

APPENDIX E

TEACHER ASSISTANT COMPETENCY PROFILE

The Teacher Assistant Competency Profile is to be used as a guideline for Teacher Assistant's to self-evaluate their job performance. Specific job functions are listed under seven categories. A five-point rating scale (1 indicating low, 5 indicating high performance, and N/A indicating no applicable) is given for each job function. For each job function, circle the number which most appropriately rates the teacher associate's job performance. Criteria are given at the beginning of each category to assist in rating the job functions in that category.

A. PROFESSIONAL BEHAVIOR

| 1 | 3 | 5 |
|--|--|---|
| Requires constant supervision to complete tasks. Depends on others to identify needs and solutions. Low interest in training. Does not follow established procedures and policies. | Requires little supervision to complete assigned tasks. Engages in activities with students. Accepts constructive advice and direction. Willing to participate in training sessions. | Is aware of assigned tasks in an independent fashion. Demonstrates behavior that respects boundaries of supervision. On-going self-evaluation. Actively seeks and obtains appropriate resources and training. Follows policies and procedures set by school or division. Dependable attendance and provides as much notice as possible in the event of illness. |

| Job Function | Rating Scale | | | | | |
|--|--------------|---|---|---|---|-----|
| 1. Promotes an atmosphere of respect for children and adults. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Demonstrates ethical and confidential behavior. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Demonstrates an appropriate and independent use of time. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Demonstrates responsible towards attendance and work schedule. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Addresses conflicts with teachers at the classroom level first, school level second, and school division level third. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Participates in school, division, and provincial inservice activities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Makes a positive contribution to the school's functions and activities. | 1 | 2 | 3 | 4 | 5 | N/A |

B. RAPPORT WITH STUDENTS

| 1 | 3 | 5 |
|---|---|--|
| Lacks interest in students. Appears bored. Does not listen to students. Becomes irritated when students fail. Demonstrates dominant behavior over students. Does not allow student to attempt activities with independence. | Is as responsive to students at the end of the day as at the beginning. Facilitates opportunities for student success. Communicates encouragement, not frustration or impatience. | Exhibits an established rapport with children and keeps communication open and active. When working with students, shows enthusiasm, patience, understanding, and humor. Facilitates appropriate self-generated behaviors in students. |

| Job Function | Rating Scale | | | | | |
|--|--------------|---|---|---|---|-----|
| 1. Shows enthusiasm when working with students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Shows patience and understanding toward students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Demonstrates an understanding of fostering independence within special needs students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Treats students in a respectful, responsible and fair manner with due consideration of the students' physical, social, and psychological development. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Maintains effective and co-operative relationships with students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrates appropriate responses to student-initiated interactions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Provides a positive role model for students. | 1 | 2 | 3 | 4 | 5 | N/A |

C. TEAM SUPPORT

| 1 | 3 | 5 |
|---|--|--|
| A negative or nonprofessional relationship exists. Avoids other staff. Responds defensively to new ideas. Critical of other staff or administration. Does not use the established communication system. | A relationship exists, but it may be tenuous due to inadequate communication. In general, the quality of the professional relationship is positive. Uses established communication system. | Effectively exhibits positive interactions with team members, other staff and administration. Uses effective and appropriate communication skills. Attends meetings and makes a positive contribution. |

| Job Function | Rating Scale | | | | | |
|--|--------------|---|---|---|---|-----|
| 1. Participates co-operatively whenever acting as a member of the school-based team. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Demonstrates effective and appropriate communication skills with teachers, other support personnel, and school administrators. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Shares relevant information for team meetings, case conferences, and parent-teacher interviews. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Uses established communication systems with teachers through documentation (eg. communication book, log book) and regular meetings for collaborative monitoring and discussion. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Communicates with parents as directed by the classroom teacher. | 1 | 2 | 3 | 4 | 5 | N/A |

D. INSTRUCTIONAL SUPPORT

| 1 | 3 | 5 |
|---|---|--|
| Focuses on one student. Not aware of other students in group. Little or no reinforcement given to students. | Is aware of group needs but may require a lot of direction from classroom teacher for group management. Provides some opportunity to practice learned skills outside classroom. Is able to attend to group or student requiring assistance, but only able to deal with one situation at a time. | Demonstrates skill in anticipating needs of a group. Requires minimal direction from classroom teacher in group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned throughout the day. Easily adapts to situation at hand. |

| Job Function | Rating Scale | | | | | |
|---|--------------|---|---|---|---|-----|
| 1. Helps students complete assigned tasks and classwork, reinforcing concepts presented by the teacher. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Monitors independent or small-group work. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Listens to students read. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Reads to students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrates a sense of when either the teacher or a student needs assistance. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Adapts materials as planned and directed by the teacher. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Acts as a note-taker or scribe, if required. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Assists students in meeting their assigned goals within community settings, when this is applicable. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Records required information on student activities, as directed by the teacher. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Provides for a safe and comfortable environment. | 1 | 2 | 3 | 4 | 5 | N/A |

E. IMPLEMENTATION OF SPECIAL EDUCATION PLANS

| 1 | 3 | 5 |
|---|--|--|
| Does not follow planned activities. Little follow-through in carrying out recommendations of consultants. Little or no reinforcement given. | Assists in planning or activities when appropriate. Organizes materials in advance. Follows teacher's plans including objectives, materials and procedures. Usually responds co-operatively to requests by consultants but may need to be reminded or assisted. Positive reinforcement is evident. | Assists teaches in presenting appropriate materials and tasks. Assists teachers in adjusting task difficulty to meet the needs of the students. Adapts quickly to changes. Uses materials as directed by the teacher to meet developmental and instructional objectives. Co-operates fully with careful implementation of recommendations of consultants. Student independence is promoted and teacher associate's expectations are appropriate. |

| Job Function | Rating Scale | | | | | |
|--|--------------|---|---|---|---|-----|
| 1. Carries out teacher-directed activities to reach the student's established goals on an individual basis or within a group. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Assists with the preparation of specialized teaching aids and materials as planned by the teacher. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. After appropriate training, carries out the recommendations provided by consultants (eg. occupational therapist, physiotherapist, speech/language pathologist). | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Uses appropriate reinforcement strategies such as prompting, modeling, and shaping. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Provides modeling and guidance when implementing activities that integrate children with special needs. | 1 | 2 | 3 | 4 | 5 | N/A |

F. SOCIAL/BEHAVIORAL SUPPORT

| 1 | 3 | 5 |
|---|--|---|
| Does not follow planned activities. Little follow-through in carrying out recommendations of consultants. Little or no reinforcement given. | Assists in planning of activities when appropriate. Organizes materials in advance. Follows teacher's plans including objectives, materials and procedures. Usually responds co-operatively to requests by consultants but may need to be reminded or assisted. Positive reinforcement is evident. | Assists teachers in presenting appropriate materials and tasks. Assists teachers in adjusting task difficulty to meet the needs of the students. Adapts quickly to changes. Uses materials as directed by the teacher to meet developmental and instructional objectives. Co-operates fully with careful implementation of recommendations of consultants. Student independence is promoted and teacher associate's expectations are appropriate. |

| Job Function | Rating Scale | | | | | |
|---|--------------|---|---|---|---|-----|
| 1. Uses a consistent behavior support system when working with students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Provides each student with feedback and reinforcement on the student's performance consistent with the teacher's behavior management plan. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Helps build students' self-esteem. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Redirects inappropriate and detrimental behaviors in a positive manner. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Reinforces and encourages appropriate behavior in a group and among individuals. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Monitors students within and outside the classroom. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Monitors time out. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Observes and records student behavior and progress in accordance with the teacher's plan. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Encourages caring and helping behaviors among students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Provides opportunities and activities for students to participate with peers. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Demonstrates skill in providing group management strategies during classroom instruction and transition periods. | 1 | 2 | 3 | 4 | 5 | N/A |

G. NON-INSTRUCTIONAL SUPPORT

| 1 | 3 | 5 |
|---|---|--|
| Requires constant supervision to carry out preparation of materials, clerical duties, or supervision. Does not consider assisting students with physical needs and/or medical procedures as a job function or is reluctant and complains about carrying out these duties. | Follows teacher's directions in making, locating, and displaying instructional materials. Assists with supervision, physical and medical needs of students. | Is eager and creative in making instructional materials. Quickly understands their use and appropriateness. Performs clerical duties and anticipates their need. Assists students with physical and medical needs with care, understanding, and dignity. |

| Job Function | Rating Scale | | | | | |
|---|--------------|---|---|---|---|-----|
| 1. Locates and displays instructional materials. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Assists with school supervision duties (eg. busing, yard, lunch, work site) | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Assists individual students with physical needs (eg. feeding, lifting, mobility, exercising, cleaning, dressing, toileting, or any other documented physical requirements). | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Gives medication and records appropriately according to school division policy. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. After appropriate training, performs specific medical procedures (eg. catheterization, taking blood pressure, administering hypodermic needles, or any other documented medical procedures). | 1 | 2 | 3 | 4 | 5 | N/A |

APPENDIX E
Part II - Alternate Form
Teacher Assistant Skills/Confidence Inventory

Directions for the Teacher Assistant:

Complete this form by considering your own skills and confidence to perform each task. Decide how well-prepared and confident you feel on each of the tasks/duties. Scores may range from 1 to 5. Circle 1 if you are unprepared to do the task and want/need training in order to begin. Circling 2 indicates that you may begin doing the task but need further instruction on how to do it well. Circling 3 or 4 indicates that you are confident enough to do the task but want to improve your skills. Circle 5 if you feel well-prepared and highly skilled to perform that task.

| Delivery of Instruction | Unprepared | | | | | Highly Skilled | | | | |
|--|------------|---|---|---|---|----------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1. Observe and record student progress in academic areas. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. Help students in drill and practice lessons. (eg. vocabulary, math facts) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. Read/repeat tests or directions to students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. Listen to students read orally. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. Help students with workbooks/other written assignments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. Assist students to compose original work (eg. stories, essays, reports). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. Tape-record stories, lessons, assignments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. Modify instructional materials according to directions (eg. lesson plan, 3P's). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. Read to students (specify _____). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. Help students work on individual projects. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11. Facilitate students' active participation in cooperative groups. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 12. Help students select library books/reference materials. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 13. Help students use computers (specify purpose _____). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 14. Translate instruction/student responses (eg. sign or other languages). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 15. Translate teacher-made materials/text materials into another language. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 16. Explain/re-teach concepts to students in less complex language. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 17. Carry out lessons in community-based settings (travel training, job shadowing). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 18. Monitor student performance in community-based settings. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| Activity Preparation/Follow-up | Unprepared | | Highly Skilled | | |
|--|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Find/arrange materials/equipment (eg. mix paints, lab materials) | 1 | 2 | 3 | 4 | 5 |
| 2. Modify or adapt materials/equipment for particular student. | 1 | 2 | 3 | 4 | 5 |
| 3. Construct learning material. | 1 | 2 | 3 | 4 | 5 |
| 4. Prepare classroom displays. | 1 | 2 | 3 | 4 | 5 |
| 5. Order materials and supplies. | 1 | 2 | 3 | 4 | 5 |
| 6. Organize classroom supplies and materials. | 1 | 2 | 3 | 4 | 5 |
| 7. Operate equipment (eg. tape recorders, VCR's, overhead projectors). | 1 | 2 | 3 | 4 | 5 |
| 8. Make audio and/or visual aids (transparencies, written notes, voice notes, etc.). | 1 | 2 | 3 | 4 | 5 |
| 9. Schedule guest speakers/visitors as directed. | 1 | 2 | 3 | 4 | 5 |
| 10. Help prepare and clean up snacks. | 1 | 2 | 3 | 4 | 5 |
| 11. Help students clean up after themselves. | 1 | 2 | 3 | 4 | 5 |
| 12. Distribute supplies/materials/books to students. | 1 | 2 | 3 | 4 | 5 |
| 13. Collect completed work from students. | 1 | 2 | 3 | 4 | 5 |

| Supervision of Groups of Students | Unprepared | | Highly Skilled | | |
|---|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Supervise groups of students on arrival or departure. | 1 | 2 | 3 | 4 | 5 |
| 2. Supervise groups of students during lunch. | 1 | 2 | 3 | 4 | 5 |
| 3. Supervise groups of students during recess. | 1 | 2 | 3 | 4 | 5 |
| 4. Supervise groups of students loading/unloading buses. | 1 | 2 | 3 | 4 | 5 |
| 5. Escort groups of students to the bathroom, library, gym, etc. | 1 | 2 | 3 | 4 | 5 |
| 6. Accompany students to therapy sessions, individual appointments. | 1 | 2 | 3 | 4 | 5 |

| Behavior Management | Unprepared | | Highly Skilled | | |
|---|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Supervise time-out/in-school suspension. | 1 | 2 | 3 | 4 | 5 |
| 2. Observe and chart individual student behavior. | 1 | 2 | 3 | 4 | 5 |
| 3. Give positive reinforcement and support as directed by plans/3 P's. | 1 | 2 | 3 | 4 | 5 |
| 4. Mediate interpersonal conflicts between students. | 1 | 2 | 3 | 4 | 5 |
| 5. Provide instruction to students on how to mediate their own conflicts. | 1 | 2 | 3 | 4 | 5 |
| 6. Provide cues, prompts to students who are mediating conflicts. | 1 | 2 | 3 | 4 | 5 |
| 7. Provide physical proximity for students with behavior problems. | 1 | 2 | 3 | 4 | 5 |
| 8. Circulate in classroom to provide behavioral supports where needed. | 1 | 2 | 3 | 4 | 5 |
| 9. Enforce school and class rules. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 10. Assist students who are self-managing behavior (eg. provide cues, prompts). | 1 | 2 | 3 | 4 | 5 |
| 11. Help students develop/self-monitor organizational skills. | 1 | 2 | 3 | 4 | 5 |
| 12. Provide cues, prompts to students to use impulse/anger control strategies. | 1 | 2 | 3 | 4 | 5 |
| 13. Provide cues, prompts to students to employ specific pro-social skills. | 1 | 2 | 3 | 4 | 5 |
| 14. Teach pro-social skill lessons. | 1 | 2 | 3 | 4 | 5 |
| 15. Facilitate appropriate social interactions among students. | 1 | 2 | 3 | 4 | 5 |
| 16. Assist other students in coping with the behaviors of specific students. | 1 | 2 | 3 | 4 | 5 |

| Personal Attention to Students | Unprepared | | Highly Skilled | | |
|---|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Help student(s) get dressed/undressed. | 1 | 2 | 3 | 4 | 5 |
| 2. Help a student eat/obtain nourishment. | 1 | 2 | 3 | 4 | 5 |
| 3. Help a student with toileting/change diapers. | 1 | 2 | 3 | 4 | 5 |
| 4. Help a student physically get to other locations. | 1 | 2 | 3 | 4 | 5 |
| 5. Assist a student with grooming, cleanliness. | 1 | 2 | 3 | 4 | 5 |
| 6. Provides health-related needs as delegated by a health care worker. | 1 | 2 | 3 | 4 | 5 |
| 7. Administer medications as prescribed by doctor and delegated by nurse. | 1 | 2 | 3 | 4 | 5 |

| Ethics | Unprepared | | Highly Skilled | | |
|--|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Maintain confidentiality of all information regarding students. | 1 | 2 | 3 | 4 | 5 |
| 2. Protect the privacy of students during personal care. | 1 | 2 | 3 | 4 | 5 |
| 3. Respect the dignity and rights of every child at all times. | 1 | 2 | 3 | 4 | 5 |
| 4. Report suspected child abuse according to the law, policies and procedures. | 1 | 2 | 3 | 4 | 5 |
| 5. Abide by the school division policies, school rules, and standards in all areas. | 1 | 2 | 3 | 4 | 5 |
| 6. Communicate with parents and families as indicated by the team. | 1 | 2 | 3 | 4 | 5 |
| 7. Provide accurate information about the student with all those who have the right to know. | 1 | 2 | 3 | 4 | 5 |
| 8. Carry out all assigned duties, responsibilities, in a timely manner. | 1 | 2 | 3 | 4 | 5 |
| 9. Protect the welfare and safety of students at all times. | 1 | 2 | 3 | 4 | 5 |
| 10. Maintain composure/emotional control while working with students. | 1 | 2 | 3 | 4 | 5 |
| 11. Demonstrate punctuality, good attendance, handle absences appropriately. | 1 | 2 | 3 | 4 | 5 |

| Team Participation/Membership | Unprepared | | Highly Skilled | | |
|--|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Meet with team as scheduled/directed. | 1 | 2 | 3 | 4 | 5 |
| 2. Participate in team meeting by contributing appropriate information, ideas, and assistance. | 1 | 2 | 3 | 4 | 5 |
| 3. Participate in team meetings by listening carefully to the ideas of others. | 1 | 2 | 3 | 4 | 5 |
| 4. Engage in appropriate problem-solving steps to resolve problems. | 1 | 2 | 3 | 4 | 5 |
| 5. Engage in mature conflict management steps/processes. | 1 | 2 | 3 | 4 | 5 |
| 6. Use appropriate communicative actions in adult-adult interactions. | 1 | 2 | 3 | 4 | 5 |

| Clerical Work | Unprepared | | Highly Skilled | | |
|--|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Take attendance. | 1 | 2 | 3 | 4 | 5 |
| 2. Type reports, tests, seat work, 3 P's, assessment reports. | 1 | 2 | 3 | 4 | 5 |
| 3. Make copies. | 1 | 2 | 3 | 4 | 5 |
| 4. Sort and file student papers. | 1 | 2 | 3 | 4 | 5 |
| 5. Record grades. | 1 | 2 | 3 | 4 | 5 |
| 6. Collect fees. | 1 | 2 | 3 | 4 | 5 |
| 7. Correct assigned student-lessons/homework. | 1 | 2 | 3 | 4 | 5 |
| 8. Grade tests. | 1 | 2 | 3 | 4 | 5 |
| 9. Help with paperwork to facilitate parent-teacher appointments. | 1 | 2 | 3 | 4 | 5 |
| 10. Inventory materials and fill out routine forms. | 1 | 2 | 3 | 4 | 5 |
| 11. Make arrangement for field trips. | 1 | 2 | 3 | 4 | 5 |
| 12. Maintain files for 3 P's, assessment reports, other program materials. | 1 | 2 | 3 | 4 | 5 |
| 13. Maintain databases of student information. | 1 | 2 | 3 | 4 | 5 |

| Other | Unprepared | | Highly Skilled | | |
|--|------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Attend 3P meetings. | 1 | 2 | 3 | 4 | 5 |
| 2. Attend parent-teacher conferences. | 1 | 2 | 3 | 4 | 5 |
| 3. Communication with families (Specify _____). | 1 | 2 | 3 | 4 | 5 |
| 4. Contribute unique skills and talents (Specify _____). | 1 | 2 | 3 | 4 | 5 |

French, N. (1997). Management of Paraeducators. In Picket, A. and Gerlach, K. (Eds.), Supervising Paraeducators in School Settings Austin, Texas: Pro-Ed., Inc.