5.0	6.0
Time spent decreased slightly	1	5.0	-4.0
Total	20		

	Testing
Chi-Square ^a	14.400
df	3
Asymp. Sig.	.002

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.0.

The value of the chi-square statistics is 14.400 and the corresponding p-value is $p = 0.002$, which means that we can reject chance as an influence on responses (Table 42a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 42b):

Table 42b

Time Paraprofessionals Spent Testing Students (Reclassified)

	Observed N	Expected N	Residual
.00	11	10.0	1.0
1.00	9	10.0	-1.0
Total	20		

	test_1
Chi-Square ^a	.200
df	1
Asymp. Sig.	.655

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

Since the p-value is $p = 0.655$, we cannot reject chance as an influence on responses.

Table 43a

Time Paraprofessionals Spent Monitoring and Supervising

	Observed N	Expected N	Residual
Time spent increased greatly	10	8.0	2.0
Time spent increased slightly	7	8.0	-1.0
Time spent stayed the same	20	8.0	12.0
Time spent decreased slightly	1	8.0	-7.0
Time spent decreased greatly	2	8.0	-6.0
Total	40		

	Monitor and Supervise
Chi-Square ^a	29.250
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.0.

The value of the chi-square statistics is 29.250 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 43a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 43b):

Table 43b

Time Paraprofessionals Spent Monitoring and Supervising (Reclassified)

	Observed N	Expected N	Residual
.00	20	20.0	.0
1.00	20	20.0	.0
Total	40		

	monitor_1
Chi-Square ^a	.000
df	1
Asymp. Sig.	1.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.0.

Since the p-value is $p = 1.000$, we cannot reject chance as an influence on responses.

Table 44a

Time Paraprofessionals Spent Performing Clerical Duties

	Observed N	Expected N	Residual
Time spent increased greatly	8	7.8	.2
Time spent increased slightly	7	7.8	-.8
Time spent stayed the same	20	7.8	12.2
Time spent decreased slightly	2	7.8	-5.8
Time spent decreased greatly	2	7.8	-5.8
Total	39		

	Clerical
Chi-Square ^a	27.795
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.8.

The value of the chi-square statistics is 27.795 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 44a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 44b):

Table 44b

Time Paraprofessionals Spent Performing Clerical Duties (Reclassified)

	Observed N	Expected N	Residual
.00	20	19.5	.5
1.00	19	19.5	-.5
Total	39		

	clerical_1
Chi-Square ^a	.026
df	1
Asymp. Sig.	.873

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.5.

Since the p-value is $p = 0.873$, we cannot reject chance as an influence on responses.

Table 45a

Time Paraprofessionals Spent in Formal Meetings

	Observed N	Expected N	Residual
Time spent increased greatly	1	7.0	-6.0
Time spent increased slightly	5	7.0	-2.0
Time spent stayed the same	15	7.0	8.0
Total	21		

	Formal Meetings
Chi-Square ^a	14.857
df	2
Asymp. Sig.	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.0.

The value of the chi-square statistics is 14.857 and the corresponding p-value is $p = 0.001$, which means that we can reject chance as an influence on responses (Table 45a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 45b):

Table 45b

Time Paraprofessionals Spent in Formal Meetings (Reclassified)

	Observed N	Expected N	Residual
.00	15	10.5	4.5
1.00	6	10.5	-4.5
Total	21		

	formal_1
Chi-Square ^a	3.857
df	1
Asymp. Sig.	.050

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.5.

Since the p-value is $p = 0.05$, we can reject chance as an influence on responses. Based on the chi-square tests performed above, the answers to every question are no changes (except for #11; see Appendix B) thus we cannot accept the hypothesis that there have been changes in paraprofessional duties and responsibilities since becoming certified. Based on these findings, there have not been changes in paraprofessional responsibilities since NCLB was passed. The predominating answer to most of the questions was “No change.”

Statistical Analysis for Research Subquestion #2: To What Extent Has Training and/or Professional Development Changed for Paraprofessionals as a Result of NCLB Mandates?

Table 46a

Training of Paraprofessionals to Plan Instruction

	Observed N	Expected N	Residual
increased greatly	6	14.0	-8.0
increased slightly	11	14.0	-3.0
not changed	25	14.0	11.0
Total	42		

	Training to Plan Instruction
Chi-Square ^a	13.857
df	2
Asymp. Sig.	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

The value of the chi-square statistics is 13.857 and the corresponding p-value is $p = 0.001$, which means that we can reject chance as an influence on responses (Table 46a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 46b):

Table 46b

Training of Paraprofessionals to Plan Instruction (Reclassified)

	Observed N	Expected N	Residual
.00	25	21.0	4.0
1.00	17	21.0	-4.0
Total	42		

	training_1
Chi-Square ^a	1.524
df	1
Asymp. Sig.	.217

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.

Since the p-value is $p = 0.217$, we cannot reject chance as an influence on responses.

Table 47a

Training of Paraprofessionals to Participate in Meetings

	Observed N	Expected N	Residual
increased greatly	1	7.6	-6.6
increased slightly	12	7.6	4.4
not changed	23	7.6	15.4
decreased slightly	1	7.6	-6.6
decreased greatly	1	7.6	-6.6
Total	38		

	Training to Participate
Chi-Square ^a	50.947
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.6.

The value of the chi-square statistics is 50.947 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 47a).

Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 47b):

Table 47b

Training of Paraprofessionals to Participate in Meetings (Reclassified)

	Observed N	Expected N	Residual
.00	23	19.0	4.0
1.00	15	19.0	-4.0
Total	38		

	collabor_1
Chi-Square ^a	1.684
df	1
Asymp. Sig.	.194

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.0.

Since the p -value is $p = 0.194$, we cannot reject chance as an influence on responses.

Table 48a

Training of Paraprofessionals to Instruct

	Observed N	Expected N	Residual
increased greatly	3	10.8	-7.8
increased slightly	12	10.8	1.3
not changed	27	10.8	16.3
decreased slightly	1	10.8	-9.8
Total	43		

	Training to Instruct
Chi-Square ^a	39.140
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.8.

The value of the chi-square statistics is 39.140 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 48a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 48b):

Table 48b

Training of Paraprofessionals to Instruct (Reclassified)

	Observed N	Expected N	Residual
.00	27	21.5	5.5
1.00	16	21.5	-5.5
Total	43		

	instruc_1
Chi-Square ^a	2.814
df	1
Asymp. Sig.	.093

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.5.

Since the p-value is $p = 0.0983$, we cannot reject chance as an influence on responses.

Table 49a

Training of Paraprofessionals to Test

	Observed N	Expected N	Residual
increased greatly	1	13.0	-12.0
increased slightly	8	13.0	-5.0
not changed	30	13.0	17.0
Total	39		

	Training to Test
Chi-Square ^a	35.231
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.0.

The value of the chi-square statistics is 35.231 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 49a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 49b):

Table 49b

Training of Paraprofessionals to Test (Reclassified)

	Observed N	Expected N	Residual
.00	30	19.5	10.5
1.00	9	19.5	-10.5
Total	39		

	testing_1
Chi-Square ^a	11.308
df	1
Asymp. Sig.	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.5.

Since the p-value is $p = 0.001$, we cannot reject chance as an influence on responses.

Table 50a

Training of Paraprofessionals to Monitor

	Observed N	Expected N	Residual
increased greatly	4	8.8	-4.8
increased slightly	6	8.8	-2.8
not changed	30	8.8	21.2
decreased slightly	2	8.8	-6.8
decreased greatly	2	8.8	-6.8
Total	44		

	Training to Monitor
Chi-Square ^a	65.091
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.8.

The value of the chi-square statistics is 65.091 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 50a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 50b):

Table 50b

Training of Paraprofessionals to Monitor (Reclassified)

	Observed N	Expected N	Residual
.00	30	22.0	8.0
1.00	14	22.0	-8.0
Total	44		

	supervis_1
Chi-Square ^a	5.818
df	1
Asymp. Sig.	.016

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.0.

Since the p-value is $p = 0.016$, we can reject chance as an influence on responses.

Table 51a

Training of Paraprofessionals for Clerical Duties

	Observed N	Expected N	Residual
increased greatly	4	10.8	-6.8
increased slightly	7	10.8	-3.8
not changed	30	10.8	19.3
decreased greatly	2	10.8	-8.8
Total	43		

	Training for Clerical
Chi-Square ^a	47.140
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.8.

The value of the chi-square statistics is 47.140 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 51a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 51b):

Table 51b

Training of Paraprofessionals for Clerical Duties (Reclassified)

	Observed N	Expected N	Residual
.00	30	21.5	8.5
1.00	13	21.5	-8.5
Total	43		

	cleric_1
Chi-Square ^a	6.721
df	1
Asymp. Sig.	.010

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.5.

Since the p-value is $p = 0.01$, we can reject chance as an influence on responses.

Table 52a

Training for Paraprofessionals to Participate in Meetings

	Observed N	Expected N	Residual
increased slightly	8	20.0	-12.0
not changed	32	20.0	12.0
Total	40		

	Training to Meet
Chi-Square ^a	14.400
df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.0.

The value of the chi-square statistics is 14.400 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 52a).

Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 52b):

Table 52b

Training for Paraprofessionals to Participate in Meetings (Reclassified)

	Observed N	Expected N	Residual
.00	32	20.0	12.0
1.00	8	20.0	-12.0
Total	40		

	meet_1
Chi-Square ^a	14.400
df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.0.

Since the p-value is $p = 0.000$, we can reject chance as an influence on responses.

Table 53

Amount of In-Service for Paraprofessionals

	Observed N	Expected N	Residual
yes	21	15.0	6.0
no	12	15.0	-3.0
not sure	12	15.0	-3.0
Total	45		

	In-service
Chi-Square ^a	3.600
df	2
Asymp. Sig.	.165

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.0.

The value of the chi-square statistics is 14.857 and the corresponding p-value is $p = 0.001$, which means that we cannot reject chance as an influence on responses.

Table 54

Relevancy of Paraprofessional In-Service

	Observed N	Expected N	Residual
most of the time	16	11.3	4.8
some of the time	17	11.3	5.8
rarely	11	11.3	-.3
never	1	11.3	-10.3
Total	45		

	In-service Relevant
Chi-Square ^a	14.289
df	3
Asymp. Sig.	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.3.

The value of the chi-square statistics is 14.289 and the corresponding p-value is $p = 0.003$, which means that we can reject chance as an influence on responses.

Table 55

Need for In-Service for Other Staff to Work With Paraprofessionals

	Observed N	Expected N	Residual
yes	24	15.0	9.0
no	8	15.0	-7.0
not sure	13	15.0	-2.0
Total	45		

	Work with Paras
Chi-Square ^a	8.933
df	2
Asymp. Sig.	.011

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.0.

The value of the chi-square statistics is 8.933 and the corresponding p-value is $p = 0.011$, which means that we can reject chance as an influence on responses.

In respondents' answers concerning the extent to which training and/or professional development has changed for paraprofessionals as a result of NCLB mandates, the response "No change" seems to be systematically more frequent than the other possible responses. Thus, in the overall analysis of "No change" versus "Change," only a few questions reflected significant changes (survey questions #12, #13, and #14). The rest (survey questions #15, #16, #17, #18, #19, #20, and #21) show a significant majority indicating "No change."

Statistical Analysis for Research Subquestion #3: To What Extent Has Supervision/Evaluation Changed for Paraprofessionals as a Result of NCLB Mandates?

Table 56a

Supervision of Paraprofessional Planning

	Observed N	Expected N	Residual
increased greatly	4	8.6	-4.6
increased slightly	7	8.6	-1.6
not changed	29	8.6	20.4
decreased slightly	1	8.6	-7.6
decreased greatly	2	8.6	-6.6
Total	43		

	Supervision of Planning
Chi-Square ^a	62.930
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.6.

The value of the chi-square statistics is 62.930 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 56a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 56b):

Table 56b

Supervision of Paraprofessional Planning (Reclassified)

	Observed N	Expected N	Residual
.00	29	21.5	7.5
1.00	14	21.5	-7.5
Total	43		

	superv_1
Chi-Square ^a	5.233
df	1
Asymp. Sig.	.022

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.5.

Since the p-value is $p = 0.022$, we can reject chance as an influence on responses.

Table 57a

Supervision of Paraprofessionals in Meetings

	Observed N	Expected N	Residual
increased greatly	2	14.3	-12.3
increased slightly	6	14.3	-8.3
not changed	35	14.3	20.7
Total	43		

	Supervision of Meeting
Chi-Square ^a	45.256
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.3.

The value of the chi-square statistics is 45.256 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 57a). Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 57b):

Table 57b

Supervision of Paraprofessionals in Meetings (Reclassified)

	Observed N	Expected N	Residual
.00	35	21.5	13.5
1.00	8	21.5	-13.5
Total	43		

	superp_1
Chi-Square ^a	16.953
df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.5.

Since the p-value is $p = 0.000$, we can reject chance as an influence on responses.

Table 58a

Supervision of Paraprofessional Instruction

	Observed N	Expected N	Residual
increased greatly	5	9.0	-4.0
increased slightly	9	9.0	.0
not changed	28	9.0	19.0
decreased slightly	1	9.0	-8.0
decreased greatly	2	9.0	-7.0
Total	45		

	Supervision of Instruction
Chi-Square ^a	54.444
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.0.

The value of the chi-square statistics is 54.444 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses (Table 58a).

Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 58b):

Table 58b

Supervision of Paraprofessional Instruction (Reclassified)

	Observed N	Expected N	Residual
.00	28	22.5	5.5
1.00	17	22.5	-5.5
Total	45		

	superi_1
Chi-Square ^a	2.689
df	1
Asymp. Sig.	.101

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.5.

Since the p-value is $p = 0.101$, we cannot reject chance as an influence on responses.

Table 59a

Supervision of Paraprofessional Testing

	Observed N	Expected N	Residual
increased greatly	2	13.7	-11.7
increased slightly	5	13.7	-8.7
not changed	34	13.7	20.3
Total	41		

	Supervision of Testing
Chi-Square ^a	45.707
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.7.

The value of the chi-square statistics is 45.707 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses. Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 59b):

Table 59b

Supervision of Paraprofessional Testing (Reclassified)

	Observed N	Expected N	Residual
.00	34	20.5	13.5
1.00	7	20.5	-13.5
Total	41		

	supert_1
Chi-Square ^a	17.780
df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.5.

The p-value is $p = 0.001$, which means that we cannot reject chance as an influence on responses.

Table 60a

Supervision of Paraprofessional Monitoring

	Observed N	Expected N	Residual
increased greatly	5	9.0	-4.0
increased slightly	8	9.0	-1.0
not changed	30	9.0	21.0
decreased slightly	1	9.0	-8.0
decreased greatly	1	9.0	-8.0
Total	45		

	Supervision of Monitoring
Chi-Square ^a	65.111
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.0.

The value of the chi-square statistics is 65.111 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 60b):

Table 60b

Supervision of Paraprofessional Monitoring (Reclassified)

	Observed N	Expected N	Residual
.00	30	22.5	7.5
1.00	15	22.5	-7.5
Total	45		

	superm_1
Chi-Square ^a	5.000
df	1
Asymp. Sig.	.025

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.5.

Since the p-value is $p = 0.025$, we can reject chance as an influence on responses.

Table 61a

Supervision of Paraprofessionals Performing Clerical Duties

	Observed N	Expected N	Residual
increased greatly	8	11.0	-3.0
increased slightly	3	11.0	-8.0
not changed	32	11.0	21.0
decreased slightly	1	11.0	-10.0
Total	44		

	Supervision of Clerical
Chi-Square ^a	55.818
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

The value of the chi-square statistics is 55.818 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 61b):

Table 61b

Supervision of Paraprofessionals Performing Clerical Duties (Reclassified)

	Observed N	Expected N	Residual
.00	32	22.0	10.0
1.00	12	22.0	-10.0
Total	44		

	superc_1
Chi-Square ^a	9.091
df	1
Asymp. Sig.	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.0.

Since the p-value is $p = 0.003$, we can reject chance as an influence on responses.

Table 62a

Supervision of Paraprofessionals Participating in Meetings

	Observed N	Expected N	Residual
increased greatly	1	14.0	-13.0
increased slightly	10	14.0	-4.0
not changed	31	14.0	17.0
Total	42		

	Supervision of Meeting
Chi-Square ^a	33.857
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

The value of the chi-square statistics is 33.857 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Reclassifying the subjects in the “Changed” and “Remained the same” groups, we get the following (Table 62b):

Table 62b

Supervision of Paraprofessionals Participating in Meetings (Reclassified)

	Observed N	Expected N	Residual
.00	31	21.0	10.0
1.00	11	21.0	-10.0
Total	42		

	superf_1
Chi-Square ^a	9.524
df	1
Asymp. Sig.	.002

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.

Since the p-value is $p = 0.002$, we can reject chance as an influence on responses.

Table 63

Has the Type of Paraprofessional Supervision and/or Evaluation Changed Since You have Become a Certificated Paraprofessional?

	Observed N	Expected N	Residual
yes	12	14.7	-2.7
no	25	14.7	10.3
not sure	7	14.7	-7.7
Total	44		

	Type of Supervision
Chi-Square ^a	11.773
df	2
Asymp. Sig.	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.7.

The value of the chi-square statistics is 11.773 and the corresponding p-value is $p = 0.003$, which means that we can reject chance as an influence on responses.

Table 64

Has the Amount of Paraprofessional Supervision and/or Evaluation You Received Changed Since You Have Become a Certificated Paraprofessional?

	Observed N	Expected N	Residual
yes	10	15.0	-5.0
no	30	15.0	15.0
not sure	5	15.0	-10.0
Total	45		

	Amount of Supervision
Chi-Square ^a	23.333
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.0.

The value of the chi-square statistics is 23.333 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Table 65

Has the Quality of Paraprofessional Supervision and/or Evaluation You Receive Changed Since You Have Become a Certificated Paraprofessional?

	Observed N	Expected N	Residual
yes	9	15.0	-6.0
no	30	15.0	15.0
not sure	6	15.0	-9.0
Total	45		

	Quality of Supervision
Chi-Square ^a	22.800
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.0.

The value of the chi-square statistics is 22.800 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Table 66

Has the Person Who Supervises and/or Evaluates You Changed?

	Observed N	Expected N	Residual
yes	3	15.0	-12.0
no	34	15.0	19.0
not sure	8	15.0	-7.0
Total	45		

	Change in Supervision
Chi-Square ^a	36.933
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.0.

The value of the chi-square statistics is 36.933 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses. The conclusion is very clear in response to the research question considered in this section (“To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates?”). The option “No change” has a significantly higher frequency than the option “Change,” except in survey question #24.

Statistical Analysis for Research Subquestion #4: To What Extent Has Support and Respect for Paraprofessionals Been Affected by NCLB Mandates?

Table 67

Overall, Do You Believe Staff Members Are More Respectful of Your Position Since Certification?

	Observed N	Expected N	Residual
yes	9	11.0	-2.0
no	12	11.0	1.0
not sure	21	11.0	10.0
4.00	2	11.0	-9.0
Total	44		

	Respect
Chi-Square ^a	16.909
df	3
Asymp. Sig.	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

The value of the chi-square statistics is 16.909 and the corresponding p-value is $p = 0.001$, which means that we can reject chance as an influence on responses.

Table 68

As a Certificated Member of the Educational Community, Do Staff Members Ask Your Opinion About the Students With Whom You Work?

	Observed N	Expected N	Residual
yes	12	11.3	.8
no	25	11.3	13.8
not sure	5	11.3	-6.3
4.00	3	11.3	-8.3
Total	45		

	Opinion
Chi-Square ^a	26.378
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.3.

The value of the chi-square statistics is 26.378 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Table 69

Are You Treated as a More Respected Member of Staffing Meetings Regarding the Students With Whom You Work Since Your Certification?

	Observed N	Expected N	Residual
yes	9	11.3	-2.3
no	17	11.3	5.8
not sure	17	11.3	5.8
4.00	2	11.3	-9.3
Total	45		

	Respected Committee Member
Chi-Square ^a	13.933
df	3
Asymp. Sig.	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.3.

The value of the chi-square statistics is 13.933 and the corresponding p-value is $p = 0.003$, which means that we can reject chance as an influence on responses.

Table 70

Do You Have Increased Access to Pertinent Records Regarding the Students With Whom You Work Since Your Certification?

	Observed N	Expected N	Residual
yes	17	11.3	5.8
no	8	11.3	-3.3
not sure	17	11.3	5.8
4.00	3	11.3	-8.3
Total	45		

	Availability of Records
Chi-Square ^a	12.867
df	3
Asymp. Sig.	.005

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.3.

The value of the chi-square statistics is 12.867 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Table 71

Do You Have More Access to All the Space in Your Building Since Becoming
Certificated?

	Observed N	Expected N	Residual
yes	24	10.8	13.3
no	1	10.8	-9.8
not sure	17	10.8	6.3
4.00	1	10.8	-9.8
Total	43		

	Access to Space
Chi-Square ^a	37.651
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than
5. The minimum expected cell frequency is 10.8.

The value of the chi-square statistics is 37.651 and the corresponding p-value is $p = 0.000$, which means that we can reject chance as an influence on responses.

Table 72

Has Access to Materials and Equipment That You May Need When Working With Students Changed Upon Becoming Certificated?

	Observed N	Expected N	Residual
yes	12	10.3	1.8
no	4	10.3	-6.3
not sure	21	10.3	10.8
4.00	4	10.3	-6.3
Total	41		

	Access to Records
Chi-Square ^a	19.195
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.3.

The value of the chi-square statistics is 19.195 and the corresponding p -value is $p = 0.000$, which means that we can reject chance as an influence on responses.

The results addressing the research question “To what extent has support and respect for paraprofessionals been affected by NCLB mandates?” are unclear in their implications. In response to some survey questions on this topic, the option “Not sure” is significantly more frequent, while in other questions “No” or “Yes” is the more frequent response.

Summary

A total of 60 staff members who were classified as paraprofessionals in the selected northeast Georgia school system during the 2006–2007 school year participated in the paraprofessional survey conducted for this research. The answers to the survey questions were correlated into both frequency distributions and percentage tables. In

addition, these survey questions were statistically analyzed through the use of chi-square tests to reveal if there is significance between the proportions of responses for each of the items. Some of the items were reclassified into “Changed” and remained the same categories in order to further study the results rather than using the detailed elements of increased or decreased slightly. Further analysis resulted in a failure to reject chance as an influence on responses.

*CHAPTER 5**SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS*

Summary

As more and more paraprofessionals are hired in order to maintain or achieve the required educational benchmarks, the need for researchers to explore the field of paraprofessionals has greatly increased. The NCLB mandates have brought about increased requirements and certification for all paraprofessionals. Although these mandates have undergone extensive study, very little research has been conducted on how paraprofessionals feel this legislation has impacted them.

It is important to study these requirements, as well as, the paraprofessionals and determine their impact on student learning. School systems will have to maintain records and tracking systems in order to attract and retain highly qualified paraprofessionals. Meeting the requirements may be complicated by a lack of accessibility to the education needed especially in rural areas. Also certification of paraprofessionals may lead to the need for higher salaries to compensate for elevated skill levels.

The value of paraprofessionals is undisputed among those educators and students who work closely with them. Their job duties are varied and changing just as are their job settings. Many are employed to help with tutoring, small group work, reinforcing skill concepts, and helping to manage the classroom environment. Literature explores all these areas and the impact school systems, administrators, and even teachers will feel from the No Child Left Behind Mandates. However there is a gap in this literature as the effect of the requirements has not been reported from the perspective of the

paraprofessionals. For this reason, the researcher decided to explore the impact of the requirements of NCLB on paraprofessional roles and responsibilities.

The literature review showed that the use of paraprofessionals in classrooms has grown outstanding in recent years. Paraprofessionals assume a variety of roles, both in classrooms and in schools, as well as in special education and regular education.

The overarching research question is this: To what extent do NCLB requirements impact the current role of the paraprofessional? Subquestions include the following:

- 1) To what extent have paraprofessional duties and responsibilities changed since the NCLB mandates?
- 2) To what extent has training and/or professional development changed for paraprofessionals as a result of NCLB mandates?
- 3) To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates?
- 4) To what extent has support and respect for paraprofessionals been affected by NCLB mandates?

The procedures for this study included the use of a researcher adapted survey that was sent through interoffice mail to all certified paraprofessionals in the school system being studied. These surveys used Likert-like scales to measure areas including demographics, duties and responsibilities, training and professional development, job supervision/evaluation, and respect. Validation for these surveys was provided by experts in the field and the use of a paraprofessional panel made up of retired paraprofessionals. Surveys were collected with a 90% response rate and analyzed using SPSS to create percentage and frequency tables, and chi-square tests were performed to discover if there was significance between the proportions of responses. Although the

Chi-square analysis provided little insight into the descriptive results, they were useful in confirming the results.

Analysis and Discussion of Research Findings

In each area, the statistical analysis showed that, based on the responses, we cannot reject the null hypothesis of equal proportions. This information thus supports the conclusion that the requirements of NCLB mandates have not had any major impacts on the roles of paraprofessionals in the selected school system. Similarly, paraprofessionals have not seen changes in their duties and responsibilities, training, professional development, supervision/evaluation, support, and/or respect from the education community since these laws were enacted. Thus the answer to our overarching question is that the NCLB requirements did not impact the current role of the paraprofessional. This research points to a lack of significant change in the role of the paraprofessionals studied.

Analysis and Discussion of Research Findings for Subquestion #1: To what extent have paraprofessional duties and responsibilities changed since the NCLB mandates?

In analyzing the paraprofessionals' responses about their duties and responsibilities in order to answer the first research subquestion, chi-square tests revealed that a significant number of respondents reported no changes in their duties since the implementation of the NCLB mandates. Therefore, the extent of the changes is not clear. However, the predominating answer in most related questions was "No change." Only when reporting about participation in formal meetings were the responses more scattered. Thus the answer to this question is that the extent of change is not clear nor is it significant when studying the changes in paraprofessional duties and responsibilities since the implementation of the NCLB mandates.

When looking just at the frequency tables from the questions dealing with paraprofessional duties and responses there was a higher frequency of responses noting some type of change for both time spent in planning meetings and time spent delivering instruction. Although this is not a great enough number of responses to alter the overall research findings to show changes in paraprofessional duties and responsibilities, it does support the literature that points to the slow development of paraprofessionals' duties from clerical to instructional as cited by Ashbaker & Morgan in 2001. It would be of interest for researchers to document this evolution of the paraprofessional position for since it was not the NCLB mandates that brought on these changes, what did?

The frequency chart for time paraprofessionals spent in formal meetings was also unclear as 40.7% of paraprofessionals stated that this questions was not applicable. In this case it may have been more prudent for the researcher to give a clear definition or examples of formal meetings. The information in this table may have been very different if those 24 paraprofessionals had a clearer understanding of what was meant. Formal meetings could range from Individualized Educational Planning meetings, to countywide committees, to Professional Learning Community time.

In examining at the data more closely and applying chi-square statistics the findings became more complex. When analyzing time paraprofessionals spent planning independently using the Likert responses scale conclusions show we can reject the null hypothesis that changes in independent planning were not solely resulting from chance. However if one were to reclassify the scale to include only the response remained the same or changed, conclusions drawn show that we cannot reject the null hypothesis and changes may have resulted from chance. Reclassification also affects time

paraprofessionals spent in planning meetings, time paraprofessionals spent testing, time paraprofessionals spent monitoring and supervising, and time paraprofessionals spent performing clerical duties. Reclassification supported the conclusion that we can rule out the influence of chance for time paraprofessionals spent in formal meetings, leading the researcher to again question the phrasing of formal meetings and if further study needs to be made before making a definitive conclusion in this area. Reclassification also supported the statement that we cannot reject the null hypothesis of equal proportion when measuring the changes in time paraprofessionals spent delivering instruction.

Analysis and Discussion of Research Findings for Subquestion #2: To what extent has training and/or professional development changed for paraprofessionals as a result of NCLB mandates?

When questioned about changes in training and professional development, the majority of respondents selected “No change”; however, the overall analysis showed there are a few questions with no significant difference between the proportions other than these few questions. The rest of the questions show a significant majority of respondents indicated no change. More minced responses were found to questions relating to training to plan instructions, training to participate in meetings, and training for instruction. Thus the answer to the question pertaining to the extent of change to paraprofessional training and staff development since the implementation of NCLB is that there has been no significant change.

Frequency tables documenting changes in paraprofessional training strongly point to no changes in all areas including planning instruction, delivering instruction, participation in meetings, testing and accessing, monitoring and supervising, clerical

work, and formal meetings. However, it is important to note that 35.6% of paraprofessionals surveyed did note an increase in paraprofessional in-service. Fifty-five point nine percent of surveyed paraprofessionals also responded that this in-service was relevant some or most of the time. The literature has documented that with the passing of IDEA and increased use of paraprofessionals in special education there must be professional support for these individuals (Pickett et al, 1997). A major finding in this area is also the substantial support for the need to train others to work with paraprofessionals which 40.7% of respondents claimed was needed. This need is also supported in the literature when looking at teacher's roles as including the area of working with paraprofessionals as suggested by Trautman (2004) and Gerlach (2006).

Statistical analysis of the data utilizing chi-square supports rejecting the possibility of chance affecting responses both in the Likert scale and when reclassified in the areas of training to monitor, training for clerical duties, and training to participate in formal meetings. This means that changes in these areas are not based solely on chance, further frequency counts in these areas showed no change. In the areas of training to plan instruction, training to participate in meetings, training to deliver instruction, and training to test the Likert scale analysis supported rejecting chance as an influence on responses, however when reclassified into the smaller areas supported not rejecting chance as an influence on responses.

When looking at in-service questions there was no need to reclassify results so there was no conflict among answers. Surveys supported not rejecting chance as an influence on responses for amount of in-service, showing that this area could be affected by chance. However the analysis supported rejecting chance as an influence on responses

thus showing that changes in relevancy and need for training with paraprofessionals was not a chance happenstance.

Analysis and Discussion of Research Findings for Subquestion #3: To what extent has supervision/evaluation changed for paraprofessionals as a result of NCLB mandates?

Responses to questions regarding supervision and evaluation of paraprofessionals clearly indicated that there have been no changes in this area. The option of “No change” has a significantly higher frequency than the option “Change.” The only exception is in the area of supervision of instruction; however, the amount of change in this area is not significant. Thus the answer to the research question asking to what extent NCLB has impacted supervision and evaluation of paraprofessionals is that there have been no significant changes.

Frequency tables for changes in supervision brought about by NCLB resoundingly supported no change in these areas. Over 50% of respondents noted no changes in supervision of paraprofessionals in planning meetings, testing and assessing, monitoring and supervising, doing clerical work, and participating in formal meetings. This research shows that since the respondents have become highly qualified paraprofessionals, neither the type, amount, quality, nor supplier of evaluation has changed for these respondents.

Statistical analysis for changes in paraprofessional supervision show differing results when in the Likert scale and reclassified in two choices (change and no change) in the areas of supervision of paraprofessional instruction and testing. However both types of analysis in the other areas offered support for rejecting chance as an influence on

responses. Thus the researcher can state that the reports of no changes in the supervision of paraprofessional planning, meetings, monitoring, clerical duties and formal meetings are not chance happenings. The report of no changes in amount, type, and quality of supervision are also not chance happenings and analysis states to reject chance as an influence on responses.

Analysis and Discussion of Research Findings for Subquestion #4: To what extent has support and respect for paraprofessionals been affected by NCLB mandates?

Questions regarding respect and support for paraprofessionals yielded unclear results. The answer “Not sure” was sometimes more frequent, and in other questions “No” and “Yes” were more frequent. Thus the answer to the research question addressing changes to the respect and support for paraprofessionals since the implementation of NCLB mandates is no significant changes have been noted.

Frequency tables for changes in respect and value from staff members showed varying responses that were more widely spread than in other areas. When asked if since certification completion these paraprofessionals felt that others were more respectful towards them and if they had more access to materials needed, the majority of paraprofessionals stated they were unsure. Clear responses were found when asked if they were asked their opinion about students and if they had more access to building space. Respondents felt their opinion was not asked but they did have more access to the building.

In both being treated more respectfully and having access to records the number of not sure responses equaled the yes or no response as the highest response. Twenty-eight point eight percent of respondents felt either they were treated more respectfully or

they weren't sure. That same percentage also marked either that they have more access to records or they aren't sure if they have more access to records.

Analysis and Discussion of Research Findings for the Main Research Question: To what extent do NCLB requirements impact the current role of the paraprofessional?

Both statistical analyses with Likert scale response and narrowed response fields showed that in each area we can reject chance as an influence on responses showing that changes in these areas are not based purely on chance. It is important to instill value and respect among all employees in order to attract and retain highly qualified staff.

The major findings of this study require the researcher to reject chance as an influence on responses. This means that the responses do not document any changes in the current roles of paraprofessionals since the implementation of the NCLB mandates. The survey results also show no changes in paraprofessional duties and responsibilities, training and/or professional development, supervision/evaluation, support, and/or respect.

Conclusions

Teacher shortages from World War II, Title I requirements, and Head Start requirements all called for more paraprofessional positions. IDEA in 1997 helped to regulate the roles of paraprofessionals in special education, but there was no legislation in place directing the thousands of other paraprofessionals in regular education.

Research subquestion #1 questioned the extent paraprofessional duties and responsibilities have changed since the NCLB mandates were enacted. Survey responses reported no significant changes in these areas. The only area showing any significant increase is the time spent in planning meetings. An area of great concern for this

researcher is the findings that there were no changes in the amount of time spent delivering instruction.

Research subquestion #2 questioned the extent training and/or professional development have changed since the enactment of the NCLB mandates. Survey responses reported no significant changes in these areas. A significant number of paraprofessionals reported the need to train others to work with paraprofessionals.

Research subquestion #3 questioned the extent supervision/evaluation changed for paraprofessionals as a result of NCLB mandates. Survey responses reported no significant changes in these areas. A significant number of paraprofessionals reported the quality of supervision has not changed since becoming certified paraprofessionals.

Research subquestion #4 questioned the extent support and respect for paraprofessionals has been affected by NCLB mandates. Survey responses reported no significant changes in these areas.

Thus, when answering the major research question which explores the effect of the NCLB mandates on the current role of paraprofessionals, the researcher must report no significant changes in these areas. Survey respondents reported no changes in the areas of duties and responsibilities, training and/or professional development, supervision/evaluation, and support and respect.

This research is important to the field of education because it helps us to form a timeline of events in the paraprofessional profession. It causes us to question the amount of money being spent to obtain and support the certification of paraprofessionals when there have been no documented changes in duties and responsibilities as a result.

Perhaps the changes have been too gradual to notice. Although the legislation was enacted in 2000, many of the mandates were not fully in effect until 2006. The biggest changes documented from this legislation are the requirements needed to become employed rather than any changes in the actual job itself.

Although this research does not support the conclusion that any major changes in the current role of paraprofessionals have resulted from NCLB legislation, it certainly does not disprove the idea that this legislation establishes needed definitions of the roles and requirements of these positions. Possibly the significant growth in this field impacted paraprofessional roles and responsibilities, and the NCLB mandates were an attempt to better match requirements of the position with the current roles and responsibilities that were already being enacted. Stated simply, perhaps the government saw a need to increase the education level of these employees who were completing such valued and important positions in our current school structure.

Implications

This research has many important implications for the field of education. Most importantly, the research has documented little to no effect on the roles and responsibilities of paraprofessionals after passing the NCLB mandates. However, it also noted that there are new requirements that must be met in order to become a paraprofessional. If the state and individual counties are spending large amounts of money to attract, retain, and support highly qualified paraprofessionals, why are we not also increasing their role in the classroom. These members of the educational community are becoming more qualified yet their actual jobs have not changed. Is this due to habit on the part of administrators and teachers or reluctance to empower these employees?

Retraining for administration and teachers to make better use of these highly qualified personnel is certainly in order. Habits are a hard thing to change and changing the use of paraprofessionals is a large mental change for all involved. There may be a call to move paraprofessionals around in order to make these transitions easier for all involved.

Recommendations

Further research should attempt to pinpoint the time at which the paraprofessional's roles and duties changed so drastically and the reasons for these changes. Future researchers might consider asking the survey questions in a discussion format using more open ended questions. The researcher could gather a greater understanding by using interview questions rather than a survey. Further research could compare and contrast different the opinions of new paraprofessionals and those in the profession for a longer period of time regarding the NCLB mandates. In addition, further research could poll paraeducators regarding how to further professionalize the career of paraeducator and how to reward these professionals for meeting more stringent requirements.

An area of strength in this research supports the idea that supervision has not changed significantly in the past decade, yet what of the literature such as Gerlach (2006) or the American Federation of Teachers (2006) who added to the teacher's job duties the role of supervising paraprofessionals who are under their care as if this would become a new role. It would certainly be of further interest to investigate who is supervising the growing profession of paraprofessionals and how they are being supervised and evaluated.

Relevancy of in-service was also an issue of concern as the paraprofessionals surveyed reported that in-service was only relevant some of the time. If the in-service is not always relevant, what is it addressing? Certainly this would be an area for more research, in order to discover what types of in-service are offered and what types are needed. The wish would certainly be that all in-service would be valuable and relevant.

It would also be of interest to further explore the area of respect and support for paraprofessionals since paraprofessionals reported they were unsure if there had been changes in this area since becoming certified paraprofessionals. This leads the researcher to believe that either the respondent was unclear if these things had changed or unsure when these things had changed. Further investigation could also explore if these paraprofessionals don't feel respected or do feel respected but do not think there has been a change since becoming certified. This is an area that needs further study because these areas play heavily into motivation which is a hot button topic in education today.

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APPENDICES

APPENDIX A

SURVEY OF VERMONT'S PARAEDUCATOR WORKFORCE

September 11, 1996

Dear Vermont Paraeducator:

What are your duties and responsibilities as a paraeducator? Do you have a comprehensive job description? Do you feel recognized for your contributions to the education of Vermont's children and youth? I am seeking answers to these questions and others that relate to Vermont's paraeducator workforce. The information collected will be analyzed, compiled and shared with the State Department of Education, as well as members of my doctoral committee and other interested educators across Vermont and nationally. This information will help shape the direction Vermont will take in providing paraeducators with the training and support necessary to fulfill your career goals and needs.

Enclosed you will find a survey which should take approximately 30 minutes of your time to complete. As an incentive for completing the survey and returning it to me by Tuesday, October 15th, I will be holding a raffle for one night's lodging and dinner for two at a Vermont inn or hotel of your choice. The drawing will take place on Monday, October 21st (If you are planning on attending the Statewide Leaf Peepers Conference on Friday, October 25th, you might choose to use the free room and meal the night of the 24th!). If you are the winner, you'll be notified on the 21st.

Thank you for taking your valuable time to complete this survey.

Sincerely,

Patricia H. Mueller,
Coordinator, Paraeducator Training Program
&
Primary Investigator, UVM Doctoral Student

SURVEY OF VERMONT'S PARAEDUCATOR WORKFORCE

This survey is being conducted by the University Affiliated Program of Vermont at the University of Vermont (Patricia H. Mueller, primary investigator) with support from the State Department of Education. Its purpose is to identify the current status of Vermont's paraeducator workforce which will provide information to assist in meeting the training and support needs of Vermont's paraeducators and their supervisors. The surveys are being distributed statewide and are confidential. From this survey, recommendations will be made regarding:

- a baseline of professional development needed by paraeducators
- prioritized training topics and content
- models for training delivery
- forums for training delivery
- promising practices which support paraeducators and their supervisors

If you meet the description of "PARAEDUCATOR" below, please take a few minutes (approximately 30) to complete this survey and return the computer form and comment sheet only, in the enclosed pre-paid envelope by OCTOBER 15, 1996.

In recording your responses on the enclosed opscan computer sheet, please:

- *Use only #2 pencil and erase any stray marks.*
- *Do not staple or fold the answer sheet.*

If you do not meet the definition of "PARAEDUCATOR", please indicate your role below and return this page only, and the computer data sheet in the pre-paid envelope.

I am: No longer a paraeducator Another type of paraprofessional (cafeteria/playground, bus driver etc.) A supervising teacher/administrator (general or special education) Other (please describe: _____)

DEFINITIONS OF TITLES

The title "**paraeducator**" refers to persons employed by Vermont public school systems who provide **instructional** support to students. Support may be provided in the home, in school or in the community. These employees are categorized as "non-certified" staff, although some paraeducators may hold teaching certificates. Paraeducators are expected to perform their duties and responsibilities under the supervision of certified staff. Titles may include: instructional assistant, paraprofessional, educational assistant, teaching assistant, and aide. Titles **excluded** include those persons whose **primary** role is: bus driver, lunchroom/cafeteria paraprofessional, playground paraprofessional, or clerical paraprofessional.

The title "**supervisor**" refers to a Vermont public school district employee who is licensed as either a teacher or administrator and who performs one of those roles. Supervisors may include: special and/or general educators, Title I teachers, guidance staff, principals, and special and/or compensatory education administrators.

THANK YOU FOR YOUR ASSISTANCE IN HELPING TO IMPACT THE
TRAINING AND SUPPORT OF VERMONT'S PARAEDUCATORS!

PATRICIA H. MUELLER, Primary Investigator

I. DEMOGRAPHICS

1. To what age/grade level are you assigned the **majority** of your time (**mark only one**)?
 - A. Birth to 3 years and/or preschool
 - B. Elementary (K through 5)
 - C. Middle school/junior high (6,7,8)
 - D. High School (9 through 12)
 - E. Other (please specify on write-in answer sheet)

2. Please indicate your **primary area** of paraeducator specialization (**mark only one**).
 - A. Special Education (e.g., student(s) who has/have an IEP)
 - B. General Classroom (not assigned to a particular student(s))
 - C. Speech/Language
 - D. Birth to 3 or Essential Early Education (EEE)
 - E. Job Coach
 - F. Section 504 (assigned to student(s) eligible under Sec. 504)
 - G. Title I
 - H. "Act 230" (assigned to work with students "at risk")
 - I. Library/Media
 - J. In- School Suspension Room or Planning Room
 - K. Computer Lab
 - L. Floating (assigned as a substitute for absent paraeducators)
 - M. Other (please specify on write-in answer sheet)

3. Please indicate the setting where you deliver **most** of your instruction to student(s) (**mark only one**).
 - A. General education classroom in local school
 - B. Special education resource room in local school
 - C. A combination of general ed. and sp. ed. resource room
 - D. Self-contained special education classroom in local school
 - E. Title I room
 - F. A combination of general ed. and Title I room
 - G. Community based site
 - H. Student's home
 - I. Alternative school/program separate from local school
 - J. Preschool or EEE program
 - K. Other (please specify on write-in answer sheet)

4. Please indicate the number of hours per week you are employed as a paraeducator.
 - A. 0-9
 - B. 10-19
 - C. 20-29
 - D. 30-40
 - E. 41 or more

5. Please indicate the number of student(s) with whom you are **assigned** to provide instruction in an average day (either individually or in groups).
- A. One
 - B. 2 - 6
 - C. 7-11
 - D. 12-20
 - E. 21-30
 - F. 30 or more
6. Including this year, please indicate the number of years you have worked in your current district.
- A. 5 years or less
 - B. 6 - 10 years
 - C. 11 - 15 years
 - D. 16 - 20 years
 - E. 21 - 30 years
 - F. more than 30 years
7. Including this year, please indicate the total number of years you have worked as a paraeducator.
- A. 5 years or less
 - B. 6 - 10 years
 - C. 11 - 15 years
 - D. 16 - 20 years
 - E. 21 - 30 years
 - F. more than 30 years
8. Please indicate your age.
- A. Under 18 years
 - B. 18 to 25 years
 - C. 26 to 35 years
 - D. 36 to 45 years
 - E. 46 to 55 years
 - F. 56 to 65 years
 - G. 66 or better
9. Please indicate your gender.
- A. Male
 - B. Female

10. What is the highest level of education you have attained? (**mark only one**)
- A. Attended high school
 - B. High school diploma, GED, or the equivalent
 - C. Post secondary or college classes (e.g., UVM Certificate Program, courses through Community College of VT)
 - D. Work toward Associate Degree (college 2 year degree)
 - E. Associate Degree
 - F. Work toward Bachelor's Degree (college 4 year degree)
 - G. Bachelor's Degree
 - H. Work toward graduate degree
 - I. Graduate degree(s)
11. Are you certified to teach in the state of Vermont?
- A. Yes
 - B. No
 - C. Don't know/not sure
12. What level of education is **required** by your district to be a paraeducator? (**mark the one response that most closely describes the education required**)
- A. High school diploma, GED, or the equivalent
 - B. Post secondary or college classes (e.g., UVM Certificate Program, courses through Community College of VT)
 - C. Work toward Associate Degree (college 2 year degree)
 - D. Associate Degree
 - E. Work toward Bachelor's Degree (college 4 year degree)
 - F. Bachelor's Degree
 - G. No criteria were communicated to me/not sure
 - H. Other (please specify on write-in answer sheet)
13. Please indicate the education-related **experience** criteria necessary for your employment (**mark all that apply**).
- A. Previous work in a school
 - B. Previous work with children or youth
 - C. Previous work with students with special needs
 - D. No experience required
 - E. No criteria were communicated to me
 - F. Other (please specify on write-in answer sheet)
14. Please indicate your salary range.
- A. \$4.75 - \$5.50 per hour
 - B. \$5.50 - \$6.50 per hour
 - C. \$6.50 - \$7.50 per hour
 - D. \$7.50 - \$8.50 per hour
 - E. \$8.50 - \$10.00 per hour
 - F. \$10.00 - \$12.00 per hour
 - G. Over \$12.00 per hour

15. Please indicate the benefits you receive (**mark all that apply**).
- A. Health plan
 - B. Dental plan
 - C. Sick days
 - D. Family sick leave
 - E. Personal days
 - F. Professional days
 - G. Bereavement days
 - H. Retirement plan
 - I. Paid holidays that fall within the school calendar
 - J. Funding for coursework/workshops/training
 - K. Comp. (compensation) Time
 - L. Other (please specify on write-in answer sheet)

II. DUTIES AND RESPONSIBILITIES

Using the following scale, please indicate the amount of time you engage in the activities listed in questions 16 - 23. Your responses for these questions should ultimately add up to 100% of your time. Refer to the example below. Please read all of the activity descriptions before recording your responses for a typical week of school.

A. 0% (none of my time)
 B. 1-25% (about one-quarter of my time) C. 26-50% (about one half of my time)
 D. 51-75% (about three quarters of my time) E. 76-100% (most of my time)

EXAMPLE - For Crystal, a paraeducator who works with a student with significant disabilities:

- 16. B. (about 5% of Crystal's time is spent independently planning instruction)
- 17. B. (about 5% of Crystal's time is spent in planning meetings to develop accommodations for student)
- 18. F. (about 80% of Crystal's time is spent in providing direct instruction)
- 19. A. (0% of Crystal's time is spent conducting assessments - the supervisor does this)
- 20. B. (about 2% of Crystal's time is spent participating in field trips, etc.)
- 21. B. (about 2% of Crystal's time is spent on clerical work)
- 22. B. (about 3% of Crystal's time is spent providing personal care)
- 23. B. (about 3% of Crystal's time is spent participating in formal team meetings)

TOTAL PERCENT OF TIME = 100%

- 16. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).
- 17. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.
- 18. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).

19. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).
20. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips.
21. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).
22. Provide personal care assistance (feeding, managing personal hygiene/bathroom needs, provide transportation, not delivery of instruction).
23. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.

Now please indicate if you believe you are expected to perform the activities listed in questions 24 - 31 using the scale below.

A. Yes B. No C. Don't know/not sure

24. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).
25. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.
26. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).
27. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).
28. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips.
29. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).
30. Provide personal care assistance (feeding, managing personal hygiene/bathroom needs, not delivery of instruction).
31. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

Please indicate the degree to which you believe you are trained to perform the activities listed in questions 32 - 39, using the scale below.

A. Thoroughly trained to perform the activity B. Trained to perform the activity
 C. Somewhat trained to perform the activity D. Poorly trained to perform the activity
 E. Untrained to perform the activity

32. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).
33. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.
34. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).
35. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).
36. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips.
37. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).
38. Provide personal care assistance (feeding, managing personal hygiene/bathroom needs, not delivery of instruction).
39. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.

Using the descriptions below, please indicate the type(s) of training you received to perform the activities listed in questions 40 - 47 using the scale below (mark all that apply).

A. Prior to entering the position B. Professional development/orientation when I was first hired C. Advice and assistance from other paraeducators D. On the job training by certified staff/supervisors E. Inservice training (workshops) provided by the school or district F. Participation in annual statewide paraeducator conference G. Formal coursework through UVM, community college etc. H. I have received no training for my current position I. Not applicable, I don't perform this activity J. Other (please specify on write-in answer sheet)

40. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).
41. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.
42. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).
43. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).
44. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips.
45. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).
46. Provide personal care assistance (feeding, managing personal hygiene/bathroom needs, not delivery of instruction).
47. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.

48. Indicate the type(s) of orientation you received prior to your employment (**mark all that apply**).
- A. Liability issues (e.g., transportation of students)
 - B. Emergency health and safety procedures (e.g., HIV prevention)
 - C. Confidentiality and ethics of the position
 - D. Reporting of suspected child abuse and neglect
 - E. School discipline policy/policies
 - F. Classroom discipline policy/policies
 - G. Home/school communication procedures (e.g., Do you communicate directly with families?)
 - H. Orientation to student(s)
 - I. Orientation to student(s)' program
 - J. I received no orientation prior to my employment
 - K. Other (please specify on write-in answer sheet)
49. Does your school/district offer inservice training (on-site workshops) specifically for **paraeducators**?
- A. Yes B. No - Skip to question #51 C. Don't know/not sure--Skip to question #51.
50. If inservice training is offered specifically for paraeducators, in your opinion, has the training been relevant?
- A. Most of the time B. Some of the time C. Rarely D. Never
51. Is **teacher inservice** training available to paraeducators?
- A. Yes B. No - Skip to question #53 C. Don't know/not sure--Skip to question #53.
52. If teacher inservice training is offered to paraeducators, in your opinion, has the training been relevant?
- A. Most of the time B. Some of the time C. Rarely D. Never
53. Are you required to attend teacher inservice training days?
- A. All B. Some C. None D. Don't know/not sure
54. Are you paid to attend teacher inservice training days?
- A. All B. Some C. None D. Don't know/not sure
55. Indicate who pays for the type(s) of training you receive (**mark all that apply**).
- A. The district pays for **all** training, including courses, workshops and conferences
 - B. The district pays for **some** tuition/fees for courses, workshops and conferences, I pay the difference
 - C. The district **does not** pay for any training
 - D. Don't know/not sure

56. Please review the list of potential areas for paraeducator training (A - M). **Mark only the 3 most important areas to you.**
- A. Knowledge of child growth and development as related to students with special needs (normal and abnormal development).
 - B. Managing students with challenging behaviors. Discipline/Behavioral Issues/Motivation.
 - C. Strategies to accommodate students with different learning styles. Curriculum adaptation to include students in general education and community settings.
 - D. Knowledge of laws and policies regarding the education of students with special needs and their families (federal & state laws, IEP process, Title I regulations).
 - E. Roles, rights and responsibilities of team members (classroom teacher/paraeducator/special educator/administrator). Role clarification - who does what, when and how.
 - F. Collaborative teaming techniques (effective communication, conflict resolution, problem solving).
 - G. Knowledge of specific types of disabilities (indicate the type(s) on the write-in answer sheet).
 - H. Implementing health/safety/physical occupational procedures (seizure management, positioning, feeding).
 - I. Speech/language/hearing (sign language, facilitated communication, in classroom support)
 - J. Preschool programs (information specific to serving the birth - 6 population).
 - K. Transition/High School programs (information specific to serving the 16 - 23 year old population).
 - L. Knowledge of laws and policies relating to paraeducators as employees (liability issues).
 - M. Other (Please specify one of your 3 selections on the write-in answer sheet.)
57. Are paraeducators given the opportunity to determine the kinds of training opportunities offered (e.g., serve on an inservice planning committee)?
- A. Yes B. No C. Don't know/not sure
58. Do you believe paraeducators should be required to complete some type of training program **prior** to their employment in a public school?
- A. Yes B. No C. Don't know/not sure
59. Do you believe the State Department of Education should establish a certification system for paraeducators (levels based upon training and experience), similar to teachers?
- A. Yes B. No C. Don't know/not sure
60. Does your **district** have a career ladder (a yearly increase in pay based upon your training and years of experience)?
- A. Yes B. No C. Don't know/not sure
61. Do you believe teachers (both special and general educators) should receive training in working with paraeducators?
- A. Yes B. No C. Don't know/not sure

IV. JOB DESCRIPTION

62. Were you given a written job description for your position as paraeducator?
 A. Yes B. No - Skip to question #65 C. Don't know/not sure--Skip to question #65.
63. If you do have a written job description, which of the following components are included?
 A. Position title B. Position setting C. Qualifications for the position D. Purpose of the position E. Description of duties and responsibilities F. Orientation and/or training requirements G. Time/hours needed H. Duration of the position I. Supervision guidelines (who do you report to, for what) J. Evaluation guidelines K. Salary and benefits L. Other (please specify on write-in answer sheet)
64. If you do have a written job description, did paraeducators assist in its development?
 A. Yes B. No C. Don't know/not sure
65. Whether you do, or do not, have a written job description, do you believe your role expectations and responsibilities were clearly communicated to you prior to your employment?
 A. Yes B. No C. Don't know/not sure

V. SUPERVISION

Definition of Supervision: The provision of ongoing, sometimes daily, feedback about one's performance which may be given orally or in writing and is generally based upon direct observation of the paraeducator. The supervisor is typically a general educator or special educator/specialist who is familiar with your day-to-day activities.

Please indicate if you believe you receive adequate supervision to perform the activities listed in questions 66 - 73 using the scale below.

A. Yes B. No C. Not applicable D. Don't know/not sure

66. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).
67. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.
68. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).
69. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).

70. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips).
71. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).
72. Provide personal care assistance (feeding, managing personal hygiene/bathroom needs, not delivery of instruction).
73. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.
74. Indicate the **type(s)** of supervision you receive (**mark all that apply**):
 A. Oral feedback on your performance B. Observation and written feedback of your performance C. Regularly scheduled meetings with supervisor(s) to problem solve/trouble shoot programs that you are implementing D. Other (please specify on write-in answer sheet)
75. Rate the **amount** (frequency of contact) of supervision you receive:
 A. Frequent contact B. Some contact C. Little contact D. No contact
76. Rate the **quality** of the supervision you receive:
 A. Excellent B. Good C. Fair D. Poor
77. If you receive supervision, indicate the person **who provides the majority of it to you**:
 A. General class teacher(s) B. Special educator(s)/Related services provider(s) C. Title I teacher D. Building administrator (e.g., assistant principal, principal) E. Special education administrator F. Other (please specify on write-in answer sheet)

VI. EVALUATION

Definition of Evaluation: Evaluation pertains to the formal assessment of one's performance to determine continued employment. Typically, formal evaluations are conducted annually and may be initiated and completed by an administrator (special education coordinator, principal etc.), with input from immediate supervising general and special educators/specialists.

78. Do paraeducators in your school/district receive formal evaluations?
 A. Yes B. No - Skip to question #84 C. Don't know/not sure--Skip to question #84
79. If you are evaluated, indicate the measure(s) that are used in evaluating your performance (**mark all that apply**):
 A. Observations made by supervisor(s) B. School/district standardized checklist (e.g., pre-set form) C. Written evaluation based upon school/district performance standards (e.g., reflects duties and responsibilities listed in job description) D. Self-evaluation (paraeducator sets personal goals) E. Other (please specify on write-in answer sheet)
80. If you receive a formal evaluation, indicate the **frequency** of evaluation:

- A. Once a year B. Twice a year or more C. Every other year D. Less frequently than above
81. If you receive an evaluation, indicate the evaluation's **quality and relevance**:
 A. Excellent B. Good C. Fair
 D. Poor
82. If you are evaluated, indicate who conducts the evaluation (**mark all that apply**):
 A. General class teacher(s) B. Special educator(s)/Related services provider(s) C. Title I teacher D. Building administrator (e.g., principal) E. Special education administrator
 F. Other (please specify on write-in answer sheet)
83. If there is an evaluation process, were paraeducators involved in its development?
 A. Yes B. No
 C. Don't know/not sure

VII. INDICES OF SUPPORT AND RESPECT AS A MEMBER OF THE EDUCATIONAL COMMUNITY

Using the following scale indicate your answers to questions 84 - 95

A. Yes, most of the time	B. Sometimes	C. Other
No, never	D. Don't know/not sure	E.

(please specify on write-in answer sheet)

84. Do you have a place and/or space to keep your personal belongings?
85. Do you have a personal mailbox to receive internal and external mail?
86. Overall, do you believe relationships among staff at your school are characterized by mutual respect?
87. As a member of the educational community, do staff members ask your opinion about the student(s) with whom you work (e.g., seek your opinion about a student's program)?
88. Are you invited to attend staffing meetings regarding the student(s) with whom you work? (If "no," skip to question 90)
89. If you are invited to attend these meetings, are you paid to attend if they occur before or after school?
90. Do you have access to pertinent records regarding the student(s) with whom you work (e.g., if you work with a student on an IEP, can you see the IEP)?
91. Do you have access to all the space in your building (e.g., can you use the teacher's lounge)?
92. Do you believe you have adequate break time for using the bathroom and eating lunch?

93. Do you have access to materials and equipment that you may need when working with student(s) (e.g., you can take supplies from the supply room, can use the copiers, computers)?
94. Do you receive differential pay based upon your training and experience?
95. Are there procedures for ensuring that your duties are carried out in your absence (e.g., a substitute is hired for your position, your supervisor takes over for you, a floating paraeducator in district covers)?
96. Indicate what the policy is for you to serve as a **substitute teacher**:
 A. You are not able to perform this duty B. You may substitute and are paid **sub** pay C. You may substitute and are paid **your** pay D. You may substitute and are paid **the higher between** your pay and sub pay E. Other (please specify on the write-in answer sheet)
97. Indicate how you are recognized for your contributions to the educational community:
 A. Specific week or day designated as Paraeducator Recognition Week B. Special breakfast/luncheon for paraeducators only C. Article(s) written in school/district newsletter highlighting paraeducator accomplishments, introduction of new staff etc. D. Immediate supervisor(s) and/or parents recognize accomplishments with gifts, cards E. Student feedback, appreciation, cards, gifts etc. F. Administrator feedback G. I don't feel recognized for my contributions H. Other (please specify on write-in answer sheet)
98. What do you like about your job (**mark your top 3 selections**)?
 A. The schedule matches that of my child(ren) B. The opportunity to work with children/youth C. The salary D. The benefits E. The opportunity to advance F. The respect and support I receive G. Other (please specify on write-in answer sheet)
99. Are you planning on staying in your job as a paraeducator (either within your district or in another one) for the next three years?
 A. Yes B. No C. Don't know/not sure
100. If you are planning to leave your job as a paraeducator, what reasons can you give (**mark your top 3 selections**)?
 A. No opportunity to advance B. Little respect and/or support for my contributions C. The salary D. The benefits E. Family relocation F. Too challenging - too difficult a job given the training I've received G. Burned out - stressed out by the demands of the job and the compensation H. To pursue a career as a teacher or other opportunities I. Other (please specify on write-in answer sheet)

**ARE YOU INTERESTED IN CONTINUED
INVOLVEMENT IN
THIS RESEARCH?**

**IF SO, I AM SEEKING VOLUNTEERS TO KEEP
TIME/TASK LOGS FOR A TWO WEEK TIME PERIOD.
PLEASE COMPLETE THE FOLLOWING FORM SO I MAY
CONTACT YOU WITH ADDITIONAL INFORMATION.**

Name: _____

Address: _____

Work Phone: _____

Home Phone: _____

APPENDIX B

SURVEY FOR COYNE COUNTY PARAPROFESSIONALS

February 1, 2007

Dear Coyne County Paraeducator:

Have your duties and responsibilities as a paraeducator changed since you have become certified? Do you feel recognized for your work to achieve paraprofessional certification? I am seeking answers to these questions and others that relate to Coyne County's paraeducator workforce. The information collected will be analyzed, compiled and shared with the Coyne County Board of Education, as well as members of my doctoral committee and other interested educators across Georgia and nationally. This information will help shape the direction Coyne County will take in providing paraeducators with the training and support necessary to fulfill your career goals and needs while also supporting the students with which you work.

Enclosed you will find a survey which should take approximately 30 minutes of your time to complete. Please complete this survey and return it to me through the interoffice mail by February 14th. As an incentive to complete the survey, all survey participants who complete and return this survey by February 14, 2007 will be entered into a drawing to win a \$20 gift certificate to an Athens restaurant. The winner will be notified on February 15th.

Thank you for taking your valuable time to complete this survey.

Sincerely,

Katie Coyne,
Assistant Principal, Coyne County Primary School
and
Doctoral Candidate, Georgia Southern University

I. DEMOGRAPHICS

1. To what age/grade level are you assigned the **majority** of your time (**mark only one**)?
 - A. Birth to 3 years and/or preschool
 - B. Elementary (K through 5)
 - C. Middle school/junior high (6,7,8)
 - D. High School (9 through 12)

2. Please indicate your **primary area** of paraeducator specialization (**mark only one**).
 - A. Special Education (e.g., student(s) who has/have an IEP)
 - B. General Classroom (not assigned to a particular student(s))
 - C. Speech/Language
 - D. Library/Media
 - E. In- School Suspension Room or Planning Room
 - F. Computer Lab
 - G. Floating

3. Including this year, please indicate the number of years you have worked as a paraprofessional.
 - A. 5 years or less
 - B. 6 - 10 years
 - C. 11 - 15 years
 - D. 16 - 20 years
 - E. 21 - 30 years
 - F. more than 30 years

4. What is the highest level of education you have attained? (**mark only one**)
 - A. Attended high school
 - B. High school diploma, GED, or the equivalent
 - C. Post secondary or college classes (e.g., UVM Certificate Program, courses through Community College of VT)
 - D. Work toward Associate Degree (college 2 year degree)
 - E. Associate Degree
 - F. Work toward Bachelor's Degree (college 4 year degree)
 - G. Bachelor's Degree
 - H. Work toward graduate degree

II. DUTIES AND RESPONSIBILITIES

Please indicate if you believe the amount of time you are expected to do these things has changed since you have become a certificated paraprofessional.

5. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).

- A. Time spent has increased greatly
- B. Time spent has increased slightly
- C. Time spent has stayed the same
- D. Time spent has decreased slightly
- E. Time spent has decreased greatly

Not Applicable

6. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.

- F. Time spent has increased greatly
- G. Time spent has increased slightly
- H. Time spent has stayed the same
- I. Time spent has decreased slightly
- J. Time spent has decreased greatly

Not Applicable

7. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).

- K. Time spent has increased greatly
- L. Time spent has increased slightly
- M. Time spent has stayed the same
- N. Time spent has decreased slightly
- O. Time spent has decreased greatly

Not Applicable

8. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).

- P. Time spent has increased greatly
- Q. Time spent has increased slightly
- R. Time spent has stayed the same
- S. Time spent has decreased slightly
- T. Time spent has decreased greatly

Not Applicable

9. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips.

U. Time spent has increased greatly
 V. Time spent has increased slightly
 W. Time spent has stayed the same
 X. Time spent has decreased slightly
 Y. Time spent has decreased greatly

Not Applicable

10. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).

Z. Time spent has increased greatly
 AA. Time spent has increased slightly
 BB. Time spent has stayed the same
 CC. Time spent has decreased slightly
 DD. Time spent has decreased greatly

Not Applicable

11. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.

EE. Time spent has increased greatly
 FF. Time spent has increased slightly
 GG. Time spent has stayed the same
 HH. Time spent has decreased slightly
 II. Time spent has decreased greatly

Not Applicable

III. TRAINING AND PROFESSIONAL DEVELOPMENT

Please indicate the degree to which you believe your training to perform the activities listed in questions 32 – 39 has changed since completing Georgia paraprofessional certification.

12. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs).

A. Training has increased greatly B. Training has increased slightly
 C. Training has not changed D. Training has decreased slightly
 E. Training has decreased greatly

13. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve.

A. Training has increased greatly B. Training has increased slightly
 C. Training has not changed D. Training has decreased slightly
 E. Training has decreased greatly

14. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs).
A. Training has increased greatly **B. Training has increased slightly**
C. Training has not changed **D. Training has decreased slightly**
E. Training has decreased greatly
15. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments).
A. Training has increased greatly **B. Training has increased slightly**
C. Training has not changed **D. Training has decreased slightly**
E. Training has decreased greatly
16. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips.
A. Training has increased greatly **B. Training has increased slightly**
C. Training has not changed **D. Training has decreased slightly**
E. Training has decreased greatly
17. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance).
A. Training has increased greatly **B. Training has increased slightly**
C. Training has not changed **D. Training has decreased slightly**
E. Training has decreased greatly
18. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits.
A. Training has increased greatly **B. Training has increased slightly**
C. Training has not changed **D. Training has decreased slightly**
E. Training has decreased greatly
19. Has in-service training for educators in your county changed since Georgia passed certification requirements for paraprofessionals? A. Yes B. No C. Not Sure
20. Is in-service training that is offered, in your opinion, relevant?
A. Most of the time B. Some of the time C. Rarely D. Never
21. Do you believe teachers (both special and general educators) should receive training in working with paraeducators?
A. Yes B. No C. Don't know/not sure

IV. SUPERVISION/EVALUATION

Definition of Supervision: The provision of ongoing, sometimes daily, feedback about one's performance which may be given orally or in writing and is generally based upon direct observation of the paraeducator. The supervisor is typically a general educator or special educator/specialist who is familiar with your day-to-day activities.

Definition of Evaluation: Evaluation pertains to the formal assessment of one's performance to determine continued employment. Typically, formal evaluations are conducted annually and may be initiated and completed by an administrator (special education coordinator, principal etc.), with input from immediate supervising general and special educators/specialists.

Please indicate if you believe the amount of supervision you receive to perform the activities listed in questions 66 - 73 has changed since you became a certificated paraprofessional.

22. Independently plan instruction for a student or group of students (modify lesson plans, develop lessons, prepare materials, plan accommodations, develop behavior management programs). **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**
23. Participate in planning meetings with supervisor(s) (special educator, Title I teacher, general educator, related services provider, administrator). These typically are weekly, planning meetings to collaboratively plan instruction for a student or group of students, trouble shoot and problem solve. **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**
24. Deliver instruction for a student or group of students (teach one-to-one, small group, large group, implement behavior management programs, engaged with students in instruction, implement OT, PT, SLP programs). **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**
25. Conduct informal tests/assessments (to assist in determining eligibility for special education services, Title I, 504; implement modified portfolio assessments). **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**
26. Monitor and supervise: lunchroom/cafeteria, recess, study hall, playground, bus transportation, participate in field trips). **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**
27. Conduct clerical duties (copy materials, record grades, file, correct papers, take attendance). **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**
28. Participate in formal meetings to discuss a specific student or students (to determine eligibility, IEP development, student progress). Team members typically include educators and parents. May include home visits. **A. Amount of supervision has increased greatly B. Amount of supervision has increased slightly C. Amount of supervision has not changed D. Amount of supervision has decreased slightly E. Amount of supervision has decreased greatly**

29. Has the type of supervision and/or evaluation you receive changed since you have become a certificated paraprofessional? A. Yes B. No C. Not Sure
30. Has the amount of supervision and/or evaluation you receive changed since you have become a certificated paraprofessional? A. Yes B. No C. Not Sure
31. Has the quality of supervision and/or evaluation you receive changed since you have become a certificated paraprofessional? A. Yes B. No C. Not Sure
32. Has the person who supervises and/or evaluates you changed since you have become a certificated paraprofessional? A. Yes B. No C. Not Sure

V. INDICES OF SUPPORT AND RESPECT AS A MEMBER OF THE EDUCATIONAL COMMUNITY

33. Overall, do you believe staff members are more respectful of your position since you have become certified? A. **Yes, most of the time** B. **Sometimes** C. **No, not at all** D. **Don't know/not sure**
34. As a certified member of the educational community, do staff members ask your opinion about the student(s) with whom you work (e.g., seek your opinion about a student's program)? A. **Yes, most of the time** B. **Sometimes** C. **No, never** D. **Don't know/not sure**
35. Are you treated as a more respected member of staffing meetings regarding the student(s) with whom you work since you have become certificated? A. **Yes, most of the time** B. **Sometimes** C. **No, not at all** D. **Don't know/not sure**
36. Do you have more access to pertinent records regarding the student(s) with whom you work since your certification(e.g., if you work with a student on an IEP, can you see the IEP)? A. **Yes, most of the time** B. **Sometimes** C. **No, not at all** D. **Don't know/not sure**
37. Do you have access more access to all the space in your building since becoming certificated (e.g., can you use the teacher's lounge)? A. **Yes, most of the time** B. **Sometimes** C. **No, never** D. **Don't know/not sure**
38. Has access to materials and equipment that you may need when working with student(s) changed upon becoming certificated (e.g., you can take supplies from the supply room, can use the copiers, computers)? A. **Yes, most of the time** B. **Sometimes** C. **No, never** D. **Don't know/not sure**

APPENDIX C

LETTER TO SUPERINTENDENT AND PRINCIPALS

March 18, 2007

Dear Superintendent or Principal:

My name is Katie Coyne. I am a doctoral candidate in the College of Education at Georgia Southern University. As part of the requirements to complete the doctoral program, I am studying the impact of the No Child Left Behind mandates on paraprofessionals.

This letter is to request permission to survey the paraprofessionals in your schools. Your cooperation is greatly appreciated and will enhance the quality of my study. If you have any questions or concerns, please contact me at (706) 548-5820 or (706) 424-0895. You may also contact me via email at kcoyne@charter.net . You may also contact my academic advisor, Dr. Linda Arthur via email at larthur@georgiasouthern.edu .

A copy of the study's results will be available upon request.

Sincerely,

Katie Coyne

APPENDIX D

IRB APPROVAL

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-681-5465

Administrative Annex

P.O. Box 8005

Statesboro, GA 30460

Fax: 912-681-0719

Ovsrigh@GeorgiaSouthern.edu

To: Katherine Coyne
125 Knoblick Drive
Athens, GA-30605

CC: Dr. Linda Arthur
P.O. Box-8131

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: April 9, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: **H07199**, and titled "**The Impact of No Child Left Behind Act Mandates on the Roles of Paraprofessionals**", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



N. Scott Pierce
Director of Research Services and Sponsored Programs