

Special Education Paraprofessional – Administration and Faculty Support

Qualifications

Since Winnebago Lutheran Academy is a Christ-centered educational institution owned and operated by an Association of Wisconsin Evangelical Lutheran Synod congregations the Special Education Paraprofessional should be a WELS, man or woman of God who has been schooled in, believes, and understands the theological principles of the synod in that they agree with the truth of the Word of God. He/she will be a member in good standing of a WELS congregation. He/she will have a sincere interest in the spiritual and academic welfare of children with special learning needs. It is desirable that he/she have the willingness to obtain a Wisconsin Special Education Program Aide license (#0070). He/she will have the ability to support a quality Christ-centered education according to the directions of the Learning Coordinator of WLA. He/she will be a good communicator who possesses warmth, understanding in dealing with students, parents, and others connected with the school. This position will be reviewed as part of the Executive Board review process.

Relationships

1. A Special Education Paraprofessional is fully accountable to the Principal of Winnebago Lutheran Academy as the Supervisor of Curriculum and Instruction.
2. A Special Education Paraprofessional reports directly to and works jointly with the Learning Coordinator of WLA.
3. The responsibilities of a Special Education Paraprofessional position falls within the purview of the Staff and Student Services Committee of the Executive Board.
4. A Special Education Paraprofessional is fully accountable to any member of the Administrative Team where duties and responsibilities overlap.

Duties and Responsibilities

Paraprofessional responsibilities include, but are not limited to, supporting the lesson plan of the classroom instructor under the direction of the WLA Learning Coordinator, providing technical assistance to the teacher, and helping with classroom management. The Learning Coordinator is responsible to train paraprofessionals in appropriate reading, writing, math, and social/behavioral strategies to ensure they are able to successfully support students with disabilities. Instructor responsibilities include planning and delivering instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents, and evaluating the effects of instruction. Paraprofessionals will not be assigned Instructor duties. The specific duties of the WLA Special Education Paraprofessional include but are not limited to the following.

1. Attend classes and assist with the Resource Study Hall with assigned students to directly support them and support the Learning Coordinator and classroom instructors.
2. Help assigned students take notes, stay on task, and know what is expected of them to better prepare for classroom assessments.
3. Support classroom accommodations as outlined in the Service Plans or 504 Plans of their assigned students.

4. Support the classroom instructor as they deliver Christ-centered lessons to their assigned students, many of whom may have a limited knowledge of the bible and their Savior.
5. Support the Learning Coordinator and classroom instructor in assessing student work, giving appropriate feedback, and maintaining timely records of pupils' progress and development.
6. Selecting and using a range of different learning resources and equipment.
7. Developing personal and appropriate Christian relationships with their assigned students specifically, and generally all students of WLA supporting them on an individual basis through academic or personal difficulties.
8. Assist the Learning Coordinator to prepare their assigned students for standardized assessments.
9. Managing student behavior in the classroom and on school premises, and applying appropriate and effective Christian measures in cases of misbehavior.
10. Partner with the Learning Coordinator and classroom instructor supporting the work of staff, other teaching assistants, and student teachers.
11. Participating in department meetings, parents' evenings, and in-service training events.
12. Communicating and consulting with other professionals, such as learning mentors, careers advisors, educational psychologists, and education welfare officers.