



This list of helpful resources can help provide background information for anyone who might want to learn more about the practices presented in this in-service suite.

ARTICLES

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 examines the relationships between beginning teachers and their 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., & Wenger, K. (2006). Teaching in the margins: The multifaceted work and struggles of bilingual paraeducators. *Anthropology & Education Quarterly*, 37(1) 62–82.

This article describes a study on the role of paraeducators in the K–12 system. All 20 paraeducators were bilingual. Findings showed that paraeducators held complex, multifaceted, and fragmented roles. Marginalization (the power difference between teachers and paraeducators) was found to be an important factor that needs to be considered in developing relationships among teaching staff.

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) with a variety of age groups (Pre-K through high school) were asked about the top ten things beginning teachers need to know about working with paraprofessionals.

BOOKS

Pickett, A. L., & Gerlach, K. (2003). *Supervising paraeducators in educational settings: A team approach (2nd ed.)*. Austin, Tex: Pro-Ed.

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

WEB RESOURCES

Office of Head Start. (2003). *Seeing the Big Picture in Head Start. Head Start Leaders Guide to Positive Child Outcomes*. HHS/ACF/ACYF/HSB. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/HeadStartGuidePositiveChildOutcomes.pdf.

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, such as dividing the workload and using volunteers if possible (see pages 20–23).

