



The National Center on
Quality Teaching and Learning

Resource List Teacher-to-Teacher Talk



Appl, D. (2006). First year early childhood special education teachers and their assistants: Teaching along with her. *Teaching Exceptional Children*, 38(6) 34-40.

This article looks at beginning teachers and their relationships with teaching assistants. It covers guidelines for hiring, supervision and common issues. While this article is written in a special education context, the practical information can generalize to a Head Start setting.

Ernst-Slavit, G., et. al (2006). Teaching in the margins: The multifaceted work and struggles of bilingual paraeducators. *Anthropology & Education Quarterly*, 37(1) 62-82.

This article explores the role of paraeducators in the K-12 system. All twenty of the paraeducators in the study were bilingual. The result of the analysis was that the paraeducators held complex marginal roles that were multifaceted and fragmented. One section described marginalization (the power difference between teachers and paraeducators) and the fact that it must be considered when teacher to teacher relationships are built.

Office of Head Start. (2003). *Seeing the Big Picture in Head Start. Head Start Leaders Guide to Positive Child Outcomes*. HHS/ACF/ACYF/HHSB. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/teaching/eecd/Curriculum/Planning/edudev_art_00007_060705.html#environment

This excerpt from the Head Start Leaders Guide to Positive Child Outcomes outlines five guidelines for teaching teams in Head Start. The section called Four Ideas That Work, provides practical suggestions for teaching teams. Dividing the workload and using volunteers are two of the suggestions.

Pickett, A. L., & Gerlach, K. (2003). *Supervising paraeducators in educational settings: a team approach, Second Edition*. Austin, Tex: Pro-Ed.

This book is a classic in the field of working effectively with paraprofessionals in a special education classroom. " Issues such as role clarification, effective supervision and management, good communication strategies and teamwork are all discussed. Much of what is written can be utilized within an early education setting.

Riggs, C. (2004). To Teachers: Top ten list- What paraeducators want you to know. *Teaching Exceptional Children*, 36(5), 8-12.

Paraprofessionals who worked in a variety of settings (special education and general education) and with a variety of age groups (pre-K through high school) were asked about the top 10 things beginning teachers need to know about working with paraprofessionals. The list provides a useful tool for any agency.