

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:

- June 2004
- 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
1.	Knowledge of Subject Area	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)
2.	Assisting with Instruction				
	A. Knowledge (based on training)	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. Skill (based on experience)	Skill in Assisting with Instruction using Record of Experience. Each Record of Experience equals 15 points - three Records of Experience required. 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
3.	Work Experience	1 point for every 2 years of work experience as a paraeducator as defined by NCLB Title I definition of paraeducator			5 points maximum
4.	Related Training that Supports Assisting with Instruction	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
		Must have a minimum of 80 points with: <ul style="list-style-type: none"> • At least 24 points in Knowledge of Subject • At least 51 points in Ability to Assist with Instruction (optional) • Work Experience – Maximum of 5 points (optional) • Related Workshops – Maximum of 5 points (optional) 			_____ / 30 _____ / 60 _____ / 05 _____ / 05 _____ / 100
		Total Points			_____ / 100

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*

How You Know It (What you did to attain Knowledge and Skills)	How You Show It (Documentation of Knowledge and Skills)
1. Knowledge of Subject Area	
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
2. Assisting with Instruction	
A. Knowledge (based on training)	
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. Skill (based on experience)	
Assist with Instruction in K-12 classroom/school building setting (whole group, small group, individual)	<u>Assisting with Instruction - Record of Experience Document</u>
3. Work Experience	
Job Assignment/Responsibility as defined by NCLB definition of paraeducator	Employment documentation: Official letter from school district signed by superintendent or superintendent's designee.
4. Related Training that Supports Assisting with Instruction (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

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

Part II: Working with Students 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.	
Detailed Description of Instructional Session(s)	<p>Describe one or two of the sessions from the total lesson. For each activity describe:</p> <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> Lesson for Small Group or Individual </div> <ol style="list-style-type: none"> 1. How did you begin the lesson? 2. What did you do: <ul style="list-style-type: none"> • when students responded appropriately? • when students responded inappropriately? • when students were off-task? 3. What did you do to conclude the lesson? <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> Lesson for large group in which you are supporting teacher's instruction </div> <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"> 1. How did you support the teacher's beginning of the lesson? 2. How did you support the teacher: <ul style="list-style-type: none"> • when students responded appropriately? • when students responded inappropriately? • when students were off-task? 3. How did you support the teacher's conclusion to the lesson?

Part III: Communicating the Performance of Students to the Teacher 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>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)**

Part IV. Reflection on the Instructional Session	
Reflection Questions	<p>Respond to the following questions in terms of the lesson(s) you described above.</p> <p style="text-align: center;">Lesson for Small Group or Individual</p> <p>Part I. Planning</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>Part II. Working with Students</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"> • when students responded appropriately? • when students responded inappropriately? • when students were off-task? <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>Part III. Communicating the Performance of Students to the Teacher</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.