

# Washington State Paraeducator Guidelines

Title I Requirements of No Child  
Left Behind (NCLB) Act of 2001



**Dr. Terry Bergeson**  
State Superintendent of  
Public Instruction

June 2004

# Washington State Paraeducator Guidelines

**Title I Requirements of No Child Left Behind (NCLB) Act of 2001**

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June 2004

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\* A separate publication entitled *Washington State Paraeducator Guidelines to Meet Title I Requirements of No Child Left Behind (NCLB) Act of 2001—The Paraeducator Portfolio Assessment Pathway* is available to provide specific details regarding completion of that process.



**No Child Left Behind Act  
of 2001  
Title I Requirements**



## No Child Left Behind Act of 2001 – Title I Requirements

The reauthorization of ESEA through the No Child Left Behind Act (NCLB) of 2001 placed a greater emphasis than ever before on success for students who are left behind in their learning and that which creates an achievement gap between rich and poor, white and minority. NCLB is built on four principles to eliminate this gap. They include:

- a stronger accountability for results, *and*
- greater flexibility in the use of federal funds, *and*
- more choices for parents of children from disadvantaged backgrounds, *and*
- an emphasis on teaching methods that are demonstrated to work.

It is from the foundation of these four principles that creates the educator quality requirement to ensure and strengthen instruction by well-prepared educators – teachers, principals and paraprofessionals.

Section 1119(g) states that all paraprofessionals who are performing instructional duties and are funded with Title I funds, including all paraprofessionals performing instructional duties in a schoolwide building, must meet specific requirements. The purpose of these requirements is to help ensure that the instructional team providing successful learning experiences for students, particularly students receiving benefit of Title I funds. These requirements are:

- 1) paraprofessionals must **currently** have a secondary school (high school) diploma or its recognized equivalent, **and**
- 2) paraprofessionals must fulfill **one of the three following requirements**:
  - a) Complete at least two years of study at an institution of higher education; or
  - b) Obtain an associate (or higher) degree; or
  - c) Meet a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment,
    - i) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; *or*
    - ii) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness as appropriate.

Paraprofessionals **hired prior to or on January 8, 2002**, have until January 8, 2006, to meet one of the three requirements listed above. Paraprofessionals **hired after January 8, 2002**, must meet one of the three requirements when hired.

## **Who is a paraprofessional?**

Based on guidance from the US Department of Education, a paraprofessional, for purposes of the Title I requirements of No Child Left Behind, is described as an employee who is assigned responsibilities that include assisting with instruction. Section 1119(g) lists these responsibilities as:

- **Providing instructional services to students while working under the direct supervision of a teacher.**
- Working under the direct supervision of a teacher is interpreted, through the US Department of Education's Title I Paraprofessional Non-Regulatory Guidance (March 2004) to mean the **teacher prepares the lesson and plans the instructional support activities the paraprofessional carries out, and the teacher evaluates the achievement of the students with whom the paraprofessional is working, and the paraprofessional works in close and frequent proximity with the teacher.**

Paraprofessionals may also be assigned responsibilities to:

- provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise be receiving instruction from a teacher; *or*
- assist with classroom management, such as organizing instructional and other materials; *or*
- provide assistance in a computer laboratory; *or*
- conduct parental involvement activities; *or*
- provide support in a library or media center; *or*
- act as a translator.

According to Section 1119 and related US Department of Education guidance, paraprofessionals hired as translators or solely to conduct family involvement activities do not need to meet the new Title I requirements, except they must have a secondary school diploma or its recognized equivalent.

The Title I Paraprofessional requirement (Section 1119 (c)(d)(e)(f)(g)) and the Title I Paraprofessional Non-regulatory Guidance (dated March 2004) can be reviewed in the Resources section of this document.

## **Interpreting NCLB's Title I Requirements into Practice in Washington**

A statewide advisory task force was formed to clarify the federal requirements and then advise the Office of Superintendent of Public Instruction (OSPI) on practice that is relevant to the everyday life of educators and students.

The goal for this advisory task force was to provide advice and expertise to OSPI to:

- fulfill a mandate through existing and new policy that is meaningful and relevant to the role and responsibilities of a paraprofessional, *and*
- enhance the outcome on student learning for Washington's students.

In order to accomplish this task, the advisory task force started with clarification of the law and alignment with Washington's current policies and practices aligned with basic issues such as:

- definition of a paraprofessional, *and*
- identification of the role of paraeducators and teachers, *and*
- identification and alignment of Washington policy and practices with the Title I requirements

### **Definition of a Paraprofessional in Washington**

Persons, who assist with instruction, referred to as paraprofessionals in NCLB Title I requirements, may also be identified by job titles such as paraeducator, instructional assistant, or educational assistant. The practice in Washington is to identify these persons as paraeducators. To align with Washington practice, paraeducator is the term used in this document in discussions about state and federal requirements.

### **The Roles of Paraeducators and Teachers in Washington**

No Child Left Behind mandates the use of proven strategies that are demonstrated to make a change in student learning and must be provided by well qualified instructors, meaning teachers and paraeducators. The intent of the qualification requirements for teachers and paraeducators is related to research which indicates that the better prepared and more knowledgeable instructors are regarding content and classroom instruction, the greater the likelihood that students will succeed. This then, places a strong emphasis on the teacher and paraeducator working together as an instructional team to ensure students receive coordinated instructional learning experiences.

In matters of curriculum and instruction, the teacher should ensure the paraeducator carries out instructional opportunities and goal setting expectations based on the teacher's planning and preparation, and at the teacher's direction. For a thorough identification of the roles and responsibilities of paraeducators and teachers, see the Resources section of this document.

# **Identification and Alignment of Existing Washington Policies and Practices for Paraeducators with NCLB Title I Requirements**

## **Washington State Recommended Core Competencies for Paraeducators**

**The Washington State Recommended Core Competencies for Paraeducators are different from the Title I Paraeducator requirements.** Title I requirements specifically mandate knowledge and ability in reading, writing, mathematics, and assisting with instruction in these specific subject areas. Washington State Recommended Core Competencies for Paraeducators (9, 10, and 11) addresses assisting with instruction, but only in general terms. Thus, the Washington State Recommended Core Competencies cannot be used to fulfill the requirements of NCLB Title I Requirements.

The Washington State Recommended Core Competencies for Paraeducators were developed to meet federal requirements mandating qualifications and training for special education paraeducators and the Washington Administrative Code (WAC) 392-172-200(3) Staff Qualifications. Implementation of the core competencies provides compliance with the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 and WAC 392-172-200(3) adoption of December 1, 1999.

The Washington State Recommended Core Competencies for Paraeducators focus on knowledge and skill requirements related to the role and responsibilities of special education paraeducators in educational settings. WAC 392-172-200(3) went into effect January 1, 2003 for existing special education paraeducators hired as of January 1, 2000. Paraeducators hired after January 1, 2000, have 3 years to acquire training in the core competencies.

The Washington State Core Competencies for Paraeducators are listed in the Resource Section.

**Washington Guidelines to  
Fulfill No Child Left Behind  
Title I Paraeducator  
Requirements**



## Washington's Guidelines to Fulfill the No Child Left Behind (NCLB) Title I Paraeducator Requirement

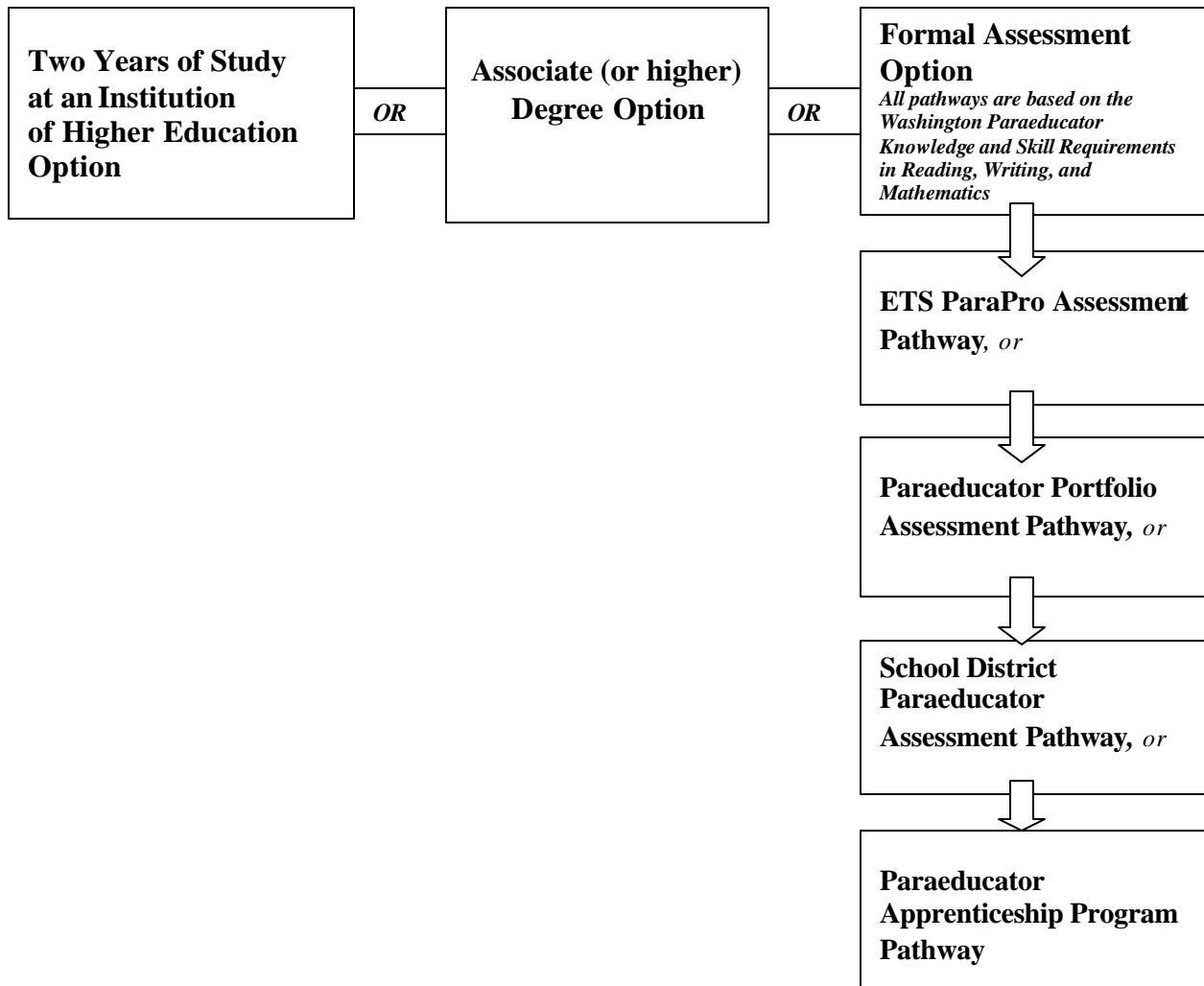
Title I Section 1119(g) mandates paraeducators meet new Title I requirements through:

- two years of study at an institution of higher education, **or**
- an associate (or higher) degree, **or**
- a formal assessment

Washington's paraeducators have multiple pathways to meet the formal assessment option of the Title I requirements. All formal assessment pathways are developed on a common set of knowledge and skill requirements in reading, writing, and mathematics and are approved by OSPI. **School districts are responsible for determining which options and/or pathways best meet the needs of their staff and district policies.** Recordkeeping for all options and pathways will be documented through *Record of Verification of NCLB Title I Paraeducator Requirements*, Form SPI 1581 (1/04). (See Data Collection and Recordkeeping Section)

Section 1119(g) options and Washington's formal assessment pathways for paraeducators to meet the Title I requirements are listed below.

### Options and Pathways





**At-a-Glance Overview of  
Washington's Title I  
Paraeducator  
Options and Pathways**



## At-a-Glance Overview of Washington’s Title I Paraeducator Options and Pathways

General information about each option and the formal assessment pathways are provided in the table below. **School districts are responsible for determining which options and/or pathways best meet the needs of their staff and district policies.**

<b>Two Years of Study at an Institution of Higher Education Option</b>	<b>Associate (or higher) Degree Option</b>	<b>Formal Assessment Option</b>
<ul style="list-style-type: none"> <li>• Institutions must meet five (5) criteria of Section 101(a) of the Higher Education Act</li> <li>• Classes at 100 level and higher</li> <li>• 72 quarter or 48 semester credits</li> <li>• Credits from more than one institution are allowable</li> <li>• No time limit on credits</li> <li>• Documented by official transcripts, or copies of official transcripts</li> </ul>	<ul style="list-style-type: none"> <li>• All Associate degrees are accepted</li> <li>• Documented by official transcript, or copy of official transcript</li> </ul>	<p><b>All pathways are based on the Washington Paraeducator Knowledge and Skill Requirements in Reading, Writing, and Mathematics</b></p> <p><b><u>ETS ParaPro Assessment Pathway</u></b></p> <ul style="list-style-type: none"> <li>• <u>Use for potential new hires in Title I or schoolwide buildings or existing paraeducators</u></li> <li>• 90 multiple choice items - 30 in each subject</li> <li>• 2.5 hours long</li> <li>• \$40 each time taken</li> <li>• Online at school district</li> <li>• Paper/pencil at six ETS approved sites</li> <li>• Passing score 461</li> </ul> <p><b><u>Paraeducator Portfolio Assessment Pathway</u></b></p> <ul style="list-style-type: none"> <li>• <u>Requires classroom based experience as a paraeducator</u></li> <li>• Requires school district permission</li> <li>• Process takes place over time</li> <li>• Scored on four categories:               <ul style="list-style-type: none"> <li>– Knowledge of the subject areas of reading, writing, and mathematics</li> <li>– Knowledge and skill of assisting with instruction in reading, writing, and mathematics</li> <li>– Work experience as a paraeducator</li> <li>– Related training that supports assisting with instruction</li> </ul> </li> <li>• Scored and approved by regional review panel regulated through standardized process</li> <li>• Training will be provided regionally by ESDs</li> </ul> <p><b><u>School District Paraeducator Assessment Pathway</u></b></p> <ul style="list-style-type: none"> <li>• School district provides evidence that their assessment meets Washington Paraeducator Knowledge and Skill Requirements and other Title I requirements</li> <li>• Approval through review of school district evidence by formalized review panel at OSPI</li> </ul> <p><b><u>Paraeducator Apprenticeship Program Pathway</u></b></p> <ul style="list-style-type: none"> <li>• Governed through Apprenticeship and Training Council, coordinated by Public School Employees</li> <li>• Work-based training and clock hour classes extended over time depending on program specifications</li> <li>• Journey card holders completing programs prior to Jan. 2004 need to document learning experiences in mathematics</li> </ul>



# **Options to Meet Title I Paraeducator Requirements**



## **Two Years of Study at an Institution of Higher Education Option**

### **U.S. Department of Education Guidance**

The U.S. Department of Education has provided guidance for identification of what is considered an institution of higher education. This guidance is from Section 101(a) of the Higher Education Act (HEA) and applies to the statutory language on the educational preparation of Title I paraeducators.

#### **Higher Education Act (HEA) Criteria Section 101(a)**

The definition of an “institution of higher education” is an educational institution in any state that:

- 1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
- 2) is legally authorized within such state to provide a program of education beyond secondary education;
- 3) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a two-year program that is acceptable for full credit toward such a degree;
- 4) is a public or other non-profit institution; and,
- 5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

### **Washington Guidelines**

Based on recommendations of the advisory task force, OSPI has determined that:

- 72 quarter or 48 semester credits constitutes two years of study at an institution of higher education
- study must consist of classes at 100 level and higher
- official (or a copy of official) transcript(s) must be used for documentation
- credits from more than one institution may be used
- there is no time limitation on credits

## **Guidelines and Directions for Verifying Two Years of College**

Credits used to meet the Paraeducator Title I option of two years of study at an institution of higher education must be from an institution that meet the five criteria set by the Higher Education Act (HEA) criteria of Section 101(a).

College credit must be verified from official (or a copy of official) transcript(s) that reflect an accumulation of 72 quarter or 48 semester credits. Completion of this verification process should be recorded on the ***Record of Verification of NCLB Title I Paraeducator Requirements*** Form SPI 1581 (1/04). (See Data Collection and Recordkeeping Section)

Listed below are information on and instructions for:

- A list of institutions that meet the five Higher Education Act criteria;
- Instructions for completion of a process for out-of-state public four year colleges/universities and community colleges;
- Other private four-year and two-year colleges and universities;
- Private vocational-career schools in Washington State, and out-of-state technical or private vocational-career colleges,
- Foreign colleges and universities and
- Out of business institutions

### **1. List of two- and four-year institutions that meet the Higher Education Act (HEA) criteria**

- Verify credits from official (or copy of official) transcript(s)
- Complete ***Record of Verification of NCLB Title I Paraeducator Requirements***

#### ***Washington Public Four-year College and Universities***

*Central Washington University  
Eastern Washington University  
The Evergreen State College  
University of Washington  
Washington State University  
Western Washington University*

#### ***Washington Public (Two-year) Community and Technical Colleges***

*Bates Technical College  
Bellevue Community College  
Bellingham Technical College  
Big Bend Community College  
Cascadia Community College  
Centralia College  
Clark College  
Clover Park Technical College  
Columbia Basin College  
Edmonds Community College  
Everett Community College*

*Grays Harbor College  
Green River Community College  
Highline Community College  
Lake Washington Technical College*

*Lower Columbia College  
North Seattle Community College  
Olympic College  
Peninsula College  
Pierce College - Fort Steilacoom  
Pierce College - Puyallup  
Renton Technical College  
Seattle Central Community College  
Shoreline Community College  
Skagit Valley College  
South Puget Sound Community College  
South Seattle Community College  
Spokane Community College  
Spokane Falls Community College  
Tacoma Community College  
Walla Walla Community College  
Wenatchee Valley College  
Whatcom Community College  
Yakima Valley Community College*

***Other Institutions***

*Antioch University Seattle  
Bastyr University  
Brigham Young University-Idaho  
Chapman University  
City University  
Columbia College of Missouri  
Cornish College of the Arts  
Embry-Riddle Aeronautical University  
Golden Gate Baptist Theological Seminary  
Golden Gate University  
Gonzaga University  
Grand Canyon University  
Heritage College  
Mars Hill Graduate School  
Moody Bible Institute  
Northwest Baptist Seminary  
Northwest College of the Assemblies of God  
Northwest Graduate School of the Ministry  
Northwest Indian College  
Nova Southeastern University  
Oklahoma Baptist University  
Pacific Lutheran University  
Puget Sound Christian College  
Saint Martin's College  
Seattle Pacific University  
Seattle University  
Trinity Lutheran College  
University of Puget Sound  
Walla Walla College  
Whitworth College*

## **2. Out-of-State Public Four-Year Colleges/Universities and Community Colleges**

- Be sure the institution is a public state institution, not a private institution that uses the word “state” in their title.
- Verify credits from official (or a copy of official) transcript(s).
- Complete *Record of Verification of NCLB Title I Paraeducator Requirements*.

## **3. Other Private Four-Year and Two-Year Colleges/Universities**

- The college/university must meet the five Higher Education Act criteria.
- Verification of the five requirements requires completion of the *Institutional Verification of Higher Education Act Criteria* form.
- Verify credits from official (or copy of official) transcript(s).
- Complete *Record of Verification of NCLB Title I Paraeducator Requirements*.

## **4. Private Vocational-Career Schools in Washington State, and Out-of-State Technical or Private Vocational-Career Colleges**

- The school must meet the five Higher Education Act criteria.
- Verification of the five requirements requires completion of the *Institutional Verification of Higher Education Act Criteria* form.
- Note that many private vocational-career schools are classified as “for profit” and, therefore, do not meet the Higher Education Act Criteria No. 4. In addition, many institutions may be licensed in Washington State but may not be accredited.
- Verify credits from official (or copy of official) transcript(s).
- Complete *Record of Verification of NCLB Title I Paraeducator Requirements*.

## **5. Foreign Colleges and Universities**

- To validate credits from a foreign college, the foreign transcript must be translated and evaluated for equivalency to U.S. Standards on a course-by-course basis.
- See list of Credential Evaluation Agencies under Associate Degree Option.
- Verify credits from the report provided by the Credential Evaluation Agency.
- Complete *Record of Verification of NCLB Title I Paraeducator Requirements*.

## **6. Out-of-Business Institutions**

- Only an associate degree or higher will be accepted, since there is no way to verify the Higher Education Act Criteria with out-of-business institutions.



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## VERIFICATION OF SECTION 101(a) OF THE HIGHER EDUCATION ACT (HEA) CRITERIA DEFINING INSTITUTION OF HIGHER EDUCATION

NAME OF PARAEducATOR (LAST, FIRST, MIDDLE)	MAIDEN IF APPLICABLE	DATE OF BIRTH
--	----------------------	---------------

The above named person is submitting credits on a transcript from your institution to meet the No Child Left Behind (NCLB) federal law related to the Paraeducator Title I requirement of "two years of study at an institution of higher education". In order for their credits to be accepted from your institution, verification of Section 101(a) of the Higher Education Act's five criteria defining an "institution of higher education" must be verified.

Please complete this verification form by checking the appropriate box by each criteria and filing in the blank spaces as indicated. **To be valid, this form must be signed by the institution's president or designee.** A stamped signature must be initialed by the person using the stamp.

Return this form to the Personnel Office at:

NAME OF SCHOOL DISTRICT
ADDRESS
CITY/STATE/ZIP

- |                          |                          |   |
|--------------------------|--------------------------|---|
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. This institution admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. This institution is legally authorized within the State of _____<br><div style="text-align: right; margin-right: 50px;">Name of State</div> to provide a program of education beyond secondary education;  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. This institution provides an educational program for which the institution awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree;  |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. This institution is a public or other non-profit institution;  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. This institution is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time. |

**Name of accrediting agency:**

COLLEGE/UNIVERSITY	DATE
ADDRESS	TELEPHONE
CITY/STATE/ZIP	E-MAIL

\_\_\_\_\_  
 Name (Printed) \_\_\_\_\_  
 Title

By signing this form I attest that the above information is true and accurate to the best of my knowledge.

Signature \_\_\_\_\_



## **Associate (or higher) Degree Option**

Institutions of higher education, both four and two year institutions, grant several different types of associate degrees. All associate degrees will fulfill the Title I Paraeducator requirement for an associate (or higher) degree.

### **1. U.S. Colleges and/or Universities**

- Verify college credits from official (or a copy of official) transcript(s).
- Complete ***Record of Verification of NCLB Title I Paraeducator Requirements***. (See Data Collection and Recordkeeping Section)

### **2. Foreign Colleges/Universities**

(An associate or higher degree will be accepted based on a translated and evaluated transcript)

- To validate degrees from a foreign college, the foreign transcript must be translated and evaluated for equivalency to U.S. standards by a credentials evaluation service.
- The evaluation must determine whether an equivalent of a U.S. associate degree or higher degree was completed.
- Upon verification complete the ***Record of Verification of NCLB Title I Paraeducator Requirements***.

## **CREDENTIALS EVALUATION SERVICES**

### **AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS**

1 Dupont Circle, NW, Suite 520  
Washington, DC 20036-1135  
[www.aacrao.org/credential](http://www.aacrao.org/credential)

Phone: (202) 296-3359  
Fax: (202) 822-3940  
Email: [oies@aacrao.org](mailto:oies@aacrao.org)  
Web:

### **EDUCATION CREDENTIALS EVALUATORS**

PO Box 514070  
Milwaukee, WI 53203-3470

Phone: (414) 289-3400  
Fax: (414) 289-3411  
Email: [eval@ece.org](mailto:eval@ece.org)  
Web: [www.ece.org](http://www.ece.org)

### **FOUNDATION FOR INTERNATIONAL SERVICES INC.**

14926 35<sup>th</sup> Avenue West, Suite 210  
Lynwood, WA 98087

Phone: (425) 248-2255  
Fax: (425) 248-2262  
Email: [info@fis-web.com](mailto:info@fis-web.com)  
Web: [www.fis-web.com](http://www.fis-web.com)

### **INTERNATIONAL CONSULTANTS INC. OF DELAWARE**

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Newark, DE 19711-3258

Phone: (302) 737-8715  
Fax: (302) 737-8756  
Email: [icd@icdel.com](mailto:icd@icdel.com)  
Web: [www.egfns.org/cgfns/icd](http://www.egfns.org/cgfns/icd)

### **INTERNATIONAL EDUCATION RESEARCH FOUNDATION**

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(800) 937-3895  
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Email: [info@wes.org](mailto:info@wes.org)  
Web: [www.wes.org](http://www.wes.org)

# **Formal Assessment Options and Pathways**



# Formal Assessment Option and Pathways

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## Formal Assessment Option and Pathways

At the direction of the ESEA Title I Paraeducator workgroup and the Paraeducator Advisory Task Force, two recommendations emerged:

- Multiple formal assessment options must be made available for Washington paraeducators to meet the Title I requirements, and
- OSPI shall approve these multiple assessments, and the school district will be responsible to administer them.

Based on these recommendations, four (4) pathways were approved by OSPI as comparable ways to meet the Title I requirements. Paraeducators who will not qualify either through two years of study at an institution of higher education or an associate degree must qualify to meet the requirements through **one of the following four pathways** designated as meeting the formal assessment option and a rigorous standard of quality.

1. **ETS ParaPro Assessment** developed by the Educational Testing Service (ETS), *or*
2. **Paraeducator Portfolio Assessment**, *or*
3. **School District Paraeducator Assessment** - A process whereby school districts assessment procedures are evaluated to meet the rigorous standard of quality as defined by Section 1119 and the March 1, 2004 U.S. Department of Education Non-Regulatory Guidance for Title I Paraeducators, *or*
4. **Paraeducator Apprenticeship Program** - Completion of an approved apprenticeship program of the Washington State Apprenticeship and Training Council and registered with the Washington State Department of Labor and Industries.

In order to establish four comparable pathways to meet the Title I Paraeducator requirements, a common set of knowledge and skill requirements were established. These knowledge and skill requirements are based on:

- Title I qualification requirements in Section 1119, *and*
- U.S. Department of Education March, 2004 Non-regulatory Guidance for Title I Paraeducators, *and*
- Washington Essential Academic Learning Requirements, *and*
- Job analysis of the practical application of the paraeducator's subject area knowledge to assist with instruction in the subject areas, and the relationship to teaching methods and strategies to help children be successful.

**The Washington Paraeducator Knowledge and Skill Requirements in Reading, Writing, and Mathematics are the foundation for all four formal assessment pathways to meet the Title I requirements.**

### **Support Services to meet the Formal Assessment Pathways**

OSPI and Educational Service Districts (ESDs) are working together to implement professional learning experiences for paraeducators related to the pathways. ESDs are available to provide workshops in subject areas such as reading, writing, mathematics, and the processes related to the ETS ParaPro Assessment and the Paraeducator Portfolio. A list of ESD staff is included in the Resources section of this document.

# Washington Paraeducator Knowledge and Skill Requirements for Reading and Assisting with Instruction in Reading

## Knowledge of Reading

*The ability to understand and apply reading skills to interpret and analyze a wide range of text; including information, literary, and graphic text.*

## Assist with Instruction

Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in reading readiness and reading:

The elements of **specific instructional techniques to support:**

**Reading Readiness** (developmentally appropriate, prerequisite skills) includes:

- Oral language development – vocabulary, syntax, listening, comprehension, discourse/conversation
- Phonological awareness
- Alphabetic principle
- Print awareness and concepts
- Book knowledge and appreciation

**Reading** includes:

- Phonemic awareness instruction (*EALR 1*)
- Building fluency to aid comprehension (*EALR 1*)
- Vocabulary building strategies (*EALR 1*)
- Know how to use text features/components in various kinds of text to aid comprehension (*EALR 2*)
- Understanding organizational structures of text and how to use that knowledge to find information in a text and organize it (*EALR 2*)
- Text comprehension instruction (*EALR 2*)
- Research-based comprehension strategies (*EALR 2*)
- Literacy elements and story structure (*EALR 2*)
- How to assist students in reading different materials for a variety of purposes (*EALR 3*)
- How to assess strengths and needs for improvement (*EALR 4*)

# Washington Paraeducator Knowledge and Skill Requirements for Writing and Assisting with Instruction in Writing

## Knowledge of Writing

*The ability to understand the components and processes of writing and apply them as working knowledge to develop a topic or theme in a variety of forms for different audiences and purposes, using:*

- Knowledge of the writing process, i.e., prewriting, drafting, revision, and editing
- Knowledge of the components of good writing, i.e., idea development, organization, voice, a variety of sentence structures and lengths, and word choice
- Knowledge of conventions
- Understand that writing changes for different audiences and purposes
- Individual and group editing techniques

## Assist with Instruction

Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in writing readiness and writing:

The elements of **specific instructional techniques to support:**

**Writing Readiness** (developmentally appropriate, prerequisite skills) includes:

- Purpose of writing: What print is used for?
- Composing: How to put ideas into print; using play, scribbles, pictures, dictation, and print to express ideas.
- Structure: How letters, words, and text are organized; letter shapes, names, organizing pictures and scribbles, and print on paper.
- Sound letter links: How to link sounds to letters.

**Writing** includes:

- How to use appropriate conventions, i.e., spelling, punctuation, capitalization, usage, paragraphing, and complete sentences (*EALR 1*)
- How to assist students to develop and focus and organize their ideas, make effective word choices, and vary sentence structures (*EALR 1*)
- How to write for different audiences and purposes, choosing appropriate forms and voice (*EALR 2*)
- How to use the steps of the writing process effectively (*EALR 3*)
- How to assist students to analyze and evaluate their own written work as well as the works of others (*EALR 4*)

# Washington Paraeducator Knowledge and Skill Requirements for Mathematics and Assisting with Instruction in Mathematics

## Knowledge of Mathematics

*The ability to understand mathematical concepts and apply them as working knowledge to abstract and real-life situations in the areas of:*

- *Number Sense*
- *Measurement*
- *Geometry*
- *Data Analysis, Probability, and Statistics*
- *Algebra*

## Assist with Instruction

Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in mathematics readiness and mathematics:

The elements of **specific instructional techniques to support:**

**Mathematics Readiness** (developmentally appropriate, prerequisite skills) include:

- Number and operations: writing and ordering, grouping and place values, composing and decomposing adding to/taking away equal (fairness)
- Geometry: Shapes, transformations and symmetry (slides, flips, turns), visualizations and spatial reasoning (size, position), locations, directions
- Measurement: Attributes, units techniques and tools
- Algebraic thinking (patterns and descriptions), data analysis (describing information using visual representations such as charts and graphs), predictions

**Mathematics** in understanding and applying concepts and procedures from:

- Number Sense – number and numeration, computation and estimation (*EALR 1*)
- Geometric Sense – properties and relationships and locations and transformations (*EALR 1*)
- Probability and Statistics – probability, statistics, and prediction and inference. (*EALR 1*)
- Algebraic Sense – patterns, representations, and operations (*EALR 1*)
- Measurement – attributes and dimensions, approximation and precisions, and systems and tools. (*EALR 1*)
- Problem Solving - investigate situations; formulate questions and define the problem, construct solutions (*EALR 2*)
- Mathematical Reasoning – analyze information from a variety of sources; predict results, and make conjectures; draw conclusions and verify results. (*EALR 3*)
- Communication (related to mathematics) - gather information; organize and interpret information; represent and share information (*EALR 4*)
- Connections – understand how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations (*EALR 5*)

**Assisting with instruction in mathematics** also includes the:

- Use of manipulatives,
- Questioning strategies
- Techniques that support student thinking



# **ETS ParaPro Assessment Pathway**



## ETS ParaPro Assessment Pathway

Educational Testing Service (ETS) developed the ParaPro Assessment to meet the NCLB Title I paraeducator qualification requirements. This nationally developed assessment is based on a job analysis of the day-to-day responsibilities of paraeducators and in accordance to the federal guidance requirements. Washington paraeducators and teachers, as well as others throughout the nation, were involved in the development, pilot testing, and standard setting of this assessment.

Educational Service Districts (ESDs) have developed workshops to assist paraeducators and district staff that assist paraeducators to meet the Title I requirements through the ETS ParaPro Assessment. This professional development ranges from test preparation skills to subject area courses in reading, writing, and mathematics. Contact your local ESD to get additional information about professional development opportunities. A list of ESD contacts is provided in the Resources section.

### General Information about the ETS ParaPro Assessment

	<b>Question</b>	<b>Answer</b>
1.	<i>What is the format and length of the ETS ParaPro Assessment?</i>	<ul style="list-style-type: none"> <li>• The test consists of 90 multiple choice items and is 2.5 hours in length.</li> <li>• The test can be taken either online at school districts or at paper and pencil sites set up by ETS.</li> </ul>
2.	<i>What are the costs/fees?</i>	<ul style="list-style-type: none"> <li>• Both the pencil/paper &amp; Internet-based tests are \$40</li> </ul>
3.	<i>How often can the test be taken?</i>	<ul style="list-style-type: none"> <li>• Pencil and paper - six times per year.</li> <li>• Internet based – ETS recommends that school districts observe a 30-day period between retakes.</li> </ul>
4.	<i>What is Washington State’s qualifying score?</i>	<ul style="list-style-type: none"> <li>• Washington’s score is <b>461</b>.</li> </ul>
5.	<i>How are scores reported?</i>	<ul style="list-style-type: none"> <li>• The test will yield one overall score plus six sub scores;               <ul style="list-style-type: none"> <li>○ three sub scores, one each for reading skills, writing skills, and mathematics skills.</li> <li>○ three sub scores for applications of each of these skills to classroom instruction.</li> </ul> </li> </ul>
6.	<i>Are retakes available for only one section or subsection areas?</i>	<ul style="list-style-type: none"> <li>• Retakes are not available for subsections. If the assessment is not passed with a total score of 461, all sections of the assessment must be retaken.</li> </ul>
7.	<i>What test preparation materials are available?</i>	<ul style="list-style-type: none"> <li>• Test-at-a-Glance (TAAG) is a free guide with test specifications, sample questions and answers and is available at <a href="http://www.ets.org/parapro/index.html">www.ets.org/parapro/index.html</a></li> <li>• ParaPro Study Guide is available for purchase at <a href="http://www.ets.org/parapro">www.ets.org/parapro</a> or 1-800-537-3161 (Monday-Friday, 8 am – 7 pm EST).</li> </ul>
8.	<i>How can additional information be accessed?</i>	<ul style="list-style-type: none"> <li>• Additional information can be accessed at <a href="http://www.ets.org/parapro">www.ets.org/parapro</a>.</li> </ul>
9.	<i>How does the school district document the paraeducator has successfully met the Title I requirement?</i>	<ul style="list-style-type: none"> <li>• The school district should document the paraeducator has met the Title I requirement by completing the <b>Record of Verification of NCLB Title I Paraeducator Requirements</b> form (See Data Collection and Recordkeeping Section).</li> </ul>

## ETS ParaPro Assessment - Paper and Pencil Testing

The ETS ParaPro Assessment is available in paper/pencil format to prospective or existing paraeducators at ETS approved testing sites in Washington.

	<b>Question</b>	<b>Answer</b>
1.	<b><i>Where are paper and pencil sites in Washington?</i></b>	<p>There are six (6) paper and pencil sites in Washington in which the assessment is administered approximately six (6) times a year.</p> <p>These sites include:  <b>Bellingham</b> - Western Washington University  <b>Ellensburg</b> - Central Washington University  <b>Seattle</b> - University of Washington  <b>Spokane</b> - Gonzaga University  <b>Vancouver</b> - Evergreen High School  <b>Walla Walla</b> - Whitman College</p>
2.	<b><i>What are the registration and testing dates for school year 2003-04?</i></b>	Please check the ETS website for current testing dates ( <a href="http://ets.org">ets.org</a> ) or contact your school district/ESD directly.
3.	<b><i>How can paraeducators register for the test?</i></b>	<p>A registration form is in the Parapro Registration Bulletin. This bulletin may be ordered on-line at <a href="http://www.ets.org/parapro">www.ets.org/parapro</a>.</p> <ul style="list-style-type: none"> <li>○ Go to Frequently Asked Questions for Paraprofessional Candidates, How do I register to take the test?</li> <li>○ Then go to <u>Registration Bulletin Order Form</u>. You can review and download the <i>Registration Bulletin</i> by clicking on <i>ParaPro Assessment Registration Bulletin</i>. However, you must obtain copy of the printed Registration Bulletin to register for the paper and pencil test. The downloadable version does not contain the scannable registration form you need to register.</li> </ul>
4.	<b><i>Will special accommodations be made?</i></b>	<ul style="list-style-type: none"> <li>● Special accommodations can be requested using the instructions provided in the ParaPro Registration Bulletin, available at: <a href="http://www.ets.org/parapro/index.html">www.ets.org/parapro/index.html</a></li> </ul>
5.	<b><i>When are scores reported?</i></b>	<ul style="list-style-type: none"> <li>● Four weeks after the test administration</li> </ul>

## ETS ParaPro Assessment - Online Testing

ETS provides online testing through school district sites to be used at the convenience of school districts and paraeducators. Online testing is only accessible through PC computer systems.

	<b>Question</b>	<b>Answer</b>
1.	<i>How can school districts register for online testing?</i>	<ul style="list-style-type: none"> <li>• <b>For detailed information related to registration for online testing</b> refer to OSPI Memorandum 61-03 LEARNING AND TEACHING, dated August 7, 2003.</li> </ul>
2.	<i>How can paraprofessionals access online testing?</i>	<ul style="list-style-type: none"> <li>• Paraprofessionals should contact their school district to see if this option is available.</li> </ul>
3.	<i>Are special accommodations available?</i>	<ul style="list-style-type: none"> <li>• Special accommodations are available for online testing. Contact ETS at ets.org to get additional information for special accommodation options.</li> </ul>
4.	<i>When are scores reported?</i>	<ul style="list-style-type: none"> <li>• At the end of the testing session unofficial scores will be available to the candidate for printing. School districts have access to scores via the internet.</li> </ul>
5.	<i>Who will receive test scores?</i>	<ul style="list-style-type: none"> <li>• The school district where the test was administered will be the default score recipient.</li> </ul>
6.	<i>What are the minimum hardware requirements for our district to be able to administer the Internet-based test?</i>	<p>The application has been developed to perform on a wide range of PC configurations, since it runs as a web-based application started from your Internet browser. iBT (internet Based testing) only requires an Internet web browser and an installation of Sun's WebStart in order to run.</p> <p>In order to achieve optimal performance, please refer to the ETS guidelines. Some PCs may be able to run the ParaPro iBT application on PCs with less than the minimum requirements specified, but performance may be degraded.</p>



# **Paraeducator Portfolio Assessment Pathway**



## Paraeducator Portfolio Assessment Pathway

The Paraeducator Portfolio Assessment process is a rigorous method for paraeducators to demonstrate their knowledge and skills in reading, writing, mathematics, and assisting with instruction in the same areas. It is a process to honor the successful work and professional learning experiences of paraeducators.

**Please note that only experienced paraeducators are eligible to use the portfolio assessment option and that school district permission is required.**

### The Paraeducator Portfolio Assessment Scoring Categories

- 1. Knowledge of the subject areas of reading, writing, and mathematics**
  - Knowledge is based on professional learning experiences such as classes or workshops, which can include college credit courses or non-college credit classes.
  - Professional learning experiences require written documentation, such as a transcript or other approved documentation.
- 2. Knowledge and skill of assisting with instruction in reading, writing, and mathematics**
  - **Knowledge of assisting with instruction** is based on professional learning experiences such as classes or workshops and requires written documentation such as transcripts or other approved documentation.
  - **Skill in assisting with instruction** is based on actual classroom experiences and requires written documentation in the form of a *Record of Experience*.
- 3. Work experience as a paraeducator**
  - Up to ten years of experience can be counted
  - Experience must be in a job assignment as defined by NCLB definition of a paraeducator.
- 4. Related training that supports assisting with instruction**
  - Additional courses and workshops that relate to assisting with instruction, but are not in the areas of reading, writing, and mathematics may be included.

### Portfolio Workshops

Educational Service Districts (ESDs) will provide two types of training sessions related to the Paraeducator Portfolio Assessment. School districts may also offer this training.

- Orientation to the Portfolio Assessment** will provide information and a question/answer session to help paraeducators make the decision as to whether to choose this pathway.
- Portfolio Assessment Training** will take paraeducators through each step of the process in completing the portfolio. Completion of the portfolio is part of the process.

## **Scoring Process for Paraeducator Portfolio Assessment**

Portfolios will be scored through a standardized scoring process conducted at the state level by a review panel. Educational Service Districts (ESDs) will be the point of contact for the review panel. Review panels are scheduled to convene during the following times:

- September 2004
- January 2005
- May 2005
- August 2005
- November 2005
- January 2006 (This review is only for portfolios submitted prior to this date and which have been recommended for a second review. The review will be conducted prior to the January 8, 2006 deadline).

## **Steps to Completing the Paraeducator Portfolio Assessment**

1. Determine if school district accepts the Paraeducator Portfolio Assessment as an option to meet the Title I requirements.
2. Paraeducator should attend a Paraeducator Portfolio Assessment Orientation Workshop at their local ESD or school district, if provided by school district, to learn about the process.
3. Paraeducator would need to make decision whether or not to select this option.
4. Register for Paraeducator Portfolio Assessment Training to complete the process. Training will be available through ESDs or some school districts may offer the training.
5. Submit completed portfolio to the school district. The portfolio will then be forwarded to the ESD for processing. The ESD will then submit the completed portfolio to the state review panel for scoring and approval.
6. Complete *Record of Verification of NCLB Title I Paraeducator Requirements* form based on documentation from the state review panel.

## Paraeducator Portfolio Assessment Overview

This overview shows the four categories scored in the portfolio and the points for each category. The four categories are:

1. Paraeducator's **knowledge of the subject areas** of reading, writing, and mathematics
2. Paraeducator's **knowledge and skill of assisting with instruction in reading, writing, and mathematics**
3. **Work experience** as a paraeducator (optional)
4. **Related training** that supports assisting with instruction (optional)

	Category	Reading	Writing	Mathematics	Points
<b>1.</b>	<b>Knowledge of Subject Area</b>	3 hours of training equals 1 point Maximum 30 points = 10 points possible in each area Minimum 24 points - any combination, not to exceed 10 points in any area			Maximum of 30 points (90 hours) Minimum of 24 points (72 hours)
<b>2.</b>	<b>Assisting with Instruction</b>				
	<b>A. Knowledge</b> <i>(based on training)</i>	Reading 2 points required	Writing 2 points required	Mathematics 2 points required	Maximum of 15 points Minimum of 6 points
		Additional 9 points may be added in any single, or combination, of the three areas.			
	<b>B. Skill</b> <i>(based on experience)</i>	Skill in Assisting with Instruction using Record of Experience. <b>Each Record of Experience equals 15 points - three Records of Experience required</b> Required number of Records for each content area is based on job assignment at the time the paraeducator starts the portfolio process.			45 points required
<b>3.</b>	<b>Work Experience</b>	1 point for every 2 years of work experience as a paraeducator as defined by NCLB Title I definition of paraeducator			5 points maximum
<b>4.</b>	<b>Related Training that Supports Assisting with Instruction</b>	1 point for every 3 hours of classes or workshops related to general instruction, classroom management, behavior management, child development, ESL/LEP, Sign Language, Braille, Washington State Paraeducator Core Competencies)			5 points maximum
		<b>Must have a minimum of 80 points with:</b> <ul style="list-style-type: none"> <li>· At least 24 points in <b>Knowledge of Subject</b></li> <li>· At least 51 points in <b>Ability to Assist with Instruction</b> (optional)</li> <li>· <b>Work Experience</b> – Maximum of 5 points (optional)</li> <li>· <b>Related Workshops</b> – Maximum of 5 points (optional)</li> </ul>			_____/ 30 _____/ 60 _____/ 05 _____/ 05 _____/100
		<b>Total Points</b>			_____

## Paraeducator Portfolio Assessment: Overview of Documentation of Knowledge and Skills

This overview identifies what a paraeducator needs to do to attain knowledge and skills in the subject areas and assisting with instruction, and the documentation required to complete the process. For specific details refer to the *Washington State Paraeducator Guidelines to Meet Title I Requirements of No Child Left Behind (NCLB) Act of 2001- The Paraeducator Portfolio Assessment Pathway*

<b>How You Know It</b> (What you did to attain Knowledge and Skills)	<b>How You Show It</b> (Documentation of Knowledge and Skills)
<b>1. Knowledge of Subject Area</b>	
College Credit Courses	Transcripts (original or copy of the original)
Non-College Credit Classes	Written documentation showing training title, number of hours, instructor's signature, date, person's name. Title of course must show content or a description of course must be included
<b>2. Assisting with Instruction</b>	
<b>A. Knowledge (based on training)</b>	
College Credit Courses	Transcripts (original or copy of the original)
Non-College Credit Classes	Written documentation showing training title, number of hours, instructor's signature, date, and person's name. Title of course must show content or a description of course must be included.
<b>B. Skill (based on experience)</b>	
Assist with Instruction in K-12 classroom/school building setting (whole group, small group, individual)	<b><u>Assisting with Instruction - Record of Experience Document</u></b>
<b>3. Work Experience</b>	
Job Assignment/Responsibility as defined by NCLB definition of paraeducator	Employment documentation: Official letter from school district signed by superintendent or superintendent's designee.
<b>4. Related Training that Supports Assisting with Instruction</b> (Behavior Management, Classroom Management, Child Development, ESL/LEP, Sign Language, Braille, Washington State Paraeducator Washington State Core Competencies, etc)	
College Credit Courses	Transcripts (original or copy of the original)
Non-College Credit Classes	Written documentation showing training title, number of hours, instructor's signature, date, and person's name. Title of course must show content or a description of course must be included.

## Paraeducator Portfolio Assessment: Overview of the Assisting with Instruction — Record of Experience Process

The *Assisting with Instruction — Record of Experience* process has four components that the paraeducator will complete to document the skills required to assist with instruction. These four components include:

- **Part I - Planning** – description of how the teacher and paraeducator collaborate to prepare the lesson, who the lesson is for, and the objective and purpose of the lesson
- **Part II - Working with Students** – description of the paraeducator’s role and responsibilities in working with children as the lesson was conducted
- **Part III - Communicating the Performance of Students to the Teacher** – description of the paraeducator’s role in recording behavioral observations and communicating this information to the teacher
- **Part IV - Reflection on the Instructional Session** – summary of the paraeducator’s self-assessment of the success of the lesson and their interactions with the teacher and students during the “planning,” “working with students,” and “communicating the performance of students to the teacher” phases to ensure student success

Please note that Part II and Part IV have a section titled Lesson for Small Group or Individual and a section titled Lesson for Large Group. Be sure to select the section that matches your lesson.

### Assisting with Instruction – Record of Experience

<b>Part I. Planning</b>	
Planning means the <b>teacher prepares the lesson and plans the instructional support activities the paraprofessional carries out.</b> The paraeducator’s role may include: Planning in collaboration with the teacher, giving input into the plans, or following the already developed plans.	
<b>Planning</b>	Describe the steps you took in getting ready for the lesson, including: <ul style="list-style-type: none"> <li>• communicating with the teacher,</li> <li>• reviewing the teacher’s lesson plan,</li> <li>• preparing the instructional materials.</li> </ul>
<b>Content Area</b>	Indicate whether this lesson is a reading, writing, or mathematics lesson. It may be a combination lesson i.e., reading and writing.
<b>Lesson Objective</b>	List the objective(s) of the lesson. Look at the Paraeducator Criteria list; identify the reading, writing, or mathematics criteria for this experience. This will be the objective. Be sure to include the EALR.
<b>Purpose of Lesson</b>	List the specific skill for this lesson. Describe what the student(s) should be able to do as a result of this lesson.
<b>Description of Instructional Session</b>	Provide the following information: <ul style="list-style-type: none"> <li>• Number of sessions in the total lesson</li> <li>• Number of hours and minutes in each session</li> <li>• Total number of hours and minutes in all sessions</li> <li>• Session was: Whole group, small group, or one-to-one</li> </ul>
<b>Description of Students</b>	Grade level(s), learning ability level, special learning needs (i.e., ESL, learning disability, etc.).
<b>Summary of Lesson Plan</b>	Give a brief description of the entire instructional lesson, include all sessions. Be sure to list activities in the sequence in which they occurred. Also include a brief description of the instructional resources used.

**Paraprofessional Portfolio Assessment:  
Assisting with Instruction — Record of Experience Process  
(continued)**

<p><b>Part II: Working with Students</b> The paraprofessional works in close and frequent proximity with the teacher. The para's role may be to assist and support the teacher's led large group lesson or work with a small group or individual student.</p>	
<p><b>Detailed Description of Instructional Session(s)</b></p>	<p>Describe one or two of the sessions from the total lesson. For each activity describe:</p> <p style="background-color: #e0e0e0;"><b>Lesson for Small Group or Individual</b></p> <ol style="list-style-type: none"> <li>1. How did you begin the lesson?</li> <li>2. What did you do:             <ul style="list-style-type: none"> <li>• when students responded appropriately?</li> <li>• when students responded inappropriately?</li> <li>• when students were off-task?</li> </ul> </li> <li>3. What did you do to conclude the lesson?</li> </ol> <p style="background-color: #e0e0e0;"><b>Lesson for large group in which you are supporting teacher's instruction</b></p> <p>Note: To qualify as assisting with instruction, your role must be more than just classroom management; your role must be interacting with students in support of their learning.</p> <ol style="list-style-type: none"> <li>1. How did you support the teacher's beginning of the lesson?</li> <li>2. How did you support the teacher:             <ul style="list-style-type: none"> <li>• when students responded appropriately?</li> <li>• when students responded inappropriately?</li> <li>• when students were off-task?</li> </ul> </li> <li>3. How did you support the teacher's conclusion to the lesson?</li> </ol>

<p><b>Part III: Communicating the Performance of Students to the Teacher</b> The teacher evaluates the achievement of the students with whom the paraprofessional is working, so the para's role is recording behavioral observations and communicating this information to the teacher.</p>	
	<p>Describe any records of behavioral observations you made about the students. Describe how you communicated the results of the lesson with your supervising teacher.</p>

**Paraprofessional Portfolio Assessment:  
Assisting with Instruction — Record of Experience Outline  
(continued)**

<b>Part IV. Reflection on the Instructional Session</b>	
<b>Reflection Questions</b>	<p>Respond to the following questions in terms of the lesson(s) you described above.</p> <p style="text-align: center;"><b>Lesson for Small Group or Individual</b></p> <p><b>Part I. Planning</b></p> <p>What is the best way you have found in communicating with the teacher regarding planning of the lesson? Why is this way best?</p> <p>When you review the teacher’s lesson plan, what steps do you take to clarify any questions you may have?</p> <p>What is the best way you have found to prepare instructional materials in terms of time?</p> <p><b>Part II. Working with Students</b></p> <p>1. How well did the beginning of the lesson go? Did the students respond in the way you expected? Give examples?</p> <p>2. How effective was the strategy you use for:</p> <ul style="list-style-type: none"> <li>• when students responded appropriately?</li> <li>• when students responded inappropriately?</li> <li>• when students were off-task?</li> </ul> <p>Did these strategies work with all the students in the same way?</p> <p>3. How well did your conclusion to the lesson work? Did you feel all students responded well to your conclusion? If so, how were you able to tell?</p> <p><b>Part III. Communicating the Performance of Students to the Teacher</b></p> <p>1. In recording behavioral observations, what methods have worked best? What other methods have you used? Is there a specific type of record of behavior that you use with a specific type of student, if so explain.</p> <p>2. What method of communicating with the teacher has worked best? Have you used different methods at different times? If so, give examples and explain why different methods were used.</p>

**Part IV. Reflection on the Instructional Session (Continued)**

**Lesson for large group in which you are supporting teacher's instruction**

**Part I. Planning**

What is the best way you have found in communicating with the teacher regarding planning of the lesson? Why is this way best?

When you review the teacher's lesson plan, what steps do you take to clarify any questions you may have?

What is the best way you have found to prepare instructional materials in terms of time?

**Part II. Working with Students**

1. How well did your support of the teacher's beginning of the lesson go? Did the students respond in the way you expected? Give examples?

2. How effective was the strategy you used to support the teacher:

- when students responded appropriately?
- when students responded inappropriately?
- when students were off-task?

Did these strategies work with all the students in the same way?

3. How well did your support of the teacher's conclusion to the lesson work? Did you feel all students responded well to your support? If so, how were you able to tell?

**Part III. Communicating the Performance of Students to the Teacher**

1. In recording behavioral observations, what methods have worked best? What other methods have you used? Is there a specific type of record of behavior that you use with a specific type of student, if so explain.

2. What method of communicating with the teacher has worked best? Have you used different methods at different times? If so, give examples and explain why different methods were used.

***Special Notes***

***Student Work***

If student work is included to show the lesson, remove all names and any other reference that may identify the student.

***Student Pictures***

If pictures of students are used, permission from their parent/guardian must be obtained and included in the portfolio.

Adapted from *Let's Team Up! A Checklist for Paraeducators, Teachers and Principals*  
By Kent Gerlach: NEA Checklist Series, an NEA Professional Library Publication, 2001:  
National Education Association of the United States.

# **School District Paraeducator Assessment Pathway**



## School District Paraeducator Assessment Pathway

School districts may use their locally developed assessment to meet the Title I Paraeducator requirements. If a district chooses to use their local assessment, that assessment must be approved by OSPI to ensure comparability in meeting the federal requirement.

The assessment must align with Washington Paraeducator Knowledge and Skill Requirements in reading, writing, and mathematics and the Title I Paraprofessional Guidance of March 1, 2004, to meet the requirements.

The approval for all school district assessments will be based on the Washington Paraeducator Knowledge and Skills Requirements in reading, writing, mathematics, and assisting with instruction in these areas. It is the school district's responsibility to provide evidence that the assessment meets the same comparable criteria of knowledge and skills.

Assessments must include measurement of:

1. Paraeducator knowledge of reading, writing, and mathematics, *and*
2. Paraeducator knowledge of assisting with instruction in each area of reading, writing, *and* mathematics, *and*
3. Paraeducator skill in assisting with instruction in reading, writing, *and* mathematics.
4. Measurement of skill in assisting with instruction must include the following four components (to identify subcomponents for each area see ***Assisting with Instruction — Record of Experience*** form of the Paraeducator Portfolio Process)
5. Planning with the teacher, *and*
6. Working with students, *and*
7. Communicating the performance of students to the teacher, *and*
8. Self Assessment related to the performance of working with teachers and students related to instructional sessions

### **Approval Process for School District Assessment**

To facilitate the approval process the following procedures must be followed:

1. The school district must complete the ***Washington School District Paraeducator Assessment Preliminary Approval Process*** form to determine if the ir assessment is eligible for approval.
2. If the assessment meets the criteria, then the school district submits documentation and evidence to support each component to OSPI for review and approval by a panel.
3. Complete ***Record of Verification of NCLB Title I Paraeducator Requirements*** form.

## Washington School District Paraeducator Assessment Preliminary Approval Process Form

School districts may submit their locally developed assessment for approval to meet the Title I Paraeducator requirements. To facilitate this process, the school district must review their assessment to ensure all components of the Washington Paraeducator Knowledge and Skill Requirements in reading, writing, mathematics, and assisting with instruction are included. Upon completion of the assessment review, the school district submits this form and their evidence in each area to OSPI for panel review and approval. The contact person at OSPI is Mary Jo Johnson, 360-725-6340, mailing address PO Box 47200, Olympia, WA 98504-7200.

<b>Knowledge and Understanding of Reading, Writing, and Mathematics</b>			
		Yes	No
1.	Does the assessment measure the paraeducator's knowledge and understanding at the college level in:		
	Reading		
	Writing		
	Mathematics		
<b>Knowledge and Ability to Assist with Instruction in Reading, Writing, and Mathematics</b>			
		Yes	No
2.	Is the assessment aligned and include the components of the Washington Paraeducator Knowledge and Skill Requirements in:		
	Reading		
	Writing		
	Mathematics		
3.	Does the assessment measure the paraeducator's <b>knowledge</b> to assist with instruction in:		
	Reading		
	Writing		
	Mathematics		
4.	Does the assessment measure the paraeducators's <b>skill</b> to assist with instruction in:		
	Reading		
	Writing		
	Mathematics		
5.	Does the assessment which measures paraeducator skill to assist with instruction include: Follow requirements listed in the outline for the <i><b>Paraeducator Portfolio Assisting with Instruction — Record of Experience</b></i> for specific components in the following four areas:		
	Planning with teacher		
	Working with students		
	Communicating the performance of students to teachers		
	Reflection (self assessment) of the instructional sessions		

# **Washington Paraeducator Apprenticeship Program Pathway**



## Washington Paraeducator Apprenticeship Program Pathway

Nine apprenticeship programs related to instructional and specialized assistants are registered with the Washington State Department of Labor and Industries, governed through the Washington State Apprenticeship and Training Council, coordinated through Public School Employees (PSE), and provided at various community colleges. In order for these apprenticeship programs to meet the Title I Paraeducator requirements they must align with the Washington Paraeducator Knowledge and Skill Requirements in reading, writing, mathematics, and assisting with instruction. PSE and OSPI have agreed upon slight changes in five of the nine programs to ensure all nine apprenticeship programs meet the requirements. Specific program information is provided in the table below. Complete *Record of Verification of NCLB Title I Paraeducator Requirements* form for documentation.

For specific apprenticeship program questions, contact Tim Busch, PSE, 360-336-2240. For questions related to the use of apprenticeship programs to meet the Title I Paraeducator requirements, contact Julie Wright, OSPI, 360-725-6340 or [jwright@ospi.wednet.edu](mailto:jwright@ospi.wednet.edu).

<u>Name of Apprenticeship Program</u>	<u>Work-Based Training Hours</u>	<u>Clock Hours of Related Instruction</u>	<u>Comments</u>	<u>Meets Title I Requirements</u>
<b>Educational Paraprofessional</b>	6000	760		Yes
<b>Instructional Assistant</b>	2000	400		Yes
<b>Early Childhood Education Associate I</b>	2000	320	Focus on readiness knowledge and skills	Yes
<b>Early Childhood Education Associate II</b>	3000	320	Focus on readiness knowledge and skills	Yes
<b>Communications Technician</b>	2000	310	<b>Journeycard holders on or before January 2004 must document six (6) hours of professional learning in assisting with instruction in mathematics.</b> Documentation of this requirement can be through college credit courses or non-college credit classes. Future journeycard holders will meet the Title I paraeducator requirements through completion of these programs if they have completed the Survey of Mathematical Concepts class.	
<b>Educational Sign Language Interpreter I</b>	2000	370+		
<b>Educational Sign Language Interpreter II</b>	2000	370+		
<b>Teacher Assistant for Blind and Vision Impaired</b>	4000	283		
<b>Library Technician</b>	8000	550	<b>Journeycard holders on or before January 2004 must document six (6) hours of professional learning in each area of mathematics, English, and assisting with instruction.</b> All future journeycard holders who complete these new requirements will meet the Title I Paraeducator requirements without additional coursework.	



# **Data Collection and Recordkeeping**



## **Data Collection and Recordkeeping**

Documentation of paraeducators meeting the NCLB Title I Paraeducator requirements is critical to the accountability requirements of the U.S. Department of Education. Accountability requirements are to ensure all Title I paraeducators hired on or before January 8, 2002, meet the Title I requirements by January 8, 2006. All newly hired paraeducators must meet the Title I requirements as of the date of hire.

Accountability for this requirement is recorded through data collected from each school district by OSPI. School district data is compiled into statewide data to meet the federally mandated Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.3. The data collected represents the percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. Upon completion of compiling school district data, OSPI forwards the data to the Department of Education to fulfill the federal mandate.

OSPI had established Washington's Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.3 and reported such data as baseline data to the Department of Education in October 2003 for school year 2002-03. Also, performance targets were calculated based on the need to meet 100% of paraeducators meeting the January 8, 2006 deadline and the baseline data for school year 2002-03.

<b>Washington Baseline Data and Targets</b>	<b>Percentage of Qualified Title I Paraprofessionals in Washington</b>
2002-2003 Baseline	39%
2003-2004 Target	44%
2004-2005 Target	50%
2005-2006 Target	100%

### **Data Collection Processes**

The process to collect data during the summer of 2003 for school year 2002-03 was through a manual process. Although school districts will be able to report their data to OSPI through an electronic process, they must keep records in their personnel files that record which paraeducators have met the Title I requirements and how they have met them. This documentation will be verified through OSPI's Consolidated Program Review process.

The ***Record of Verification of NCLB Title I Paraeducator Requirements*** Form SPI 1581 (1/04) has been designed to record data that will assist in keeping uniform documentation at the school district level for this process. School districts are required to complete this form and keep it in their files.





OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 Title II Part A  
 Old Capitol Building  
 PO BOX 47200  
 Olympia WA 98504-7200  
 (360) 725-6340 TTY (360) 664-3631

## RECORD OF VERIFICATION OF NCLB TITLE I PARAEducATOR REQUIREMENTS

PARAEducATOR'S NAME (LAST, FIRST, MIDDLE)	IDENTIFICATION NUMBER	SCHOOL DISTRICT
---	-----------------------	-----------------

This form verifies that the paraeducator identified has met the Washington State Title I Paraeducator Requirements through the following:

**Check One Box Only**

- Associate Degree or higher as documented by an official transcript (or copy of) from:

\_\_\_\_\_ Name of Institution of Higher Education

- Two years of study: 72 quarter credits or 48 semester credits as documented by an official transcript(s) (or copies of) from:

\_\_\_\_\_ Name(s) of Institution(s) of Higher Education    \_\_\_\_\_ Name(s) of Institution(s) of Higher Education    \_\_\_\_\_ Name(s) of Institution(s) of Higher Education

Formal Assessment Options:

- Educational Testing Service (ETS) ParaPro Assessment as documented by official ETS ParaPro Assessment Test Score Report. Score must be 461 or higher.
- Paraeducator Portfolio Assessment as documented by Portfolio Assessment Score Report
- School District Paraeducator Assessment Score Report (Assessment must be approved by OSPI)
- Washington State Apprenticeship for \_\_\_\_\_ as documented by Washington State  
Type of Apprenticeship

Department of Labor and Industries Journeycard or certificate: \_\_\_\_\_  
Journeycard or Certificate Number

This form is official only if signed by the school district superintendent or superintendent's designee:

NAME	TITLE
SCHOOL DISTRICT	DATE

By signing this form I attest that the above information is true and accurate to the best of my knowledge.

\_\_\_\_\_  
 SIGNATURE

NOTE: Original for school district files; copy for paraeducator files.



# Resources



**SEC. 1119:**  
**QUALIFICATIONS FOR TEACHERS AND  
PARAPROFESSIONALS**

**(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES -**

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) LOCAL PLAN- As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

**(b) REPORTS -**

**(1) ANNUAL STATE AND LOCAL REPORTS-**

(A) LOCAL REPORTS- Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational

agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).

(B) STATE REPORTS- Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002-2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).

(C) INFORMATION FROM OTHER REPORTS- A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

(2) ANNUAL REPORTS BY THE SECRETARY- Each year, beginning with the 2002-2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational agencies, and schools, in meeting the measurable objectives described in subsection (a)(2).

**(c) NEW PARAPROFESSIONALS-**

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

(A) completed at least 2 years of study at an institution of higher education;

(B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

1. knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
2. knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION- The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

**(d) EXISTING PARAPROFESSIONALS-** Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported

with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

**(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT ACTIVITIES -**

Subsections (c) and (d) shall not apply to a paraprofessional —

(1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or

(2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

**(f) GENERAL REQUIREMENT FOR ALL PARAPROFESSIONALS-** Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

**(g) DUTIES OF PARAPROFESSIONALS -**

(1) **IN GENERAL-** Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

(2) **RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED-**

A paraprofessional described in paragraph (1) may be assigned —

(A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

(B) to assist with classroom management, such as organizing instructional and other materials;

(C) to provide assistance in a computer laboratory;

(D) to conduct parental involvement activities;

(E) to provide support in a library or media center;

(F) to act as a translator; or

(G) to provide instructional services to students in accordance with paragraph (3).

(3) **ADDITIONAL LIMITATIONS-** A paraprofessional described in paragraph (1) —

(A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and

(B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

**(h) USE OF FUNDS-** A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of this section.

**(i) VERIFICATION OF COMPLIANCE-**

(1) **IN GENERAL-** In verifying compliance with this section, each local educational agency, at a minimum, shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.

(2) **AVAILABILITY OF INFORMATION-** Copies of attestations under paragraph (1) —

(A) shall be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

(B) shall be available to any member of the general public on request.

**(j) COMBINATIONS OF FUNDS-** Funds provided under this part that are used for professional development purposes may be combined with funds provided under title II of this Act, other Acts, and other sources.

**(k) SPECIAL RULE-** Except as provided in subsection (l), no State educational agency shall require a school or a local educational agency to expend a specific amount of funds for professional development activities under this part, except that this paragraph shall not apply with respect to requirements under section 1116(c)(3).

**(l) MINIMUM EXPENDITURES-** Each local educational agency that receives funds under this part shall use not less than 5 percent, or more than 10 percent, of such funds for each of fiscal years 2002 and 2003, and not less than 5 percent of the funds for each subsequent fiscal year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year.

## **The Washington State Recommended Core Competencies for Paraeducators**

To work in education and related services programs for children and youth with disabilities, paraeducators will demonstrate:

1. understanding the value of providing instructional and other direct services to all children and youth with disabilities;
2. understanding the roles and responsibilities of certificated/licensed staff and paraeducators;
3. knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development;
4. ability to practice ethical and professional standards of conduct, including the requirements of confidentiality;
5. ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team;
6. ability to provide positive behavioral support and management;
7. knowledge of the legal issues related to the education of children and youth with disabilities and their families;
8. awareness of diversity among the children, youth, families and colleagues with whom they work;
9. knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings;
10. ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff;
11. ability to motivate and assist children and youth;
12. knowledge of and ability to follow health, safety, and emergency procedures of the agency where they are employed;
13. awareness of the ways in which technology can assist teaching and learning; *and*
14. awareness of personal care and/or health related support.

## PARAEDUCATOR RESOURCES

- National Resource Center for Paraprofessionals (NRCP): [www.nrcpara.org](http://www.nrcpara.org)
- No Child Left Behind: [www.ed.gov/nclb/](http://www.ed.gov/nclb/)
- Study of Personnel Needs in Special Education (SPeNSE): [www.spense.org/results.html](http://www.spense.org/results.html)
- Paraprofessionals in the Education Workforce, National Education Association (NEA): [www.nea.org/esp/resource/parawork.htm](http://www.nea.org/esp/resource/parawork.htm)
- Center on Personnel Studies in Special Education (COPSSE): [www.coe.ufl.edu/copsse](http://www.coe.ufl.edu/copsse)
- Paraeducator Support of Students with Disabilities in General Education Classrooms University of Vermont: [www.uvm.edu/~cdci/parasupport/](http://www.uvm.edu/~cdci/parasupport/)
- Roles of Educational Paraprofessionals in Effective Schools, U.S. Department of Education: [www.ed.gov/pubs/paraprofessionals/](http://www.ed.gov/pubs/paraprofessionals/)
- National Clearinghouse for Careers in Special Education, CEC: [www.special-ed-careers.org/research\\_library/paraeducators.html](http://www.special-ed-careers.org/research_library/paraeducators.html)
- Standards for a Professional, American Federation of Teachers (AFT): [www.aft.org/psrp/standards/](http://www.aft.org/psrp/standards/)
- Schools and Staffing Survey, National Center for Educational Statistics (NCES): [www.nces.ed.gov/surveys/sass/](http://www.nces.ed.gov/surveys/sass/)
- Paraeducator-to-Teacher Programs, National Teacher Recruitment Clearinghouse: [www.recruitingteachers.org/become/paraprograms.html](http://www.recruitingteachers.org/become/paraprograms.html)
- IDEA Practices Home Page: [www.ideapractices.org/](http://www.ideapractices.org/)
- National Clearinghouse for Paraeducators Resources, Center for Multilingual, Multicultural Research: [www.usc.edu/dept/education/CMMR/clearinghouse.html](http://www.usc.edu/dept/education/CMMR/clearinghouse.html)
- Paraeducator Resources Northwest Regional Educational Laboratory: [www.nwrac.org/links/paraed.html](http://www.nwrac.org/links/paraed.html)
- *Let's Team Up! A checklist for Paraeducators, Teachers, and Principals.* 2<sup>nd</sup> Edition, National Education Association of the United States, 2002.
- *Supervising Paraeducators in Educational Settings. A Team Approach.* 2<sup>nd</sup> Edition, Pro-Ed, 2003

## PARAEDUCATOR WEBSITES

- ***Legislation and Paraeducators*** – Focuses on current legislation affecting paraeducators. [www.specialednews.com/story%20archive/0500/parastates0519.html](http://www.specialednews.com/story%20archive/0500/parastates0519.html)
- ***Council for Exceptional Children Career Profile for Paraeducators*** – Describes the nature of work, education required, resource information, and more. [www.cec.sped.org/cl/career\\_choices/profiles/professionals/para\\_edu.html](http://www.cec.sped.org/cl/career_choices/profiles/professionals/para_edu.html)
- ***Paraeducator Issues*** – Contains information on competencies and performance indicators for paraeducators, mentoring programs, and sample record-keeping forms. [www.wa.nea.org/prf\\_dv/para\\_ed/para.html](http://www.wa.nea.org/prf_dv/para_ed/para.html)
- ***Council for Exceptional Children Standards for Beginning Paraeducators*** – Contains information on CEC's knowledge and skill standards for beginning paraeducators of students with exceptionalities. [www.cec.sped.org/ps/parastds.html](http://www.cec.sped.org/ps/parastds.html)
- ***National Joint Committee on Learning Disabilities*** – Discusses ethical responsibilities, educational requirements, roles and responsibilities of paraprofessionals, plus responsibilities of qualified teacher/service providers. [www.ldonline.org/nicld/paraprof298.html](http://www.ldonline.org/nicld/paraprof298.html)
- ***The Growing Roles of Paraeducators*** – Designed to show the changing role of paraeducators amid teacher shortages. [www.specialednews.com/story%20archive/0500/paraeds0519.html](http://www.specialednews.com/story%20archive/0500/paraeds0519.html)
- ***National Resource Center for Paraprofessionals*** – An annotated bibliography highlighting paraeducator training resources, administrative guidelines, and personnel preparation models. [www.nrcpara.org/bibliography/index.html](http://www.nrcpara.org/bibliography/index.html)
- ***Technology, Research, and Innovation in Special Education*** – Provides information on training programs for paraprofessionals and supervising teachers, and includes links to dozens of other sites. [www.trisped.org](http://www.trisped.org)
- ***Project Para*** – Offers training that is comprehensive, easily accessible, and beneficial to both paraeducators and the teachers who supervise them.
- ***Paraeducator.com*** – Washington's website that provides information, training, and helpful resources for paraeducators in the state. [www.paraeducator.com](http://www.paraeducator.com)

## Educational Service District Paraeducator Contacts

<b>ESD</b>	<b>Contact</b>	<b>E-mail</b>	<b>Phone</b>
101	Helene Paroff	<a href="mailto:hparoff@esd101.net">hparoff@esd101.net</a>	509.456.7685
105	Patricia Whitefoot	<a href="mailto:patricia@esd105.wednet.edu">patricia@esd105.wednet.edu</a>	509.454.3139
112	Barbara Lomas	<a href="mailto:barbara.lomas@esd112.org">barbara.lomas@esd112.org</a>	360.750.7500 x244
113	Larry Fazzari	<a href="mailto:lfazzari@esd113.k12.wa.us">lfazzari@esd113.k12.wa.us</a>	360.586.2239
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NWESD 189	Connie Hall	<a href="mailto:chall@esd189.org">chall@esd189.org</a>	360.299.4041
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Olympic ESD 114	Carole Taber	<a href="mailto:ctaber@oesd.wednet.edu">ctaber@oesd.wednet.edu</a>	360.405.5841
OSPI	Julie Wright	<a href="mailto:jwright@ospi.wednet.edu">jwright@ospi.wednet.edu</a>	360.725.6340
	Mary Jo Johnson	<a href="mailto:maryjo@ospi.wednet.edu">maryjo@ospi.wednet.edu</a>	

**Frequently Asked Questions and  
Answers  
Are listed on the  
OSPI Paraeducator Website  
[www.k12.wa.us/paraeducator](http://www.k12.wa.us/paraeducator)**



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### **ESEA Paraeducator Work Group and Paraeducator Advisory Task Force**

<b>Beverly Mathews</b>	<b>Federal Way School District</b>
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Wally Hunt*	OSPI
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Colleen Vadheim	Pierce College
Charles Wheaton	Dayton School District
Randy Hathaway	Washington School Personnel Association
Joanne Sorensen	formerly of OSPI, currently retired
Mary Jo Johnson*	OSPI, Chair

\* Indicates participation in both groups.

## **ETS ParaPro Assessment Pilot**

### **Othello School District**

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