



JONAH: A Positive Behavior Strategy

By Dr. Kathleen VanTol

Module 3: Partnering to Support Student Success

“God did not come to me through a mystical experience, but through a human being, a neighbor, an agent of his love.”

attributed to Elizabeth Kilbourn, Henri Nouwen, and others

JONAH: A Positive Behavior Strategy

The JONAH strategy offers educators a guiding framework drawn from the biblical story of Jonah. It reminds us to create **Just Opportunities**, support students in taking **New Actions**, and hold fast to the power of **Hope** to transform lives. These principles rest on grace, accountability, and the conviction that every learner can grow.

- **Just Opportunities.** Providing equitable teaching, accountability, second chances, and supportive environments.
- **New Actions.** Teaching and reinforcing better behaviors through structure, coaching, and care.
- **Hope.** Trusting in the potential of every student to succeed through grace, persistence, and encouragement.

In the JONAH Strategy, **Just Opportunities** means more than simply giving students access to learning. It also means ensuring students have access to the supports they need to succeed. In some classrooms, those supports may come through a team that works together with purpose and consistency. Modules 1 & 2 focused on launching the JONAH Strategy through positive

behavior support and making instructional choices that reflect best practices. This module turns to the power of collaboration. Paraeducators and co-teachers play a critical role in creating classrooms where students can thrive by working in partnership to provide a unified, intentional approach to teaching. In this way, students experience instruction and supports that are aligned, dependable, and designed to maximize their success. As seen in the opening quotation for this module, God's love so often reaches us through the presence and care of another human being.

Working with Paraeducators

The word *para* means “next to” or “alongside,” which reflects the essential role of paraeducators in schools. Paraeducators work alongside teachers, supporting their efforts to effectively educate all students. They play a vital part in supporting instruction by reinforcing classroom routines, facilitating student learning, and helping teachers meet individual student needs. They serve in both general education and special education settings, providing academic, social, behavioral, physical, and sometimes medical support to students. Depending on the needs of the classroom, the responsibilities of a paraeducator may include providing one-on-one support to individual students, working with small groups of learners, or offering general classroom support.

Although schools may use a variety of titles for paraeducators such as instructional aides, educational assistants, teacher aides, paraprofessionals, classroom assistants, or instructional assistants, these educational partners play a vital role in helping teachers effectively educate all learners. Paraeducators always work under the supervision of a certified teacher. In addition, to ensure they are prepared for these types of responsibilities, the [Every Student Succeeds Act \(ESSA\)](#) requires paraeducators to demonstrate competency by completing at least two years of college coursework, by earning an associate's degree, or by passing an exam that verifies their ability to assist with reading, writing, and math instruction.

Paraeducators play an important role in extending and reinforcing classroom instruction through a wide range of tasks. At times, paraeducators may provide pre-teaching of important concepts, terms, or ideas to prepare students for upcoming lessons and to

support students in previewing material in ways that can help build both background knowledge and confidence before tackling new content. At other times, they may work with students to review and reinforce the key content, vocabulary, and ideas that have already been taught in order to help them practice and retain what they have learned. They may also re-teach material when additional support is needed for understanding.

In addition to previewing and reviewing academic content, paraeducators may also support students to develop executive functioning skills, such as organization and task management, which are critical for student independence. During classroom instruction, a paraeducator might provide targeted assistance to an individual or a small group of learners, deliver immediate feedback to individual students to help keep them engaged and motivated, or run a station during small-group rotations. Another important role paraeducators can play is collecting data on student progress toward academic or behavioral goals, giving teachers valuable information so they can adjust instruction as needed. When used thoughtfully, paraeducators can help reinforce teacher instruction, provide individualized support, and enhance the overall learning environment for all students.

Outside of the classroom, paraeducators also play a vital role in supporting teachers by assisting with a variety of planning, clerical, and preparation tasks that help keep instruction running smoothly and make it accessible for all students. They can take on responsibilities such as making copies of classroom materials, enlarging texts for students who need that accommodation, and preparing adapted resources designed by the teacher. Paraeducators can also help create engaging learning tools, such as vocabulary or math games, that reinforce key concepts. In addition, they can support students' success by breaking complex directions into smaller, manageable steps and preparing modifications that the teacher has planned, ensuring that each learner can participate meaningfully. By handling these essential behind-the-scenes tasks, paraeducators allow teachers to dedicate more time to instruction and individualized support.

Paraeducators can also play a valuable role in student supervision, helping to maintain safety and order in a variety of school settings beyond the classroom. They may ride the bus with students, ensuring safe behavior and offering assistance when needed. On the playground, paraeducators often monitor play to encourage positive interactions, resolve conflicts, and keep students safe during physical activity. In the cafeteria and hallways, they can help students follow routines, transition smoothly, and make respectful choices in these busy environments. During field trips, paraeducators play an important role in keeping groups together, reinforcing expectations, and supporting individual student needs in new settings. Through these supervision tasks, paraeducators create a safe, structured, and supportive environment that allows students to learn and grow in all areas of school life.

Paraeducators are often called on to provide essential support with personal care tasks that help students maintain dignity, independence, and comfort throughout the school day. For example, they may assist students with dressing after physical education, ensuring they are prepared to return to class promptly. This type of support can also include helping students put on or take off outdoor clothing, such as coats, boots, or gloves, particularly during transitions to and from recess or during arrival and dismissal. In addition, paraeducators may help students with grooming needs, such as brushing, combing, or fixing hair, to ensure they feel confident and ready for class. When needed, they may provide assistance with restroom use, offering support in a respectful and discreet manner that promotes the student's privacy and independence. These personal care responsibilities are critical to helping students fully participate in the school day and feel safe and supported in their learning environment.

It is important for teachers to communicate clearly with paraeducators about their roles and responsibilities so that expectations are understood and carried out effectively. While paraeducators play an essential role in implementing educational and behavioral supports, it is the teacher who makes the instructional decisions and designs the plans that guide the paraeducator's work. Because students have different needs, the ways paraeducators provide support may vary from one student to another. Supports may also

look different in different settings and at different grade levels. Ongoing communication helps ensure that paraeducators know exactly how the teacher would like them to assist each student, creating consistency and ensuring alignment with the teacher's instructional goals ([Causton & Macleod, 2021](#); [Friend & Barron, 2022](#); [Council for Exceptional Children, 2022](#); [Garcia, 2023](#)).

Causton and Macleod (2021) highlight some questions for teachers to consider:

- What types of general classroom supports should the paraeducator provide in this classroom?
- What individualized supports do specific students need?
- What should the paraeducator do while the teacher is providing a whole group lesson?
- What should the paraeducator do while the teacher is working with a small group or with individual students?
- What should the paraeducator do while students are engaged in individual reading of the text? Completing a worksheet? Taking notes? Working on the computer? Taking a test?
- What should the paraeducator do while students are working on a small group learning activity? Participating in a discussion? Working on a group project?



Paraeducators play a vital role in helping teachers effectively educate all learners.

Johnstone, J. (2006, October 26). *A teacher's aide discusses books with a student*. The U.S. National Archives. (Public Domain)

 *Example: General Paraeducator Plan*

Classroom Activities	Sample Paraeducator Responsibilities
Transition	Supervise student transitions, help identified students with personal care needs, help all students follow expectations and group routines
Introduction to the lesson	Ensure all students have the correct materials, provide adapted materials (e.g., large print, visual supports, vocabulary supports) to identified students, help all students get settled and focused
Whole group instruction	Quietly support individual students who need redirection, clarifications, and behavioral reminders, take data as requested by the teacher, provide proximity support as needed
Guided Practice	Circulate, help all students, break instructions into smaller steps, simplify or rephrase as needed, provide adapted materials for identified students (e.g., diagrams with word banks, additional examples, modeling, manipulatives, visuals, materials with key sections highlighted), reinforce on-task behavior with positive feedback
Small Group Activities	Lead one group using the lesson plan provided by the teacher, model and reinforce positive social interactions, prompt turn taking, provide structure, support alternate means of communication
Independent Practice	Provide accommodations (e.g., writing support, assistive technology) and scaffolded materials (e.g., sentence starters, graphic organizers, reading guides) for identified students
Closing	Collect materials, prompt students to record homework, collect exit tickets, supervise transition, communicate to the teacher which students needed extra support

Example: Specific Paraeducator Plan for 1st Grade Morning Meeting

Grade Level: 1st Grade (20 students)

Time: 20–25 minutes

Identified Students with Specific Needs:



Student A: moderate intellectual disability



Student B: cerebral palsy, uses a wheelchair



Student C: ADHD and behavior challenges

Morning Meeting Components & Paraeducator Roles

Greeting (3–5 minutes)

- Teacher: Leads the greeting activity, models language, ensures the flow of the activity.
- Paraeducator will:
 - Support Student A by prompting with sentence starters (“Good morning, ___”) or visuals to participate.
 - Assist Student B with positioning if needed. Ensure that the wheelchair is in circle and materials are within reach.
 - Provide quiet proximity support for Student C, reinforcing positive behavior with a smile, nod, or quick comment. Redirect behavior with a gentle prompt.

Sharing (5 minutes)

- Teacher: Chooses 2–3 students to share; models listening and questioning.
- Paraeducator will:
 - Help Student A organize a short sharing statement using picture cues.
 - Redirect Student C if calling out or distracting peers, using agreed-upon strategies (e.g., quiet reminder, choice card).

Group Activity (5–7 minutes)

- Teacher: Leads an activity such as a movement game, song, or math/word game.
- Paraeducator will:
 - Work with Student A to break down directions into smaller steps, providing hands-on guidance if needed.
 - Encourage Student B's participation by prompting adapted movements (e.g., arm motions instead of standing jumps).
 - Stay in close proximity to Student C, praising participation and offering a quick break card if behavior escalates.

Morning Message/Calendar (5–7 minutes)

- Teacher: Reads and writes the morning message with the class, reviews the calendar and daily schedule.
- Paraeducator will:
 - Support Student A by scaffolding reading (pointing to words, repeating directions).
 - Help Student B by holding or supporting the holding of materials (pointer, marker) if fine motor activities are challenging.
 - Reinforce positive behavior for Student C by providing behavior specific praise when he/she raises a hand or stays engaged.

General Para Expectations Throughout Morning Meeting

- Proactive support: Circulate quietly to give prompts, visual cues, or redirection without disrupting flow.
- Encouragement: Provide behavior specific praise (“I like how you greeted your friend with eye contact”) to all students, not just those with identified needs.
- Communication with teacher: Note any patterns (e.g., Student A needed repeated prompts, Student C stayed focused with proximity support).

Example: Specific Paraeducator Plan for 5th Grade Art

Grade Level: 5th Grade Art (20 students)

Time: ~45 minutes

Identified Students with Specific Needs:



Student A: moderate intellectual disability



Student B: cerebral palsy, uses a wheelchair



Student C: ADHD and behavior challenges

Class Segments & Paraeducator Roles

Introduction/Directions (5–7 minutes)

- Teacher: Introduces today’s art concept (e.g., perspective drawing, color mixing), explains steps, and models briefly.
- Paraeducator will:
 - Support Student A by breaking down directions into smaller, manageable steps using visuals.
 - Ensure Student B has clear sightlines, space for wheelchair, and adapted tools within reach (e.g., larger or adapted handles, tape to stabilize paper).
 - Provide proximity support for Student C, reinforcing respectful listening and helping the student stay seated and attentive.

Transition to Work Time (3–5 minutes)

- Teacher: Directs students to gather supplies and begin their projects.
- Paraeducator will:
 - Provide Student A with a checklist of the steps for the activity and direct student to the first step (“Draw your outline first, then add details”).
 - Help Student B gather and transport art materials safely (paint tray, brushes, water cup) while encouraging independence where possible.
 - Support Student C in transitioning smoothly, offering a structured choice (“Do you want to start with pencil or colored pencils?”) to prevent off-task behavior.

Work Time/Studio Practice (25–30 minutes)

- Teacher: Circulates, provides feedback, and monitors overall classroom progress.
- Paraeducator will:
 - Prompt Student A to stay on task, help decode written instructions, and provide vocabulary support (e.g., “That’s called shading when you press lightly”).
 - Assist Student B fine-motor adaptations (stabilizing paper with tape, offering modified grips, or helping with clean-up of spills). Maintain respect by asking first before assisting.
 - Monitor Student C’s engagement, reinforce on-task behavior with immediate positive feedback, watch for signs of frustration and provide short break opportunities as needed.
 - Circulate through the general class as a second set of eyes, help with distributing/collecting supplies, and support any student needing extra reminders.

Clean-Up & Reflection (5–7 minutes)

- Teacher: Leads students in cleaning up and briefly reviews learning goals.
- Paraeducator will:
 - Support Student A by breaking the clean-up task into steps (“First put away your brush, then wipe your table”).
 - Help Student B transport materials safely to sinks or supply tables.
 - Supervise Student C closely to keep clean-up safe and provide positive encouragement, praising quick and responsible choices.
 - Assist all students as needed while ensuring safety during a busy transition.

General Paraeducator Expectations in Art

- Adapt materials: Prepare enlarged templates, adaptive tools (e.g., specialized scissors, larger handles, adapted grips), or pre-cut paper if the teacher requests.
- Supervise transitions: Especially important in art where movement to supply tables, sinks, and drying racks can be chaotic.

- Promote independence: Support students with specific needs without doing the work for them. Encourage effort, creativity, and pride in their own projects.
- Collaborate with teacher: Share quick observations (e.g., “Several students finished early and could benefit from an extension activity,” “Student C focused better with a choice card”).

 *Teaching example: Specific Paraeducator Plan for High School English Class*

Grade Level: High School English (20 students)

Time: ~55 minutes

Identified Students with Specific Needs:



Student A: moderate intellectual disability



Student B: cerebral palsy, uses a wheelchair



Student C: ADHD and behavior challenges

Class Segments & Paraeducator Roles

Warm-Up/Bell Ringer (5 minutes)

- Teacher: Posts a journal prompt or quick grammar practice (e.g., “Write 3 sentences describing today’s weather using imagery”).
- Paraeducator will:
 - Help Student A by reading the prompt aloud and offering sentence starters.
 - Ensure Student B has materials positioned for access (journal stabilized, access to assistive technology if needed).
 - Provide proximity support to Student C to encourage a calm, productive start.

Direct Instruction/Mini-Lesson (10 minutes)

- Teacher: Introduces literary concept (e.g., symbolism in *Of Mice and Men*) with short lecture and examples.
- Paraeducator will:
 - Support Student A by taking notes, rephrasing the teacher’s language into simpler terms, or providing prewritten notes or adapted visuals to help guide

focus (guided notes, pre-highlighted passages, graphic organizer) as planned by the teacher.

- Monitor Student B's access to text (support in turning pages, access to a digital copy).
- Watch Student C for signs of restlessness; use non-verbal cues to redirect before behavior escalates.

Guided Practice/Close Reading (15 minutes)

- Teacher: Reads a passage aloud, then asks students to annotate for symbolism and figurative language.
- Paraeducator will:
 - Break down directions for Student A. (“First underline key words, then circle symbols”). Provide a word bank of common symbols.
 - Offer physical support for annotation for Student B (using sticky notes, digital highlighting, or assistive technology).
 - Encourage Student C to stay engaged, and redirect respectfully if peers become distracting.
 - Circulate through the general class to check on annotation progress and offer quiet clarification.

Collaborative Activity (15 minutes)

- Teacher: Places students in pairs or small groups to discuss symbolism in the text, then prepare a short response.
- Paraeducator will:
 - Drop in on Student A's group to scaffold contributions, prompting with guiding questions (“What does the river stand for?”).
 - Ensure Student B's group members accommodate Student B's participation by helping with access to materials and by scribing Student B's ideas if motor skills make writing difficult.
 - Support Student C's group by reinforcing positive peer interaction, stepping in to redirect if frustration or off-task behavior emerges.

- Help groups stay on time and transition smoothly to share-out.

Independent Practice (8–10 minutes)

- Teacher: Assigns short written response (e.g., “In 3–4 sentences, explain the symbolism of the river”).
- Paraeducator will:
 - Provide Student A with sentence frames or a graphic organizer to structure the response.
 - Support Student B by setting up adaptive tech (speech-to-text, keyboard) if needed.
 - Encourage Student C to complete the writing in short steps with quick check-ins (“Finish the first sentence, then I’ll check”).
 - Monitor all students to ensure completion and assist where necessary.

Closing/Exit Ticket (5 minutes)

- Teacher: Asks 2-3 students to share responses then summarizes key idea of symbolism, collects exit slips.
- Paraeducator will:
 - Encourage Student A to share aloud if comfortable.
 - Assist Student B in turning in work and navigating safe dismissal.
 - Reinforce Student C’s positive participation with immediate behavior-specific praise.
 - Help manage hallway transition, especially with wheelchair navigation and behavior monitoring.

General Paraeducator Expectations in High School English

- Instructional Support: Break down abstract concepts into concrete steps (simplify directions, use visuals).
- Material Adaptation: Provide enlarged texts, highlighted passages, sentence starters, graphic organizers and other adaptations as planned by teacher.
- Supervision: Maintain calm transitions, watch for behavioral triggers, and ensure safe movement (especially in crowded hallways).

- Independence: Encourage students to do as much as possible themselves, scaffolding only when necessary.
- Collaboration: Share quick feedback with the teacher (“Student A needed sentence frames,” “Student C is distracted by nearby peers and might need a seat change”).

When available, paraeducators can be an invaluable resource in creating classrooms where all students can learn and thrive. With clear direction, ongoing communication, and purposeful guidance from the teacher, paraeducators are able to carry out their roles with confidence and consistency. This collaboration ensures that instructional plans are implemented as intended and extends the teacher’s impact by providing students with additional layers of support and encouragement. By working together as a cohesive team, educators and paraeducators can create safe, structured, and inclusive classrooms that provide every student with the **Just Opportunities** they need to succeed.

Working with Co-Teachers



There are multiple models for two teachers to work together in a classroom setting.

Image: Danilyuk, P. (2021, June 21). *Women in white shirt standing in front of people*. Pexels.com (CC Free to use)

While paraeducators can be a tremendous support when available, many classrooms also rely on the collaboration of two certified teachers working together. Co-teaching provides a unique opportunity for two teaching professionals to share responsibility for a variety of educational activities, including planning, instruction, and assessment, for the same group of students. This approach not only balances the workload but also allows both teachers to bring their own individual strengths to the classroom, creating richer learning experiences for their students. As

with paraeducators, the success of co-teaching depends on clear communication, shared expectations, and purposeful collaboration so that every member of the teaching team is working toward the same goals.

In many inclusive co-taught classrooms, a general education teacher is paired with a special educator to ensure all students receive the supports they need to learn. One obvious benefit of this type of arrangement is that each of the teachers brings their own area of expertise to the partnership. General educators have detailed knowledge of the academic content and grade level standards while special educators bring expertise in how students learn and how to differentiate instruction. Together, they can design learning experiences that present content in ways that best support learning for their students. Teachers in co-taught classrooms generally report improved academic performance for their learners as well as increases in positive peer interactions, social skills, and self-confidence.

Effective co-teaching requires a strong partnership founded on equity and respect with both educators acting as co-planners, co-instructors, and co-assessors in the classroom. This balance not only supports instructional effectiveness but also shapes how students perceive the roles of each teacher. Students notice if both teachers contribute equally and appear to have shared responsibility for the class. Strong communication is also essential. This includes not only expressing information clearly, but also listening carefully, remembering what has been shared, and adopting a posture that conveys respect and openness. Practical communication strategies that co-teachers find effective for achieving these goals include pausing to think before responding, asking clarifying questions, and paraphrasing to confirm understanding.

Before the school year begins, co-teaching partners should set themselves up for success by scheduling shared planning time and holding an initial conversation to establish common ground around topics such as:

- Beliefs about inclusion
- Classroom management approaches
- Roles and expectations during lesson delivery
- Roles and expectations for student assessment

Shared planning time is important to the success of the co-teaching partnership. Even short, regularly scheduled sessions can be highly effective. Setting aside as little as 30 minutes per week for co-planning has been shown to strengthen partnerships and increase teacher satisfaction. During this co-planning time, teachers can review student progress, plan instructional activities, determine needed scaffolds and adaptations, and assign preparation tasks. [Digital collaboration tools](#) can make it easier for teachers to share ideas, stay organized, and maximize their limited planning time. Finally, school-sponsored training and coaching in co-teaching practices can provide essential support for the co-teaching partners and signal administrative commitment to the model.

There are multiple instructional models to choose from when planning a co-taught lesson. Many teams find themselves overly reliant on the “One Teach, One Support” model; however, there are many evidence-based models to consider and teams should take care to choose the one that best matches student needs and the learning objectives for the lesson. Shifting among the models, depending on the purpose of the lesson, the benefits of the model, and the needs of the students, results in more engaging instruction and stronger support for all learners ([Friend & Cook, 2017](#); [Friend & Barron, 2022](#), [Celebre, 2025](#)).

Six Co-Teaching Models from the Work of Marilyn Friend

One Teaches, One Observes

One teacher leads instruction while the other collects data (e.g., on student behavior). This approach should be used purposefully, with both teachers reviewing the data together afterward.

Teaching example: During a math lesson, the general education teacher leads instruction on fractions while the special education teacher observes one target student’s engagement and on-task behavior, recording data for later analysis. After class, both teachers review the data to adjust supports.

One Teaches, One Supports

One teacher leads instruction while the other provides targeted support, such as answering questions or assisting individual students. This model should be used sparingly so the supporting teacher's role remains meaningful.

Teaching example: In a reading comprehension lesson, the general education teacher leads whole-group instruction while the special education teacher circulates the room, quietly checking in with students who need help following directions or assistance with decoding or vocabulary.

Station Teaching

Instructional content is split up over multiple stations. Students are divided into groups and groups are assigned to stations, with each teacher providing instruction at one of the stations. Additional groups work at one or more independent stations. Groups rotate between stations. This allows for smaller groups, focused instruction, more active engagement and allows teachers to provide differentiated instruction to support various learning needs.

Teaching example: In a middle school science class on ecosystems, students rotate between three stations:

- Teacher A leads a hands-on activity with terrariums.
- Teacher B guides students through a reading and vocabulary activity.
- A third station provides independent practice using digital simulations.

Parallel Teaching

Teachers split the class into two groups and teach the same content simultaneously. Smaller group sizes increase participation and allow for more responsive instruction.

Teaching example: In a high school English class, both teachers deliver the same lesson on identifying themes in short stories, but they split the class in half. Each teacher facilitates discussion in their group, giving students more opportunities to share ideas and ask questions.

Alternative Teaching

One teacher works with a small group of students who need specialized instruction or extra support, while the other teaches the rest of the class. This provides targeted help without pulling students out of the classroom.

Teaching example: During a history lesson on the Civil War, most students work with the general education teacher on a document analysis activity. Meanwhile, the special education teacher pulls a small group to provide scaffolding including simplified primary sources, enabling students to rejoin the main class activity later with greater understanding.

Team Teaching

Both teachers deliver instruction together, sharing responsibility equally. This model demonstrates strong collaboration and allows students to benefit from both teachers' expertise at once. This model is great for lessons that benefit from both teachers being actively engaged such as debates, demonstrations, simulations, and role plays.

Teaching example: In a 5th-grade math class, both teachers stand at the front and co-present a lesson on adding fractions with unlike denominators. One teacher demonstrates the standard algorithm on the board while the other supplements the explanation with visual representations. They model collaboration by taking turns asking questions and clarifying student misconceptions.

Putting it All Together

Partnering with paraeducators, co-teachers, and support staff strengthens classrooms, creating environments where every student can thrive. When educators work together with clear communication, shared expectations, and purposeful collaboration, instruction can become more effective, consistent, and responsive to individual needs. Paraeducators extend a teacher's reach by providing targeted support, scaffolding, and supervision, while co-teaching allows two certified teachers to combine their expertise to plan, deliver, and assess learning in ways that benefit all students. Ultimately, effective collaboration is a powerful approach that teachers can

use to provide **Just Opportunities** for every learner. Reconsider the opening words of this module:

God did not come to me through a mystical experience, but through a human being, a neighbor, an agent of his love.

In the same spirit, the JONAH Strategy calls educators and paraeducators to be those agents of love and grace, offering **Just Opportunities**, guiding students toward **New Actions**, and holding fast to the **Hope** that every learner can grow.

Choose and Use Challenge

This week, choose one collaboration strategy to intentionally apply in your work as an educator. You might practice a communication skill (such as paraphrasing to confirm understanding), take time to share perspectives with a colleague, or invite input on an upcoming lesson plan. Whether your partner is a paraeducator, a co-teacher, or another colleague, focus on strengthening your collaboration skills and building partnerships that prioritize student success.

One idea I will implement next week is...

Glossary

co-teaching. When two certified teachers share responsibility for planning, instruction, and assessment of the same group of students. Often, one teacher is a general education teacher and the other is a special education teacher.

digital collaboration tools. Software that enables teams to work together in online ways.

paraeducators. Professionals who work alongside teachers to support their efforts to effectively educate all students. Other terms for paraeducators include: paraprofessional, instructional aide, educational assistant, teacher aide, classroom assistant, and instructional assistant.

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