

Paraeducators

**We help students achieve. We make teachers more effective.
We help students with special needs.**



Education support professionals (ESPs) ensure students and schools succeed. Our job duties have grown steadily and our functions have changed dramatically since we were first introduced into classrooms as teacher aides. Our duties are no longer limited to recordkeeping, preparing materials, or monitoring students in lunchrooms and other settings. Today, paraeducators assist with classroom instruction and provide direct services to students and their parents. A large number of us work with students with special needs, and all of us have job responsibilities that contribute directly to academic achievement and school safety.

FAST FACTS:

- 58% work at preschool, kindergarten, or elementary levels
- 78% work with special education students
- 83% work full-time
- 94% are female
- 78% are married
- The average age is 51
- We are 49% of the total NEA ESP membership

OUR JOBS INCLUDE, BUT ARE NOT LIMITED TO:

- Instructional and Non-instructional Assistants
- Teachers' and Program Aides
- Library Aides, Technicians, and Assistants
- Preschool Caregivers
- Building, Bus, and Playground Monitors
- Crossing Guards



National Education Association
Education Support
Professional Quality
1201 16th Street, N.W.
Washington, D.C. 20036
esp.program@nea.org
www.nea.org/esp

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NEA'S PARAEDUCATOR ESPs ARE:

Well-trained and experienced: Twenty-five percent have a two-year college degree, 25 percent a Bachelor's degree, and 9 percent a Master's, Professional, or higher degree.

Committed to students and our careers: Seventy-five percent have spent their own money to purchase food or school supplies for students. Eighty percent plan to stay in the ESP field, and 71 percent plan to stay in their current jobs until retirement. On average, NEA paraeducator ESPs have been working in public education for 12 years.

Active in the school community. Seventy-four percent live in the communities where they work. Forty-two percent have supported a parent organization and 47 percent have volunteered to read books to students. Twenty-six percent have taught or supported art or musical activities. Twenty-nine percent have supported a school or tutoring program. Twenty-two percent have coached or supported a sports program.

Focused on safety. Eighty percent have job responsibilities promoting school safety. Ninety-seven percent believe it is their job to intervene when bullying occurs and 94 percent feel that they have effective strategies for handling bullying situations.