

INTENTIONAL LEADERSHIP ACTIONS AND PARAEDUCATOR OUTCOMES SURVEY (ILA-PO)

STOP! Please fully read directions before beginning survey.

OVERVIEW:

This survey will ask you some questions about your leadership perspectives and the outcomes you notice with your paraeducator(s). The term *paraeducator* describes a non-certified personnel member who works in your classroom and/or school campus under your supervision. Other terms for this position include: paraprofessional, educational assistant, teaching assistant, Title I assistant or teacher aide. The survey will refer to this team member as a paraeducator.

This survey is not asking you about any other professionals on the team, such as related service personnel. **When you see the word *team*, the survey is asking only about you and your paraeducators.**

PART I DIRECTIONS:

For the first section of this survey, you will read a statement and mark your level of agreement on a line. **You can mark anywhere on the line based on your disagreement or agreement with statements.** The line looks like this:

Disagree		Agree
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FOR EXAMPLE:

If you **strongly disagree** with a statement to the greatest extent, your response would look like this:

Disagree	●	Agree
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If you **strongly agree** with a statement to the greatest extent, your response would look like this:

Disagree		● Agree
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OTHER POSSIBLE EXAMPLES:

Disagree	●	Agree
Disagree	●	Agree
Disagree	●	Agree
Disagree	●	Agree
Disagree	●	Agree

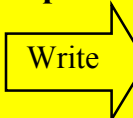
Once again, you can mark anywhere on the line to indicate your level of agreement.

WRITE YOUR NAME → _____

PART I: PARAEDUCATOR OUTCOMES

Directions: Make a mark (•) on each line to indicate your level of agreement with each statement for your paraeducator.

If you have more than one paraeducator: You will complete a survey for each paraeducator. Put your paraeducators in order by first name alphabetically (Paraeducator #1, Paraeducator #2, Paraeducator #3). Write the corresponding numbers on each survey. All your responses to this survey should relate to the paraeducator you have indicated in this box here.



Paraeducator #

1	My paraeducator uses instructional strategies that are similar to my instructional strategies.	Disagree	.....	Agree
2	My paraeducator uses behavior strategies that are similar to my behavior strategies.	Disagree	.....	Agree
3	When I show my paraeducator how to complete a task, s/he completes it appropriately.	Disagree	.....	Agree
4	When I tell my paraeducator to do something, s/he follows my directions.	Disagree	.....	Agree
5	When I suggest a new idea, my paraeducator is supportive/willing to try the new idea.	Disagree	.....	Agree
6	My paraeducator stays focused on tasks that benefit our classroom/students.	Disagree	.....	Agree
7	When my paraeducator feels like there is nothing to do, s/he asks me what to do to help.	Disagree	.....	Agree
8	My paraeducator follows the classroom schedule without reminders from me.	Disagree	.....	Agree
9	My paraeducator follows professional rules (i.e. no cell phones, punctual, dress codes, attends campus duties as scheduled).	Disagree	.....	Agree
10	When I give my paraeducator feedback, s/he listens and makes changes as needed.	Disagree	.....	Agree
11	My paraeducator leads routine classroom activities (i.e. circle time, small groups, etc.) if I am busy.	Disagree	.....	Agree
12	My paraeducator uses effective approaches while working with our students.	Disagree	.....	Agree
13	My paraeducator maintains student confidentiality (does not talk to teachers outside our team).	Disagree	.....	Agree
14	My paraeducator contributes ideas for the classroom.	Disagree	.....	Agree
15	My paraeducator treats me with respect like I am the team leader.	Disagree	.....	Agree
16	My paraeducator knows his/her role and responsibilities in the classroom.	Disagree	.....	Agree
17	My paraeducator has a vision for our students that is similar to my vision.	Disagree	.....	Agree
18	My paraeducator adjusts the instructional/behavior strategy when it's not working for a student.	Disagree	.....	Agree

PART II: INFLUENCE OF LEADERSHIP BEHAVIORS

Directions: This portion of the questionnaire is designed to explore some situations and topics that create difficulties for teachers working with paraeducators. Please indicate your opinion about each statement by circling the correct number. Lower numbers indicate that you can do nothing to influence a situation. Higher numbers indicate that you can do a great deal to influence a situation.

1. Influencing Professional Behavior of Paraeducators

How much can I do so that my paraeducator...	Nothing		Very little		Some influence		Quite a bit		A great deal	
	1	2	3	4	5	6	7	8	9	10
...clocks in/out on time, including lunch break?	1	2	3	4	5	6	7	8	9	10
...does not share confidential student information with inappropriate staff at school?	1	2	3	4	5	6	7	8	9	10
...follows the times/activities in the classroom schedule?	1	2	3	4	5	6	7	8	9	10
...uses his/her cell phone at appropriate times (per my discretion)?	1	2	3	4	5	6	7	8	9	10
...knows what to do (responsibilities) during the school day?	1	2	3	4	5	6	7	8	9	10
...has a positive attitude at work?	1	2	3	4	5	6	7	8	9	10
...does not share inappropriate information with a parent/guardian?	1	2	3	4	5	6	7	8	9	10

2. Influencing Instructional Practices of Paraeducators

How much can I do to...	Nothing		Very little		Some influence		Quite a bit		A great deal	
	1	2	3	4	5	6	7	8	9	10
...promote positive interactions between my paraeducator and students?	1	2	3	4	5	6	7	8	9	10
...get a paraeducator to use effective instructional practices while working with students?	1	2	3	4	5	6	7	8	9	10
...set the example for effective instructional practices when I work with students?	1	2	3	4	5	6	7	8	9	10
...alter the strategies my paraeducator uses with students?	1	2	3	4	5	6	7	8	9	10
...gain input from my paraeducator about student progress?	1	2	3	4	5	6	7	8	9	10

3. Influencing the Team* of Paraeducators

*Team includes you as the teacher plus one or more paraeducators. It does not include other professionals like related service personnel.

How much can I do to...	Nothing		Very little		Some influence		Quite a bit		A great deal	
	1	2	3	4	5	6	7	8	9	10
...have a common team vision (why we do the work we do with students)?	1	2	3	4	5	6	7	8	9	10
...have common team goals (what we are working toward with students)?	1	2	3	4	5	6	7	8	9	10
...have positive interpersonal relationships between team members (getting along)?	1	2	3	4	5	6	7	8	9	10
...gain suggestions from paraeducator(s) to improve the classroom or student progress?	1	2	3	4	5	6	7	8	9	10
...have regular opportunities to discuss team procedures for classroom/students?	1	2	3	4	5	6	7	8	9	10
...encourage my paraeducator to grow professionally to reach personal goals?	1	2	3	4	5	6	7	8	9	10

PART III: OPINIONS ABOUT BENEFICIAL STRATEGIES FOR TEAM* LEADERSHIP

*Team includes you as the teacher plus one or more paraeducators. It does not include other professionals like related service personnel.

Directions: This portion of the questionnaire is designed to explore opinions about leadership strategies that influence your success as a team. Read each statement and indicate if the strategy influences your paraeducator as s/he works with students or completes job responsibilities. Lower numbers indicate the strategy does not influence paraeducator success. Higher numbers indicate the strategy highly influences paraeducator success.

My paraeducator(s) and I are a successful team because I...	INFLUENCE ON SUCCESS									
	No influence					High influence				
...have formal team meetings (scheduled time each week).	1	2	3	4	5	6	7	8	9	10
...have informal team chats (as needed daily).	1	2	3	4	5	6	7	8	9	10
...lead by example, being a model for my paraeducator.	1	2	3	4	5	6	7	8	9	10
...tell my paraeducator when s/he is successful with a student or task.	1	2	3	4	5	6	7	8	9	10
...coach my paraeducator to improve areas of weakness.	1	2	3	4	5	6	7	8	9	10
...get to know some personal details about my paraeducator (family life, interests, etc).	1	2	3	4	5	6	7	8	9	10
...reflect on my leadership strategies and how they are working with my paraeducator.	1	2	3	4	5	6	7	8	9	10
...plan collaboratively as a team for student and classroom activities.	1	2	3	4	5	6	7	8	9	10
...write lesson plans that my paraeducator can understand.	1	2	3	4	5	6	7	8	9	10
...express my appreciation for my paraeducator.	1	2	3	4	5	6	7	8	9	10
...show my paraeducator how to work with our students.	1	2	3	4	5	6	7	8	9	10
...find out paraeducator preferences (likes/dislikes) for working with students.	1	2	3	4	5	6	7	8	9	10
...delegate tasks/responsibilities to my paraeducator so our classroom runs efficiently.	1	2	3	4	5	6	7	8	9	10
...talk to my paraeducator immediately when there is a problem/concern.	1	2	3	4	5	6	7	8	9	10
...ask my paraeducator to contribute ideas for our classroom/students.	1	2	3	4	5	6	7	8	9	10
...write down and review expectations with my paraeducator.	1	2	3	4	5	6	7	8	9	10
...offer training when a new strategy is needed.	1	2	3	4	5	6	7	8	9	10
...celebrate student progress as a team.	1	2	3	4	5	6	7	8	9	10
...contribute information when my administrator evaluates my paraeducator.	1	2	3	4	5	6	7	8	9	10
...design tracking sheets for my paraeducator to record student progress on goals.	1	2	3	4	5	6	7	8	9	10

As the team leader for your paraeducator(s), what qualities/behaviors are most important to create an effective team?

If challenges prevent you from working with your paraeducator(s) the way you would like to, please list/describe the challenges.