

**Figure 10.11: Model Memo on Direct Supervision of Paraprofessionals**

To: **All Teachers in Title I Programs**

From: *[Insert name and title]*

Date: *[Insert Date]*

Under the No Child Left Behind Act of 2001, teachers must provide direct supervision of paraprofessionals in Title I programs who give instructional support to students. Failing to give this supervision may jeopardize our district's Title I money and the programs we fund with it, so complying with these requirements is essential.

Please review this memo, which explains the federal requirements and what you must do. As the classroom teacher, you are responsible for giving direct supervision. But support and assistance in meeting these new requirements is available from *[insert name and tel. # of designated administrator]*.

The U.S. Department of Education's final regulations say that a teacher must do three things in providing direct supervision to a paraprofessional:

- 1. Plan your paraprofessional's instructional activities.** Paraprofessionals make a valuable contribution out our students' education, so it is our district's responsibility to use their time and skills wisely. Part of that effort means planning the paraprofessionals' activities in advance. As the classroom teacher, you must decide what the paraprofessional will do while he or she is working with you and your students.

*[Insert your district's planning policy, e.g.: It is our policy that teachers submit written plans for paraprofessional activities on a monthly basis to [insert name or title]. These plans must include an account of how paraprofessionals will spend their time in your classroom on such permitted instructional tasks as:*

- One-on-one tutoring outside regular teacher instructional time.
- Large-group instruction.
- Small-group instruction.
- Classroom management.
- Computer instruction.
- Translations and interpreting services.
- Other instructional support.

*These plans must be initialed by you and the paraprofessional before submission to [insert name of title].]*

- 2. Evaluation how the paraprofessional's students are doing.** As the classroom teacher, you must have final responsibility for evaluating the achievement of the students with whom the paraprofessional is working. While you are not required to do all of the actual marking of papers, you must review the students' work with enough frequency and detail to understand how each student is performing.

*[Insert your district's review policy, e.g.: We expect you to review the work that students are doing with paraprofessionals on at least a weekly basis. If one-half or more of the students are not demonstrating progress in their work with a paraprofessional after two weeks, report it to your principal or administrative supervisor.]*

- 3. Work in the same classroom as the paraprofessional.** We expect that paraprofessionals should be working in your presence for most or all of the day. If the paraprofessional is not working in your physical presence, check in on him or her at least *[insert interval, e.g., every half-hour]*