

Critical Research Portfolio - Sample Topics

The Benefits of Full Day Kindergarten

Is Grade Retention Harmful to Elementary School Students?

The Benefits of Music in the Everyday Classroom!

Males in Early Childhood and Special Education.

The Impact of SES on Children's Vocational Aspirations.

The Importance of Home Visits and its Impact on Academics.

The Importance of Sound Nutrition on Learning.

The Impact of Homework When Connected to Academics.

Parent Involvement in Education.

Is Phonics Enough?

Full Day Kindergarten, How it Benefits Students.

Should Recess be a Part of the School Day?

Bullying.

Relationship Between Parental Involvement & Academic Achievement.

Math Assessments — What Do Teachers Use?

How Early Childhood Teacher Structures the Academic Day & Why?

Is Time-Out an Effective Behavior Management Tool?

What are Effective Ways to Teach Self-Management Behaviors?

Should Preschool Be Part of the Universal School System?



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Dynamic Research Based Experience;

*A Process that Connects Research Based
College Preparation to Practical
Implementation in the P-12
Learning Environment*

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Twitter Accounts followed:

@rgriffthjr @WillRich45 @Cybraryman1

@NMHS_Principal @B_Wagoner

@CoolCatTeacher @JustinTarte

@TheOCBlog @feedtheteacher

BLOGS Followed:

theorganizedclassroomblog.com

thecurriculumcorner.com

learningismessy.com

teachingthought.com



Clermont College

Interactive Notebook

The intent of the INB is for pre-service teachers/paraprofessionals to 'live' the course content through professional reflection, data collection, and extension activities (in class). One's education is best acquired through continual learning and seeking of information from multiple sources. A textbook is 1 source and a course instructor is only 1 source. The INB should help pre-service teachers/paraprofessionals to make connections between courses, life experiences, the media, field placements, class colleagues, and professionals.

Teaching Guide

Describes in practical terms the strategies candidates will use for teaching. The Guide is a practical tool that can be used for professional marketing. The guide is a description regarding how the candidates will function as an effective paraprofessional in the education environment. The TEACHING GUIDE includes the following: 1)teaching philosophy; 2) academic instructional techniques; 3) classroom community building; 4) building/school-wide community building; 5) behavior management; 6) classroom design/assistive technology; 7) support and collaboration for children with disabilities; 8) parent Involvement and support

Critical Research Portfolio

Candidates conducted individual research using qualitative inquiry, triangulation of the data collected through interviews, focus groups, field observations, and review of documents.

Initially the candidates selected an issue in education that interested them and completed a literature review through professional research articles. This assisted in developing the specific topic and research question. Once developed the candidates designed a research plan, discussion questions, topic discussion; reflection; interview candidate pool, topic refinement/expansion. The CRP Process was represented through a formal presentation with a digital poster and summary handout of their topic.

The Paraprofessional Education Associate Degree Program

The University of Akron's College of Education is a community of professionals whose purpose is to provide leadership for community well-being through standard-setting programs that enhance teaching, learning, and human development; research and inquiry; and outreach. We develop ourselves and others through continuous improvement and through a commitment to these core components of professional practice and scholarship; Knowledge, Technology, Diversity, and Ethics.

The Paraprofessional Program Standards

Para Goal #1	Demonstrates the basic academic skills required to assist P-12 students in reading, writing, and mathematics and readiness these areas.
Para Goal #2	Understands how children learn and develop to provide assistance that supports the development of all learners.
Para Goal #3	Understands the purposes and value of programs for individuals with exceptional learning needs and the role of the paraprofessional in providing services to all children with disabilities.
Para Goal #4	Has knowledge of and applies effective instructional and assessment strategies to assist teaching and learning in a variety of settings.
Para Goal #5	Understands the principles of effective classroom management and individualized behavior interventions to use a range of strategies to promote positive relationships, cooperation, and purposeful learning.
Para Goal #6	Understands, follows, and uses prescribed district policies and procedures to ensure the safety, health, and general well-being of learners.
Para Goal #7	Demonstrates the abilities to communicate effectively, follow instructions, and use problem solving as an effective team member.
Para Goal #8	Practices ethical and professional standards of conduct.
Para Goal #9	Demonstrates an ability to utilize a variety of media communication tools to enrich learning opportunities including adaptive and assisted learning tools.

Inspire life long learning in others with trust, integrity, and joy.