# The Paraeducator Portfolio Assessment Guidebook

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

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State Superintendent of Public Instruction

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# The Paraeducator Portfolio Assessment Guidebook

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

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**Washington State Paraeducator Guidelines to
Meet Title I Requirements of
No Child Left Behind (NCLB) Act of 2001**

# The Paraeducator
# Portfolio Assessment
# Guidebook

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## What is the Washington Paraeducator Portfolio Assessment?

The Paraeducator Portfolio Assessment process is a method for paraeducators to meet the Title I requirements of the No Child Left Behind (NCLB) Act of 2001.  The Portfolio Assessment allows paraeducators to demonstrate their knowledge and skills in reading, writing, mathematics, and their ability to assist with instruction in the same areas, through a process that honors their successful work and professional learning experiences.

## Who is eligible?

Paraeducators must have (1) experience as a paraeducator which includes assisting with instruction and (2) permission from their school district to be eligible for the Portfolio Assessment Pathway.

## What Are the Washington Paraeducator Knowledge and Skill Requirements?

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

- Title I qualification requirements in Section 1119, *and*
- College level coursework requirements, *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 (4) formal assessment pathways to meet the Title I requirements.  See **Resources** for the Washington Paraeducator Knowledge and Skill Requirements.

For a paraeducator who has the required classroom-based experience and permission of their school district, the next step is to get a "big picture" of the portfolio process. This "big picture" includes:

## The Portfolio Assessment Categories

The portfolio consists of five categories of knowledge and skill. These categories are:

1. **Knowledge of Subject Areas of Reading, Writing, and Mathematics.**
   This category is focused on training. Training may be college credit courses or non-college credit training such as workshops, conferences, and study groups.

2. **Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics.**
   Knowledge is based on training and follows the same documentation requirements as Knowledge of Subject Areas.

3. **Skill in Assisting with Instruction in Reading, Writing, and Mathematics.**
   Skill is based on actual classroom experience in assisting with instruction under the supervision of a teacher.

4. **Work Experience as a Paraeducator.**
   This category is optional. The experience must align with the NCLB definition of a paraeducator: *Provides instructional services to students while working under the direct supervision of a teacher*.

5. **Related Training that Supports Assisting with Instruction.**
   This category is optional. Additional courses and workshops that relate to assisting with instruction, but are not in the areas of reading, writing, and mathematics, may be included. The training may be college credit courses or non-college credit training such as workshops, conferences, and study groups.

## Scoring Points for Each Category

The scoring points for each category are summarized below. For complete details on the points see **Sections 1 through 5.**

2. **Knowledge of the Subject Areas of Reading, Writing, and Mathematics.**
   - Must include all three subject areas.
   - One point for each three hours of training.
   - Minimum of 24 points (72 hours of training) are required.
     - Any combination of points in the subject areas, but not to exceed ten points in any one subject.
   - Maximum of 30 points (90 hours of training).

2. **Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics.**
   Requires a minimum of two points (six hours) in each subject area with a total of six points (18 hours of training).  There is an overall maximum of 15 points (45 hours of training) allowed for this section.

3. **Skill in Assisting with Instruction in Reading, Writing, and Mathematics**.
   Requires actual experience in the classroom and is recorded using the Record of Experience.  Each Record of Experience equals 15 points.  Three Records of Experience are required.  Records of Experience are based on the paraeducator's job assignment.

4. **Work Experience as a Paraeducator**.  (Optional section).
   Documentation is based on one point for every two years of experience, with a maximum of five points, ten years.

5. **Related Training that Supports Assisting with Instruction.**  (Optional section.)
   One point is given for every three hours of training, with a maximum of five points (15 hours).

## Documentation of Knowledge and Skills for Each Category

The portfolio assessment shows a specific set of knowledge and skills gained through experience.  Each experience requires a specific type of documentation.

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**Knowledge of the Subject Areas of Reading, Writing, and Mathematics
Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics
Related Training that Supports Assisting with Instruction**

Required documentation:

- Knowledge gained through college credit courses requires a transcript.
- Knowledge gained through non-college credit classes requires completion of Form SPI 1581 *Documentation of Non-College Knowledge (8/04)* and Form SPI 1581 *Documentation of Non-College Classes and Workshops (8/04)*.

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**Skill in Assisting with Instruction in Reading, Writing, and Mathematics**

Required documentation:

- Skill in Assisting with Instruction in Reading, Writing, and Mathematics Record of Experience Template - Form SPI 1581 *Rec Exp Template (8/04)*.

  *Record of Experience* is a written record describing:
  a.  How the paraeducator planned with the supervising teacher.
  b.  How the paraeducator worked with the students.
  c.  How the paraeducator communicated the performance of the students to the teacher.
  d.  The paraeducator's reflection on the instructional session.

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## Making the Decision to Select the Portfolio Assessment

As the paraeducator proceeds through the portfolio assessment decision process, the following questions should be considered:

- Do I have enough years of experience in assisting with instruction in reading, writing, and mathematics to feel comfortable completing the portfolio requirements?

- Have I taken college credit or non-college credit workshops in these three content areas?

- Do I have access to additional courses or workshops and time to complete them if needed?

- Do I have time to complete this type of process?

- Which is the best choice for me, the Portfolio Assessment or a different pathway?

## Steps for the Paraeducator to Complete the Portfolio Assessment

1. Determine if the school district accepts the Paraeducator Portfolio Assessment as an option to meet the Title I requirements and obtain permission from the school district to pursue this assessment option.

2. Attend a Paraeducator Portfolio Assessment Orientation to learn more about the process. Training is available through Educational Service Districts (ESDs).

3. Make the 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 and through some school districts.

5. Send the completed portfolio to the Educational Service District (ESD) or your school district (if your school district is participating in the process) for submission to the Review Panel for scoring and approval. Specific details of the submission process will be given during the Portfolio Training.

## Timeline for Portfolio Scoring

Portfolios will be scored through a standardized scoring process conducted at the state level by a review panel.  The review panel will convene four (4) times per year during the following times:
- January 2005
- May 2005
- August 2005
- November 2005
- January 3, 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.)
- **January 8, 2006 – All Title I paraeducators must meet the requirements.**
- May 2006
- August 2006
- September 2006

The review panel will continue to convene after January 3, 2006. Continuation of this process allows additional paraeducators, who are not currently required to meet the Title I requirements, the opportunity to do so after the January 8, 2006 due date.

## Portfolio Training

Two (2) types of professional development are available to support the portfolio process. These services will be offered through ESDs and through some school districts.

- Portfolio Orientation Training:  This class will provide an overview of the portfolio process and help paraeducators make the decision in relation to pursuing this assessment pathway.

- Portfolio Completion Training: This class will provide a structured format in which paraeducators can complete the portfolio process.

Contact your local ESD to get additional information about professional development opportunities.  Contact information for each Educational Service District is listed in the following table.

# Educational Service District (ESD) Paraeducator Contacts

| ESD | Contact | E-mail | Phone |
|---|---|---|---|
| ESD 101 *(Spokane)* | Delitha Spear | dspear@esd101.net | 509.456.7683 |
| ESD 105 *(Yakima)* | Katherine Cove | katherinec@esd105.wednet.edu | 509.454.3120 |
| ESD 112 *(Vancouver)* | Barbara Lomas | barbara.lomas@esd112.org | 360.750.7505 x 244 |
| ESD 113 *(Olympia)* | Sue Hubler | shubler@esd113.k12.wa.us | 360.664.0942 |
| ESD 123 *(Pasco)* | Bonnie Decker | bdecker@esd123.org | 509.547.8441 |
| NCESD *(Wenatchee)* | Madalyn Mincks | madalynm@ncesd.org | 509.665.2646 |
| NWESD 189 *(Anacortes)* | Connie Hall | chall@esd189.org | 360.299.4041 |
| PSESD *(Burien)* | Jane Robb-Linse | jrobb@psesd.org | 206.439.3636 x 4036 |
| Olympic ESD 114 *(Bremerton)* | Carol Pacheco | cpacheco@oesd.wednet.edu | 360.478.6886 |
| OSPI *(Olympia)* | Julie Wright | jwright@ospi.wednet.edu | 360.725.6340 |

# Paraeducator Portfolio Assessment Overview

This overview shows the five categories scored in the portfolio and the points for each category.
1. **Knowledge of the Subject Areas** of reading, writing, and mathematics;
2. **Knowledge of Assisting with Instruction** in reading, writing, and mathematics;
3. **Skill in Assisting with Instruction** in reading, writing, and mathematics;
4. **Work Experience** as a paraeducator; and
5. **Related Training** that supports assisting with instruction.

| 1.  Knowledge of Subject Areas:  Reading, Writing, Mathematics *(Required)* | | | Points |
|---|---|---|---|
| • Must include all three subject areas.<br>• Ten points (30 hours) possible maximum in each area.<br>• One point equals 3 hours of training.<br>• Any combination of points in subject areas, but not to exceed ten points in one subject. | | | • **Minimum** of 24 points (72 hours)<br>• **Maximum** of 30 points (90 hours) |
| **2.  Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics *(Required)*** | | | **Points** |
| Reading<br>2 points (6 hours) required | Writing<br>2 points (6 hours) required | Mathematics<br>2 points (6 hours) required | • **Minimum** of 6 points (18 hours)<br>• **Maximum** of 15 points (45 hours) |
| Additional nine points (27 hours) may be added in any single area or combination of the three. | | | |
| **3.  Skill in Assisting with Instruction in Reading, Writing, and Mathematics *(Required)*** | | | **Points** |
| • Three Records of Experience required.<br>• Each Record of Experience equals 15 points.<br>• Records for each content area are based on the paraeducator's job assignment at the time the paraeducator starts the portfolio process or after January 8, 2002. | | | • 45 points required |
| **4.  Work Experience as a Paraeducator *(Optional)*** | | | **Points** |
| • One point for every two years of work experience as a paraeducator as defined by NCLB Title I definition of a paraeducator. | | | • **Maximum** 5 points |
| **5.  Related Training that Supports Assisting with Instruction *(Optional)*** | | | **Points** |
| • One point for every three 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. | | | • **Maximum** 5 points (15 hours) |
| | | | **Total Points** |
| **Must have a minimum of 80 points with:**<br>● **Knowledge of Subject** – Minimum of 24 points<br>● **Knowledge** of Assisting with Instruction (Minimum 6 points)<br>● **Skill** in Assisting with Instruction (45 points required)<br>● **Work Experience** – Maximum of 5 points<br>● **Related Workshops** – Maximum of 5 points<br><br>                                                                                 **Total Points** | | | _____ / 30<br>_____/ 15<br>_____/ 45<br>_____/ 05<br>_____/ 05<br>**_____/100** |

# SECTION 1
# Knowledge of Subject Areas:
# Reading, Writing, and Mathematics

Knowledge of the subject areas of reading, writing, and mathematics is based on professional learning experiences such as classes or workshops, which can include <u>college credit courses</u> or <u>non-college credit classes</u> (workshops, on-line classes, conferences, study groups, district sponsored classes, non-district sponsored workshops).

| 1. Knowledge of Subject Areas: Reading, Writing, Mathematics *(Required)* | |
|---|---|
| | **Points** |
| <ul><li>Must include all three subject areas.</li><li>Ten points (30 hours) possible maximum in each area.</li><li>One point equals three hours of training.</li><li>Any combination of points in subject areas, but not to exceed ten points (30 hours) in one subject.</li></ul> | <ul><li>**Minimum** of 24 points (72 hours) required</li><li>**Maximum** of 30 points (90 hours)</li></ul> |

**1. College Credit Courses for Reading, Writing, and Mathematics Subject Area Knowledge**

**Definition:** College credit courses used to meet the requirement of knowledge of reading, writing, and mathematics must be 100 level or above and must cover the content listed in the Washington Paraeducator Knowledge and Skill Requirements in Reading, Writing, Mathematics, and Assisting with Instruction in the Subject Areas.

**Documentation** (Documentation is recorded by):
*   An official transcript (or copy) showing the course title and number of credits earned.
*   Completion Worksheet for Knowledge of Subject Areas: Reading, Writing, and Mathematics, Form <u>SPI 1581 *KnowlSubjAreas (8/04)*</u>.

Copies of forms are at the end of this section and in **Forms and Directions.**

## Credits to Points Conversion Table

| Number of Credits | Number of Points |
|---|---|
| *Semester Courses* | |
| 1 semester credit | 5 points |
| 2 semester credits | 10 points |
| 3 semester credits | 15 points |
| *Quarter Courses* | |
| 1 quarter credit | 3.3 points |
| 2 quarter credits | 6.7 points |
| 3 quarter credits | 10 points |
| 4 quarter credits | 13.3 points |
| 5 quarter credits | 16.7 points |

**Reading and Writing Course Examples:**

*Note: At the college level, reading and writing are usually combined in the same course.*

- English Composition 101, 102, 103
- Oral and Written Communications
- Principles of Writing
- Business Writing
- Introduction to Literature or any literature course

**Mathematics Course Examples:**

| | |
|---|---|
| • Principles of Mathematics<br>• Math for Business or Business Math<br>• Foundations of Arithmetic<br>• Foundations of Mathematics<br>• Math, A Practical Art<br>• Survey of Applied Math<br>• Survey of Math, Nature of Math<br>• Methods for Problem Solving<br>• Differential Equations | • Any 100 level or above Algebra class<br>• Math for Elementary Teachers (This is not a methods course.)<br>• Trigonometry<br>• Finite Math<br>• Discrete Math<br>• Statistics<br>• Pre-Calculus and Calculus<br>• Applications of Contemporary Mathematics |

**Additional Clarification:**

- Courses identified under Quantitative Reasoning cannot be used to meet the mathematics requirement. The content of these courses is not specific enough to the mathematics content to provide "a working knowledge of mathematics" as stated in the NCLB requirements. This includes:
  o Computer Science courses not having a mathematics department course number.
  o Formal Logic courses not having a mathematics department course number.

- Some college level methods courses in reading, writing, and mathematics also include content knowledge. You may use a methods course for a content knowledge course, but you can only use the course once. You cannot use one methods course for both the content knowledge requirement and the assisting with instruction knowledge requirement.

- Most courses for subject area knowledge will have an English or mathematics course number. Most courses for assisting with instruction will have an education course number.

**2. Non-College Credit Classes for Reading, Writing, and Math Subject Area Knowledge**

**Definition:** Workshops, on-line classes (other than college credit on-line classes), conferences, study groups, district sponsored classes, non-district sponsored workshops. All non-college credit classes require the following information for point eligibility:
- Name of the facilitator/trainer/instructor.
- Title and date of class.
- Length of class in hours and/or minutes (Lunch time/breaks longer than 20 minutes cannot be counted.) Length of class is converted into points using the **Hours to Points Conversion Table** included in this section.
- Specific learning goals or objectives for participants to increase their knowledge of reading, writing, and mathematics.
- Sponsor. Training can be sponsored by a school district or school building, an ESD, university, or other agency.
- Location. Training can take place at any location.
- Authorized signature. Signature of instructor, school district superintendent or designee, principal, supporting teacher, or sponsoring agency official.

**Documentation (**Documentation for all non-college credit classes or workshops is recorded on):
- Documentation of Non-College Credit Classes and Workshops, Form SPI 1581 *Doc of Non-College Credit Knowledge (8/04)*.
- Completion Worksheet for Knowledge of Reading, Writing, and Mathematics, Form SPI 1581 *KnowlSubjAreas (8/04)*.

Copies of forms are at the end of this section and in **Forms and Directions.**

**Hours to Points Conversion Table**

| Number of Hours | Number of Points |
|:---:|:---:|
| 3 hours | 1    point |
| 4 hours | 1.3 points |
| 5 hours | 1.7 points |
| 6 hours | 2    points |
| 7 hours | 2.3 points |
| 8 hours | 2.7 points |
| 9 hours | 3    points |
| 10 hours | 3.3 points |
| 11 hours | 3.7 points |
| 12 hours | 4    points |
| 13 hours | 4.3 points |
| 14 hours | 4.7 points |
| 15 hours | 5    points |
| 16 hours | 5.3 points |
| 17 hours | 5.7 points |
| 18 hours | 6    points |
| 19 hours | 6.3 points |
| 20 hours | 6.7 points |
| 30 hours | 10    points |

**Non-College Credit Class Examples:**

- **District Sponsored Classes** *in reading, writing, and mathematics* related to increasing content knowledge, curriculum development, aligning curriculum, or use of a new instructional resource or textbook.

- **Non-district Sponsored Workshops** *in reading, writing, and mathematics such as those sponsored by ESDs or other professional organizations* related to increasing content knowledge, curriculum development, aligning curriculum, or use of a new instructional resource or textbook.

- **On-line Classes -** must be from a college/university or a well-known on-line course provider.  Documentation is the same as training documentation plus the website must be listed.

- **Conferences -** Only actual time in a conference session may be counted.  The session's focus must be content knowledge of reading, writing, or mathematics.  Keynote sessions cannot be counted unless they specifically address the content area.  Documentation is the same as training documentation plus a schedule of each session attended showing the title of the session, the presenter, and a brief description of the session.

- **Study Groups -** Study groups need a formal structure with a facilitator and identified goals and objectives.  There needs to be a regularly scheduled time for the group to meet.  The focus must be on subject area knowledge of reading, writing, or mathematics.  Time spent outside the formal group meetings cannot be counted.

**Additional Clarification:**

- Classes or professional development specific to a particular reading, writing, or mathematics curriculum program are acceptable.  Documentation is the same as training and should include the title and the content of the class.

# PARAEDUCATOR PORTFOLIO ASSESSMENT
## DOCUMENTATION OF
## NON-COLLEGE CREDIT CLASSES AND WORKSHOPS

**Directions:**

This form is to be used as a cover sheet for non-college credit documentation:

Section 1 – Complete for all non-college credit evidence submitted with portfolio.
Section 2 – Check area that applies (only one area per form):
- If class goals and objectives are listed in evidence (such as a catalog or conference program) complete with a statement such as "See attached pages _____."
- If evidence does not include goals and objectives, then provide a brief description of goals and objectives.
Section 3 – Complete for all non-college credit evidence submitted with portfolio.
- Authorized signature – complete in one of two ways.
  - If an authorizing signature is already secure on evidence, indicate on form "See authorizing signature on (name of evidence and where it is located on the evidence) ," or
  - If no previously acquired signature, secure signature of person who has authority to verify participation (instructor, principal, supporting teacher, personnel department).

## Section 1

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
| TITLE OF CLASS – (The title must show the content of the course. If it doesn't, add a short description of the content covered in the class.) | |

## Section 2

CLASS GOALS/OBJECTIVES – Check area that applies (only one)

- Knowledge of Subject Area (check one): ☐ Reading ☐ Writing ☐ Mathematics
- Knowledge of Assisting with Instruction (check one): ☐ Reading ☐ Writing ☐ Mathematics
- Related Training that Supports Assisting with Instruction (list title): _____

Brief Description (see directions):

## Section 3

| DATES OF CLASS | LENGTH OF CLASS IN HOURS (Do not include lunch time or breaks that are longer than 20 minutes.) |
|---|---|
| SPONSOR OF CLASS – (i.e., school district, ESD, college, professional organization) | |
| INSTRUCTOR'S NAME | |
| AUTHORIZED SIGNATURE | |
| NAME | DATE |

FORM SPI 1581 Doc of Non-College Credit Knowledge (9/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COMPLETION WORKSHEET
# KNOWLEDGE OF SUBJECT AREAS

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
|  |  |

| **Reading**<br>(Maximum of 10 points) | **Writing**<br>(Maximum of 10 points) | **Mathematics**<br>(Maximum of 10 points) | **Points**<br>**Minimum** of 24 points (72 hours) total<br>**Maximum** of 30 points (90 hours) total |
|---|---|---|---|

| **List College Credit Courses** | **Transcript Ready**<br>Yes ☐　No ☐ | **No. of Points** |
|---|---|---|
| READING: | ☐　☐ | |
| WRITING: | ☐　☐ | |
| MATHEMATICS: | ☐　☐ | |

| **List Non-College Credit Classes** | **Documentation Ready**<br>Yes ☐　No ☐ | **No. of Points** |
|---|---|---|
| READING: | ☐　☐ | |
| WRITING: | ☐　☐ | |
| MATHEMATICS: | ☐　☐ | |

FORM SPI 1581 Wrksht KnowlSubjAreas (8/04)

# SECTION 2
## Knowledge of Assisting with Instruction:
## Reading, Writing, and Mathematics

_____

Knowledge of assisting with instruction in the subject areas of reading, writing and mathematics is based on professional learning experiences such as classes or workshops, which can include <u>college credit courses</u> or <u>non-college credit classes</u> (workshops, on-line classes, conferences, study groups, district sponsored classes, non-district sponsored workshops).

| 2.  Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics  *(Required)* | | | Points |
|---|---|---|---|
| Reading 2 points (6 hours) required | Writing 2 points (6 hours) required | Mathematics 2 points (6 hours) required | • **Minimum** of 6 points (18 hours) |
| • Additional nine points (27 hours) may be added in any single area or combination of the three. | | | • **Maximum** of 15 points (45 hours) |

1.  **College Credit Courses for Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics**

    **Definition:**  College credit courses to meet the knowledge requirement of assisting with instruction in reading, writing, and mathematics must be 100 level or above (these are often called "methods" courses).

    The content of the courses must focus on instructional methods, strategies, or techniques specific to reading, writing, or mathematics.  The courses cannot be a general "instructional strategies" or "instructional methods" course.  Most courses will have an "Education" course number.

    **Documentation** (Documentation is recorded by):

    - An official transcript (or copy) showing the course title and number of credits earned
    - Completion Worksheet for Knowledge of Assisting with Instruction in Reading Writing, and Mathematics, Form <u>SPI 1581 KnowlAsstInst</u> *(8/04)*.

    Copies of forms are at the end of this section and in **Forms and Directions.**

**Credits to Points Conversion Table**

| Number of Credits | Number of Points |
|---|---|
| *Semester   Courses* | |
| 1 semester credit | 5   points |
| 2 semester credits | 10   points |
| 3 semester credits | 15   points |
| *Quarter   Courses* | |
| 1 quarter credit | 3.3 points |
| 2 quarter credits | 6.7 points |
| 3 quarter credits | 10   points |
| 4 quarter credits | 13.3 points |
| 5 quarter credits | 16.7 points |

## Reading Course Examples

- Literature for Children
- Methods of Teaching English or Literature or Language Arts
- English or Language Arts Curriculum
- Language Development and Literacy
- Reading Across the Curriculum

## Writing Course Examples

- Methods of Teaching Writing or Language Arts
- Writing Curriculum

## Mathematic Course Examples

- Teaching Math Methods
- Math Curriculum

## Additional Clarification:

- Some college level methods courses in reading, writing and mathematics also include content knowledge.  You may use a methods course for a content knowledge course, but you can only use the course once.  You cannot use one methods course for both the content knowledge requirement and the assisting with instruction knowledge requirement.

- Frequently, methods courses are specific to a particular reading, writing, or mathematics curriculum program.  Be sure the title on the transcript shows the content of the course, or else attach a note explaining the content of the course.

2. **Non-College Credit Classes for Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics.**

**Definition:** Workshops, on-line classes (other than college credit on-line classes), conferences, study groups, district sponsored classes, non-district sponsored workshops. All non-college credit classes require the following information for point eligibility:

- Name of the facilitator/trainer/instructor.
- Title and date of class.
- Length of class in hours and/or minutes. (Lunch time/breaks longer than 20 minutes cannot be counted.) Length of class is converted into points using the **Hours to Points Conversion Table** included in this section.
- Specific learning goals or objectives for participants to increase their knowledge of assisting with instruction in reading, writing, and mathematics.
- Sponsor: Training can be sponsored by a school district or school building, an ESD, university, or other agency.
- Location: Training can take place at any location.
- Authorized signature: Signature of instructor, school district superintendent or designee, principal, supporting teacher, or sponsoring agency official

**Documentation:**

- Documentation of Non-College Credit Classes and Workshops, Form SPI 1581 *(Doc of Non-College Credit Knowledge (8/04)*.
- Completion Worksheet for Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics, Form SPI 1581 *KnowlAsstInstr (8/04)*.

Copies of forms are at the end of this section and in **Forms and Directions.**

**Hours to Points Conversion Table**

| Number of Hours | Number of Points |
|---|---|
| 3 hours | 1 point |
| 4 hours | 1.3 points |
| 5 hours | 1.7 points |
| 6 hours | 2 points |
| 7 hours | 2.3 points |
| 8 hours | 2.7 points |
| 9 hours | 3 points |
| 10 hours | 3.3 points |
| 11 hours | 3.7 points |
| 12 hours | 4 points |
| 13 hours | 4.3 points |
| 14 hours | 4.7 points |
| 15 hours | 5 points |
| 16 hours | 5.3 points |
| 17 hours | 5.7 points |
| 18 hours | 6 points |
| 19 hours | 6.3 points |
| 20 hours | 6.7 points |
| 30 hours | 10 points |

**Non-College Credit Class Examples:**

- **On-line Classes.**  Documentation is the same as training documentation plus the website must be listed.

- **District Sponsored Classes** in *Assisting with Instruction in Reading, Writing, and Mathematics* related to increasing knowledge of instructional strategies, curriculum development, aligning curriculum, or use of a new instructional resource or textbook.

- **Non-district Sponsored Workshops** in *Assisting with Instruction Reading, Writing, and Mathematics* sponsored by ESDs or other professional organizations related to increasing knowledge of instructional strategies, curriculum development, aligning curriculum, or use of a new instructional resource or textbook.

- **Conferences -** Only actual time in a conference session may be counted.  The session's focus must be assisting with instruction in reading, writing, or mathematics. Keynote sessions cannot be counted unless they specifically address assisting with instruction in reading, writing, or mathematics.  Documentation is the same as training documentation plus a schedule of each session attended showing the title of the session, the presenter, and a brief description of the session.

- **Study Groups -** Study groups need a formal structure with a facilitator and identified goals and objectives.  There needs to be a regularly scheduled time for the group to meet.  The focus must be on assisting with instruction in reading, writing, or mathematics.  Time spent outside the formal group meetings cannot be counted.

**Additional Clarification:**

- Frequently, classes are specific to a particular reading, writing, or mathematics curriculum program.  Be sure the title on the documentation shows the content of the class, or attach a note explaining the content of the class.

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# PARAEDUCATOR PORTFOLIO ASSESSMENT
## DOCUMENTATION OF
## NON-COLLEGE CREDIT CLASSES AND WORKSHOPS

**Directions:**

This form is to be used as a cover sheet for non-college credit documentation:

Section 1 – Complete for all non-college credit evidence submitted with portfolio.
Section 2 – Check area that applies (only one area per form):
- If class goals and objectives are listed in evidence (such as a catalog or conference program) complete with a statement such as "See attached pages _____."
- If evidence does not include goals and objectives, then provide a brief description of goals and objectives.

Section 3 – Complete for all non-college credit evidence submitted with portfolio.
- Authorized signature – complete in one of two ways.
  - If an authorizing signature is already secure on evidence, indicate on form "See authorizing signature on (name of evidence and where it is located on the evidence) ," or
  - If no previously acquired signature, secure signature of person who has authority to verify participation (instructor, principal, supporting teacher, personnel department).

## Section 1

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
| | |

TITLE OF CLASS – (The title must show the content of the course.  If it doesn't, add a short description of the content covered in the class.)

## Section 2

CLASS GOALS/OBJECTIVES – Check area that applies (only one)

- Knowledge of Subject Area (check one):  ☐ Reading  ☐ Writing  ☐ Mathematics
- Knowledge of Assisting with Instruction (check one): ☐ Reading  ☐ Writing  ☐ Mathematics
- Related Training that Supports Assisting with Instruction (list title): _____

Brief Description (see directions):

## Section 3

| DATES OF CLASS | LENGTH OF CLASS IN HOURS (Do not include lunch time or breaks that are longer than 20 minutes.) |
|---|---|
| | |

SPONSOR OF CLASS – (i.e., school district, ESD, college, professional organization)

INSTRUCTOR'S NAME

AUTHORIZED SIGNATURE

_____     _____
NAME                                                                    DATE

FORM SPI 1581 Doc of Non-College Credit Knowledge (9/04)

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
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Olympia WA  98504-7200
(360) 725-6340  TTY (360) 664-3631

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COMPLETION WORKSHEET
# KNOWLEDGE IN ASSISTING WITH INSTRUCTION

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

| **Reading**<br>2 points (6 hours)<br>Required | **Writing**<br>2 points (6 hours)<br>Required | **Mathematics**<br>2 points (6 hours)<br>Required | **Points**<br>**Minimum** of 6 points (18 hours) |
|---|---|---|---|
| Additional 9 points (27 hours) may be added in any single, or combination, of the three areas. | | | **Maximum** of 15 points (45 hours) |

| **List College Credit Courses**<br><br>READING:<br><br><br>WRITING:<br><br><br>MATHEMATICS: | **Transcript Ready**<br>Yes    No<br><br>☐    ☐<br><br><br>☐    ☐<br><br><br>☐    ☐ | **No. of Points** |
|---|---|---|
| **List Non-College Credit Classes**<br><br>READING:<br><br><br>WRITING:<br><br><br>MATHEMATICS: | **Documentation Ready**<br>Yes    No<br><br>☐    ☐<br><br><br>☐    ☐<br><br><br>☐    ☐ | **No. of Points** |

# SECTION 3
# Skill in Assisting with Instruction:
# Reading, Writing, and Mathematics

The skill in assisting with instruction is defined by the roles and responsibilities of a paraeducator: ***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 (November 2002), to mean:

- the <u>teacher</u> prepares the lesson, *and*
- the <u>teacher</u> plans the instructional support activities the paraprofessional carries out, *and*
- the <u>teacher</u> evaluates the achievement of the students with whom the paraprofessional is working, *and*
- the <u>paraprofessional</u> works in close and frequent proximity with the teacher.

| 3.  Skill in Assisting with Instruction in Reading, Writing, and Mathematics *(Required)* | Points |
|---|---|
| <ul><li>Three Records of Experience required.</li><li>Each Record of Experience equals 15 points.</li><li>Records for each content area are based on the paraeducator's job assignment at the time the paraeducator starts the portfolio process.</li></ul> | 45 points required |

**Description:**

Skill in Assisting with Instruction in Reading, Writing, and Mathematics has four components that document the skills required to assist with instruction.  These four components are:

- **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 student performance 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.

**Documentation** (Skill in assisting with instruction is documented using):

- Record of Experience Template, Form SPI 1581 *Rec Exp Template (8/04)*.
- Completion Worksheet - Record of Experience, Form SPI 1581 *Wrksht Rec Exp (8/04)*.

Copies of forms are at the end of this section and in **Forms and Directions.**

Assisting with Instruction - Record of Experience

- Requires completion of a total of three Records of Experience.

- Each Record of Experience must document a minimum of 60 minutes of assisting with instruction, which can include one or more instructional sessions in the content area to equal 60 minutes.

- The number of Records of Experiences required in each content area is related to the paraeducator's job assignment as of January 8, 2002, or after.  There are three different situations that apply:
    - Job assignment in **all three subject areas** - one Record of Experience must be completed in each subject area.
    - Job assignment in **two subject areas** - two (2) Records of Experience must be completed in one area and one (1) Record of Experience in another area, for a total of three (3) records.
    - Job assignment in **one subject area** - three (3) Records of Experience must be completed for the one (1) subject area.

- The Record of Experience must be based on instructional sessions conducted after January 8, 2002.

- Scoring of each Record of Experience will be based on a Complete/Incomplete, with a Complete equal to 15 points and Incomplete equal to 0 points.

## Directions to the Paraeducator for Completing a Record of Experience:

***It is strongly recommended that paraeducators complete the Records of Experience while participating in Portfolio Training.***

1. Decide which content areas you will complete your Records of Experience.
2. Decide whether to record an instructional session you have already done or record an instructional session you will complete in the near future.
3. Read and understand the directions for each section of the Record of Experience Outline.  It may be helpful to look at the Record of Experience Scoring Guide before beginning.
4. Review the Record of Experience Outline prior to completing the Record of Experience Template, Form SPI 1581 *Rec Exp Template (8/04)*.
5. Answer, in detail, all items on the Record of Experience Template by using questions stated in the Record of Experience Outline in detail.  Use accurate grammar, punctuation, and spelling.
6. Answer each of the questions in the Reflection section in detail, giving specific examples describing student behavior.

# Skill in Assisting with Instruction in Reading, Writing, and Mathematics
## Record of Experience Outline

| **Part I: Planning**<br>Planning means the <u>**teacher**</u> **prepares the lesson and plans the instructional support activities the paraeducator 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 with Teacher** | Describe or list the steps you took in getting ready for the lesson, including:<br><br>• communicating with the teacher,<br><br>• reviewing the teacher's lesson plan,<br><br>• preparing the instructional materials. |
| <u>**Lesson**</u> **Objective and Purpose** | • List the subject area or areas of this lesson: reading, writing, mathematics, or a combination lesson; i.e., reading and writing.<br><br>• List the grade level(s) of students.<br><br>• List any other descriptions of the students, such as: learning ability level, special learning needs; i.e., ESL, learning disability, etc.<br><br>• List the objective(s) of the lesson by identifying the essential academic learning requirements in reading, writing, or mathematics for this lesson. See Paraeducator Knowledge and Skill Requirements in Reading, Writing, Mathematics, and Assisting with Instruction in **Resources.**<br><br>• List the specific skill for this lesson by describing what the student(s) should be able to do as a result of this lesson. |
| <u>**Lesson**</u> **Plan Summary** *and* **Description of** <u>**Instructional Sessions**</u> | • Provide a brief description of the entire lesson plan.<br><br>• List instructional sessions in the sequence in which they occurred and include the following information:<br><br>   o List the number of sessions in the total lesson.<br><br>   o List the number of hours and minutes in each session.<br><br>   o List the total number of hours and minutes in all sessions.<br><br>   o Identify if the instructional session is whole group, small group, or one-to-one.<br><br>• List the instructional resources used. |

| **Part II:  Working with Students** | |
| :--- | :--- |
| The **paraeducator works in close and frequent proximity with the teacher.**  The paraeducator's role may be to: <br> • assist and support the teacher directed large group lesson, or <br> • work with a small group of students or with an individual student. | |
| **Detailed Description of Instructional Session(s)** | Describe a minimum of sixty (60) minutes from the total lesson.  For each activity describe how you provided or assisted the teacher to provide the following: <br><br> 1. How did you begin the lesson? <br><br> 2. What did you do: <br> • when students responded appropriately? <br> • when students responded inappropriately? <br> • when students were off-task? <br><br> 3. What did you do to conclude the lesson? |
| **Part III:  Communicating the Performance of Students to the Teacher – The teacher evaluates the achievement of the students with whom the paraeducator is working.  The paraeducator's role is recording student performance and communicating this information to the teacher.** | |
| **Communications** | Describe any records of student performance you made about the students.  Describe how you communicated the results of the lesson with your supervising teacher. |

| Part IV: Reflection on the Instructional Session | |
|---|---|
| **Reflection Questions** | Respond to the following questions in terms of the lesson(s) you described previously. Describe how you provided (small group or one-to-one) or assisted the teacher (a large group setting) in providing the following:<br><br>**Part I: Planning**<br>What is the best way you have found in communicating with the teacher regarding planning of the lesson? Why is this way best?<br><br>When you review the teacher's lesson plan, what steps do you take to clarify any questions you may have?<br><br>What is the best way you have found to prepare instructional materials in terms of time?<br><br>**Part II: Working with Students**<br>1. How well did the beginning of the lesson go? Did the students respond in the way you expected? Give examples.<br><br>2. How effective was the strategy you used to provide instruction or assist the teacher with instruction for:<br>    -when students responded appropriately?<br>    -when students responded inappropriately?<br>    -when students were off-task?<br><br>  Did these strategies work with all the students in the same way?<br><br>3. How well did your conclusion or your support of the teacher's conclusion to the lesson work? Did you feel all students responded well? If so, how were you able to tell?<br><br>**Part III: Communicating the Performance of Students to the Teacher**<br>1. In recording student performance, what methods have worked best? What other methods have you used? Is there a specific type of record of student performance that you use with a specific type of student? If so, explain.<br><br>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.<br><br>**Special Notes:**<br><br>**_Student Work_**<br>If student work is included to show the lesson, remove all names and any other reference that may identify the student.<br><br>**_Student Pictures_**<br>If pictures of students are used, permission from their parent/guardian must be obtained and included in the portfolio. See Forms Section for the permission form to be used. |

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

A sample of the Record of Experience scoring form, *SPI Form 1581 – Rec Exp Scoring (8/04)* is provided on the following three pages.  It is for *informational* use only to assist in the understanding of how each Record of Experience will be scored by the Review Panel.

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# PARAEDUCATOR PORTFOLIO ASSESSMENT
# RECORD OF EXPERIENCE SCORING REPORT

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | DATE |
|---|---|
| SCHOOL DISTRICT | SCORED BY (PLEASE PRINT) |

The signature below indicates that this Record of Experience has been scored by a member of the OSPI appointed Review Panel.

_____     _____
Signature of Review Panel Member                                              Date

## Part I.  Planning
Planning means the **teacher** prepares the lesson and plans the instructional support activities the paraeducator 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.

| | Complete | Incomplete |
|---|---|---|
| **Planning with Teacher**<br><br>Describe or list the steps you took in getting ready for the lesson including:<br>1. Communicating with the teacher.<br>2. Reviewing the teacher's lesson plan.<br>3. Preparing the instructional materials. | 1. _____<br>2. _____<br>3. _____ | 1. _____<br>2. _____<br>3. _____ |

| | Complete | Incomplete |
|---|---|---|
| **<u>Lesson</u> Objective and Purpose**<br><br>1. List the subject area or areas of this lesson:  reading, writing, mathematics, or a combination lesson; i.e., reading and writing.<br>2. List the grade level(s) of students.<br>3. List any other descriptions of the students, such as:  learning ability level, special learning needs, i.e., ESL, learning disability, etc.<br>4. List the objective(s) of the lesson by identifying the essential academic learning requirements in reading, writing, or mathematics for this lesson.  See Paraeducator Knowledge and Skill Requirements in Reading, Writing and Mathematics and Assisting with Instruction in Section 6 – Resources.<br>5. List the specific skill for this lesson by describing what the student(s) should be able to do as a result of this lesson. | 1. _____<br><br>2. _____<br>3. _____<br><br>4. _____<br><br><br><br>5. _____ | 1. _____<br><br>2. _____<br>3. _____<br><br>4. _____<br><br><br><br>5. _____ |

| | Complete | Incomplete |
|---|---|---|
| **Summary of <u>Lesson Plan</u> *and* Description of <u>Instructional Session(s)</u>**<br><br>1. Provide a brief description of the entire lesson plan.<br>2. List instructional sessions in the sequence in which they occurred and include the following information:<br>   • List the number of hours and minutes in each session.<br>   • Identify if the instructional session is whole group, small group or one-to-one.<br>3. List the instructional resources used. | 1. _____<br>2. _____<br><br>_____<br><br>_____<br>3. _____ | 1. _____<br>2. _____<br><br>_____<br><br>_____<br>3. _____ |

Comments:

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Part II.  Working with Students

The **paraeducator works in close and frequent proximity with the teacher.**  The paraeducator's role may be to:
- Assist and support the teacher directed large group lesson, or
- Work with a small group of students or an individual student.

| | Complete | Incomplete |
|---|---|---|
| **Detailed Description of Instructional Session(s)**<br><br>Describe a minimum of sixty (60) minutes from the total lesson.  For each activity describe how you provided or assisted the teacher in a large group session to provide the following:<br><br>1.  How did you begin the lesson?<br>2.  What did you do?<br>    • When students responded appropriately?<br>    • When students responded inappropriately?<br>    • When students were off-task?<br>3.  What did you do to conclude the lesson? | 1. _____<br>2. _____<br><br><br><br>3. _____ | 1. _____<br>2. _____<br><br><br><br>3. _____ |

Comments:

## Part III. Communicating the Performance of Students to the Teacher – 
The teacher evaluates the achievement of the students with whom the paraeducator is working, so the paraeducator's role is recording student performance and communicating this information to the teacher.

| | Complete | Incomplete |
|---|---|---|
| **Communications**<br><br>1.  Describe any records of student performance you made about the students.<br>2.  Describe how you communicated the results of the lesson with your supervising teacher. | 1. _____<br>2. _____ | 1. _____<br>2. _____ |

Comments:

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Part IV.  Reflection on the Instructional Session

Respond to the following questions in terms of the lesson and session(s) you previously described.  Describe your self-analysis and/or insights on how you provided or assisted the teacher in providing a successful learning experience.

| **Part I.  Planning** | **Scoring Criteria** |
|---|---|
| 1.   What is the best way you have found in communicating with the teacher regarding planning of the lesson?  Why is this way best?<br><br>2.   When you review the teacher's lesson plan, what steps do you take to clarify any questions you may have?<br><br>3.   What is the best way you have found to prepare instructional materials in terms of time? | Reflection questions were answered with enough information and detail to show the paraeducator's ability to effectively self-evaluate work and may provide suggestions for constructive practical alternatives.<br><br>Complete: _____<br>Incomplete:_____<br>Explain why: |

| **Part II.  Working with Students** | **Scoring Criteria** |
|---|---|
| 1.   How well did the beginning of the lesson go?  Did the students respond in the way you expected?  Give examples.<br><br>2.   How effective was the strategy you used to provide instruction or assist the teacher with instruction for:<br>  • When students responded appropriately?<br>  • When students responded inappropriately?<br>  • When students were off-task?<br><br>3.   Did these strategies work with all the students the same way?<br><br>4.   How well did your conclusion or your support of the teacher's conclusion to the lesson work?  Did you feel students responded well?  If so, how were you able to tell? | Reflection questions were answered with enough information and detail to show the paraeducator's ability to effectively self-evaluate work and may provide suggestions for constructive practical alternatives.<br><br>Complete: _____<br>Incomplete:_____<br>Explain why: |

| **Part III.  Communicating the Performance of Students to the Teacher** | **Scoring Criteria** |
|---|---|
| 1.   In recording student performance, what methods have worked best?  What other methods have you used?  Is there a specific type of record of student performance that you use with a specific type of student?  If so, explain.<br><br>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. | Reflection questions were answered with enough information and detail to show the paraeducator's ability to effectively self-evaluate work and may provide suggestions for constructive practical alternatives.<br><br>Complete: _____<br>Incomplete:_____<br>Explain why: |

| **Writing Mechanics** | **Scoring Criteria** |
|---|---|
| Text exhibits appropriate use of grammar, capitalization, punctuation, and spelling. | Complete: _____<br>Incomplete:_____ |

Comments:

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(360) 725-6340  TTY (360) 664-3631

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# SKILL IN ASSISTING WITH INSTRUCTION
# RECORD OF EXPERIENCE TEMPLATE

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
|  |  |

## Part I.  Planning
Planning means the **teacher prepares the lesson and plans the instructional support activities the paraeducator 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 with Teacher**

**Lesson:  Objective(s) and Purpose**

1. Subject area.
2. Grade level of students.
3. Other descriptions of students.
4. Objective of Lesson – Essential Academic Learning Requirements.
5. Skill(s) for this lesson – What students should be able to do as a result of this lesson.

**Summary of Lesson Plan and Instructional Sessions**

1. Description of the entire lesson plan.

2. List instructional sessions.
   Description/Activity Name          Hours/Minutes of Instruction          Group Size (whole, small, one-to-one)

3. List instructional resources used.

## Part II. Working with Students
**The paraeducator works in close and frequent proximity with the teacher.**  The paraeducator's role may be to:
- assist and support the teacher directed large group lesson, or
- work with a small group of students or individual student.

**Detailed Description of Instructional Session(s):**

## Part III.  Communicating the Performance of Students to the Teacher – The teacher evaluates the achievement of the students
with whom the paraeducator is working, so the paraeducator's role is recording student performance and communicating this information to the teacher.

**Communications:**

FORM SPI 1581 Rec Exp Template (9/04)

**Part IV. Reflection on the Instructional Session**
Respond to the following question in terms of the lesson(s) you described above.  Describe how you provided or assisted the teacher in providing the following:

**Part 1:   Planning**

**Part 2:   Working with Students**

**Part 3:   Communicating the Performance of Students to the Teacher**

**Supervising Teacher for Record of Experience**

For the Record of Experience in this Portfolio the supervising teacher is:

Teacher's Name: _____
(print name)

Teacher's Signature: _____

Date: _____

FORM SPI 1581 Rec Exp Template (9/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
## COMPLETION WORKSHEET
## RECORDS OF EXPERIENCE

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Skill in Assisting with Instruction:  Reading, Writing, and Mathematics
Three 60 minute lessons required

| | **Content Area**<br>(Reading, Writing, or Mathematics) | **Number of Minutes** |
|---|---|---|
| **Record #1** | | |
| **Record #2** | | |
| **Record #3** | | |

**Note:**
- Paraeducators do not need to convert to points for this section.
- This section is Pass/No Pass.
- Each Record of Experience scored as a Pass equals 15 points. A No Pass Record of Experience receives no points.

# SECTION 4
# Work Experience as a Paraeducator

*Work Experience as a Paraeducator* is one of two optional sections of the Paraeducator Portfolio Assessment process. This section provides a way for paraeducators to be awarded recognition for their past years experience in assisting with instruction. The maximum points awarded for this section is five points. One point is awarded for every two years of experience.

| 4. Work Experience as a Paraeducator *(Optional)* | Points |
|---|---|
| • One point for every two years of work experience as a paraeducator as defined by NCLB Title I definition of paraeducator | **Maximum** 5 points |

**Description:**

This section is optional. One point is awarded for every two years of work experience as a paraeducator as defined by the NCLB Title I definition of a paraeducator (see definition in Additional Clarification section below). A maximum of five (5) points is awarded for this section. Work experience as a substitute paraeducator can be counted based on one year equaling 180 days of employment.

**Documentation:** Documentation requires the completion of Documentation of Work Experience as a Paraeducator, Form <u>SPI 1581 *Doc of Work Exp (8/04)*</u> by the employing school district for which the paraeducator was employed and is claiming for work experience points.

**Forms used for the documentation process:**

- Documentation of Work Experience as a Paraeducator, Form <u>SPI 1581 *Doc of Work Exp (8/04)*</u>.
- Completion Worksheet for Work Experience as a Paraeducator, Form <u>SPI 1581 *Wrk Exp Para (8/04)*</u>.

Copies of forms are at the end of this section and in **Forms and Directions.**

**Additional Clarification:**

**NCLB Definition of a Paraeducator**
Based on guidance from the US Department of Education, a paraprofessional, for purposes of the Title I requirement 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:

<u>**Providing instructional services to students while working
under the direct supervision of a teacher**</u>.

- Working under the direct supervision of a teacher is interpreted, through the US Department of Education's Title I Paraprofessional Non-regulatory Guidance (November 2002), to mean:

  - the <u>teacher</u> prepares the lesson, *and*
  - the <u>teacher</u> plans the instructional support activities the paraprofessional carries out, *and*
  - the <u>teacher</u> evaluates the achievement of the students with whom the paraprofessional is working, *and*
  - the <u>paraprofessional</u> works in close and frequent proximity with the teacher.

- 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.

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# DOCUMENTATION OF WORK EXPERIENCE
# AS A PARAEDUCATOR

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
|  |  |

**Directions:**

- School district administration must verify years of experience as a paraeducator with job responsibilities that include assisting with instruction.
- One year equals 180 days of employment.
- Work experience as a substitute paraeducator can be counted based on one year equaling 180 days.

Paraeducator Portfolio Assessment Review Panel,

This letter verifies that _____ has been employed by the _____ as a
                                    (Paraeducator's Name)                                                      (Name of School District)
paraeducator for _____.
                            (Number of Years and Days)

His/Her specific job responsibilities during this time included assisting with instruction as defined below.

***NCLB Definition of a Paraeducator***
*Based on guidance from the US Department of Education, a paraprofessional, for purposes of the Title I requirement 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.***

_____
Superintendent's (or designee's) Signature

FORM SPI 1581Doc of Work Exp (9/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COMPLETION WORKSHEET
# WORK EXPERIENCE AS A PARAEDUCATOR

**Directions:**

- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
|  |  |

## Work Experience as a Paraeducator
### *(Optional)*

**Maximum 5 points**
(1 point for every 2 years – 10 years maximum)

| School District Assignment/Responsibility | From (Month/Year) | To (Month/Year) | No. of Days | Documentation Ready Yes | No | No. of Points |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
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*Related Training that Supports Assisting with Instruction* is one of two optional sections of the Paraeducator Portfolio Assessment process. This section provides for a way to award recognition to paraeducators for their participation in professional development that expands their knowledge and skills in assisting with instruction in areas outside reading, writing, and mathematics. The maximum points awarded for this section is five points.

| 5. Related Training that Supports Assisting with Instruction *(Optional)* | Points |
|---|---|
| • One point for every three hours of classes or workshops related to general instruction, classroom management, behavior management, child development, ESL/LEP, Sign Language, Braille, and/or Washington State Paraeducator Core Competencies | **Maximum** 5 points (15 hours) |

**Description:**

This section is optional. One point is awarded for every three hours of training or professional learning experiences related to general assisting with instruction. Training includes classes or workshops, which may be <u>college credit courses</u> or <u>non-college credit classes</u> (workshops, on-line classes, conferences, study groups, district sponsored classes, non-district sponsored workshops).

**1. College Credit Courses Related to Assisting with Instruction (courses related to general support in assisting with instruction).**

**Definition:** College credit courses may be used to meet this section. <u>For purposes of this section only</u>, college credit courses are not required to be at the 100 level and above.

**Documentation:** Documentation is recorded by:

- An official transcript (or copy) showing the course title and number of credits earned
- Completion Worksheet for Related Training that Supports Assisting with Instruction, Form <u>SPI 1581 *Wrksht Related Trng (8/04)*</u>.

Copies of forms are at the end of this section and in **Forms and Directions.**

**Credits to Points Conversion Table**

| Number of Credits | Number of Points |
|---|---|
| *Semester* | *Courses* |
| 1 semester credit | 5   points |
| 2 semester credits | 10   points |
| 3 semester credits | 15   points |
| *Quarter* | *Courses* |
| 1 quarter credit | 3.3 points |
| 2 quarter credits | 6.7 points |
| 3 quarter credits | 10    points |
| 4 quarter credits | 13.3 points |
| 5 quarter credits | 16.7 points |

**College Course Examples:**

- Classroom Management
- Behavior Management
- Child Development
- ESL/LEP
- Sign Language
- Braille
- Washington State Paraeducator Core Competencies or any subtopic under the Core Competencies

2. **Non-College Credit Classes Related to Assisting with Instruction (courses related to general support in assisting with instruction).**

   **Definition:** Workshops, on-line classes (other than college credit on-line classes), conferences, study groups, district sponsored classes, non-district sponsored workshops. All non-college credit classes require the following information for point eligibility:

   - Name of the facilitator/trainer/instructor.

   - Title and date of class.

   - Length of class in hours and/or minutes (lunch time/breaks longer than 20 minutes cannot be counted). Length of class is converted into points using the Hours to Points Conversion Table included in this section.

   - Specific learning goals or objectives for participants to increase their knowledge of reading, writing, and mathematics.

   - Sponsor. Training can be sponsored by a school district or school building, an ESD, university, or other agency.

- Location. Training can take place at any location.

- Authorized signature. Signature of instructor, school district superintendent or designee, principal, supporting teacher, or sponsoring agency official.

**Documentation:**   Documentation for all non-college credit classes or workshops is recorded on:

- Documentation of Non-College Credit Classes and Workshops, Form SPI *Doc of Non-College Credit Knowledge (8/04)*.

- Completion Worksheet for Related Training that Supports Assisting with Instruction, Form SPI 1581 *Wrksht Related Trng (8/04)*.

Copies of forms are at the end of this section and in **Forms and Directions.**

**Hours to Points Conversion Table**

| Number of Hours | Number of Points |
|---|---|
| 3 hours | 1    point |
| 4 hours | 1.3 points |
| 5 hours | 1.7 points |
| 6 hours | 2    points |
| 7 hours | 2.3 points |
| 8 hours | 2.7 points |
| 9 hours | 3    points |
| 10 hours | 3.3 points |
| 11 hours | 3.7 points |
| 12 hours | 4    points |
| 13 hours | 4.3 points |
| 14 hours | 4.7 points |
| 15 hours | 5    points |
| 16 hours | 5.3 points |
| 17 hours | 5.7 points |
| 18 hours | 6    points |
| 19 hours | 6.3 points |
| 20 hours | 6.7 points |
| 30 hours | 10   points |

**Non-College Credit Class Examples:**

- **On-line Classes -** must be from a college/university or a well-known on-line course provider.  Documentation is the same as training documentation and the website must be listed.

- **District Sponsored Classes** and **Non-district Sponsored Workshops** related to increasing the paraeducator's knowledge of instructional strategies targeting specific populations of students, or general strategies to assist with instruction are eligible for points in this section.  In addition, the Washington State Paraeducator Core Competencies or any subtopic under the Core Competencies may also be used for points in this section.

- **Conferences -** Only actual time in a conference session may be counted.  Keynote sessions cannot be counted unless they specifically address assisting with instruction or in areas that support assisting with instruction.  Documentation is the same as training documentation plus a schedule of each session attended showing the title of the session, the presenter, and a brief description of the session.

- **Study Groups -** Study groups need a formal structure with a facilitator and identified goals and objectives.  There needs to be a regularly scheduled time for the group to meet.  The focus must be on assisting with instruction in reading, writing, or mathematics.  Time spent outside the formal group meetings cannot be counted.

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

# PARAEDUCATOR PORTFOLIO ASSESSMENT
## DOCUMENTATION OF
## NON-COLLEGE CREDIT CLASSES AND WORKSHOPS

**Directions:**

This form is to be used as a cover sheet for non-college credit documentation:

Section 1 – Complete for all non-college credit evidence submitted with portfolio.
Section 2 – Check area that applies (only one area per form):
- If class goals and objectives are listed in evidence (such as a catalog or conference program) complete with a statement such as "See attached pages _____."
- If evidence does not include goals and objectives, then provide a brief description of goals and objectives.
Section 3 – Complete for all non-college credit evidence submitted with portfolio.
- Authorized signature – complete in one of two ways.
  - If an authorizing signature is already secure on evidence, indicate on form "See authorizing signature on (name of evidence and where it is located on the evidence) ," or
  - If no previously acquired signature, secure signature of person who has authority to verify participation (instructor, principal, supporting teacher, personnel department).

## Section 1

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
| | |
| TITLE OF CLASS – (The title must show the content of the course.  If it doesn't, add a short description of the content covered in the class.) | |

## Section 2

CLASS GOALS/OBJECTIVES – Check area that applies (only one)

- Knowledge of Subject Area (check one):  ☐ Reading    ☐ Writing    ☐ Mathematics
- Knowledge of Assisting with Instruction (check one): ☐ Reading    ☐ Writing    ☐ Mathematics
- Related Training that Supports Assisting with Instruction (list title): _____

Brief Description (see directions):

## Section 3

| DATES OF CLASS | LENGTH OF CLASS IN HOURS (Do not include lunch time or breaks that are longer than 20 minutes.) |
|---|---|
| SPONSOR OF CLASS – (i.e., school district, ESD, college, professional organization) | |
| INSTRUCTOR'S NAME | |
| AUTHORIZED SIGNATURE | |

_____    _____
NAME                                                              DATE

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# PARAEDUCATOR PORTFOLIO ASSESSMENT
## COMPLETION WORKSHEET
## RELATED TRAINING THAT SUPPORTS ASSISTING WITH INSTRUCTION

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Refer to Section 9:  Forms and Directions for additional information.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
|  |  |

**Related Training that Supports Assisting with Instruction (Optional)**
(Examples:  Behavior Management, Classroom Management, Child Development, ESL/LEP, Sign Language, Braille, Washington State Paraeducator Core Competencies, etc.)

**Maximum 5 points (15 hours)**

| List College Credit Courses | Transcript Ready<br>Yes ☐   No ☐ | No. of Points |
|---|---|---|
|  |  |  |

| List Non-College Credit Classes | Documentation Ready<br>Yes ☐   No ☐ | No. of Points |
|---|---|---|
|  |  |  |

# RESOURCES

**Washington Paraeducator Knowledge and Skill Requirements in:**
- **Reading and Assisting with Instruction in Reading**
- **Writing and Assisting with Instruction in Writing**
- **Mathematics and Assisting with Instruction in Mathematics**

**Organizing and Completing the Portfolio Assessment**

# 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 and reading readiness:

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)*.

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

| Knowledge of Writing |
|---|

*The ability to <u>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</u> 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 and writing readiness:

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; i.e., using play, scribbles, pictures, dictation, and print to express ideas.
- Structure: How letters, words, and text are organized; i.e., letter shapes, names, organizing pictures, 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:*<br>• *Number Sense*<br>• *Measurement*<br>• *Geometry*<br>• *Data Analysis, Probability, and Statistics*<br>• *Algebra*<br>*The ability to solve problems, demonstrate mathematical reasoning and communication of knowledge and understanding in everyday and mathematical language.* |
| **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 and mathematics readiness:<br><br>The elements of **specific instructional techniques to support:**<br>**Mathematics Readiness** (developmentally appropriate, prerequisite skills) includes:<br>• Number Sense<br>• Geometry and Spatial Sense<br>• Patterns<br>• Measurement, and<br><br>**Mathematics** in understanding and applying concepts and procedures from:<br>• Number Sense – number and numeration, computation and estimation *(EALR 1)*.<br>• Measurement – attributes and dimensions, approximation and precisions, and systems and tools *(EALR 1)*.<br>• Geometric Sense – properties and relationships and locations and transformations *(EALR 1)*.<br>• Probability and Statistics – probability, statistics, and prediction and inference. *(EALR 1)*.<br>• Algebraic Sense – patterns, representations, and operations *(EALR 1)*.<br>• Problem Solving - investigate situations; formulate questions and define the problem, construct solutions *(EALR 2)*.<br>• Mathematical Reasoning – analyze information from a variety of sources; predict results and make conjectures; draw conclusions and verify results. *(EALR 3)*.<br>• Communication (related to mathematics) - gather information; organize and interpret information; represent and share information *(EALR 4)*.<br>• Connections – understand how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations *(EALR 5)*.<br><br>**Assisting with instruction in mathematics** also includes:<br>• Use of manipulatives.<br>• Questioning strategies.<br>• Techniques that support student thinking. |

# Organizing and Completing the Portfolio Assessment

*It is recommended that paraeducators complete the portfolio assessment as part of a group process either at the school district or ESD.  Participation in a group process provides opportunity and support for clarification of requirements, a feedback process for review of written records and motivation for completion of the process in a timely manner.*

**Permission from the school district is required before the portfolio process can be started.**

**General Instructions**

_____ Secure permission from your school district and the support of your supervising teacher(s) to complete this process.
_____ Read the Paraeducator Portfolio Assessment Guidebook.
_____ Look carefully at the types of documentation required for each category.
_____ Gather all records and sort into the following portfolio categories.

| Categories | Paraeducator's Records |
|---|---|
| **Section 1:** Knowledge of Subject Areas: Reading, Writing, and Mathematics | Transcripts and other documentation for participating in classes and workshops in reading, writing and mathematics. |
| **Section 2:** Knowledge of Assisting with Instruction: Reading, Writing, and Mathematics | 1. Sort documentation into each subject area: reading, writing, mathematics<br>2. Sort each subject area to:<br>• knowledge of the subject area, and<br>• knowledge of assisting with instruction in the subject area |
| **Section 3:** Skill in Assisting with Instruction: Reading, Writing and Mathematics | Possible sources of records for this section include:  Lesson Plans, Daily Work Plans, Teacher Interviews, Teacher and Paraeducator Work Sessions, Student Observation Records |
| **Section 4:** Work as a Paraeducator | History of Employment |
| **Section 5:** Related Training that Supports Assisting with Instruction | Transcripts and other documentation for participating in classes and/or workshops in areas other than reading, writing and mathematics. |

**Completing and Preparing the Portfolio for Submission**

_____ Use a 12 point font such as Arial, Times New Roman, Helvetica, New Century Schoolbook, Bookman, Courier, or Times.
_____ Use a three ring binder with dividers for each Section.
_____ Include a Table of Contents and Section Headings.
_____ Check to make sure all forms are included with signatures where required.
_____ Follow specific instructions provided during the Portfolio Completion Training for submitting your portfolio to the Review Panel for scoring.

**Section 1: Knowledge of Subject Area: Reading, Writing and Mathematics**
**Section 2: Knowledge of Assisting with Instruction: Reading, Writing and Mathematics**
**Section 5: Related Training in Assisting with Instruction**

### College Credit Courses

_____ Assemble all college credit coursework transcripts.
_____ Compare course titles to those listed in Sections 1, 2 and 5 to ensure they qualify for points.
_____ List course titles you have questions about and ask for clarification in the Portfolio workshop.
_____ List all courses you plan to include in the portfolio.
_____ Tally points for each area and sub-area.

### Non-College Credit Classes

_____ Assemble all documentation of non-college credit classes you have taken.
_____ Compare documentation for each type of class/workshop listed in Sections 1, 2 and 5 to make sure they qualify for points.
_____ List any additional documentation needs.
_____ List classes you have questions about and ask for clarification in the Portfolio workshop.
_____ List all classes you plan to include in the portfolio.
_____ Tally points in each area and sub-area.

### Tally all points from College Credit and Non-College Credit Classes

_____ List number of points you still need in each section.
_____ Identify sources of classes to complete portfolio.
_____ Construct a schedule for completion of these classes.

**Section 3 - Skill in Assisting with Instruction: Reading, Writing and Mathematics**

_____ Use records that contain information related to the lesson plan and instructional sessions featured in the Record of Experience. If written records are not available, interview the teacher for information and record on the Record of Experience.

**Section 4 - Work Experience as a Paraeducator**

_____ Tally the number of years of work experience as a paraeducator as defined by NCLB in Section 4. Work experience as a substitute counts. One year equals 180 days of employment.

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**Paraeducator Portfolio Assessment Document Outline**

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A completed portfolio should follow the format outlined below to provide consistency and ease during the scoring process by the Review Panel.

***Paraeducator Portfolio Assessment Coversheet –*** Form SPI 1581 Cover Sheet (8/04)
***Permission from School District to Submit Paraeducator Portfolio Assessment –*** Form SPI 1581 SD Perm (8/04)

**Table of Contents**

**Section 1 – Knowledge of Subject Area:  Reading, Writing and Mathematics**
- *Completion Worksheet - Knowledge of Subject Area*, Form SPI 1581
- Documentation for each subject area:
    - Reading
    - Writing
    - Mathematics

**Section 2 – Knowledge of Assisting with Instruction: Reading, Writing and Mathematics**
- *Completion Worksheet -  Knowledge of Assisting with Instruction,* Form SPI 1581
- Documentation for knowledge of assisting with instruction in each subject area:
    - Reading
    - Writing
    - Mathematics

**Section 3 – Skill in Assisting with Instruction:  Reading, Writing and Mathematics**
- *Completion Worksheet -  Skill in Assisting with Instruction,* Form SPI 1581 Rec Exp
- Documentation – Three Records of Experience (Form SPI 1581 Rec Exp Template (8/04)

**Section 4 – Work Experience as a Paraeducator (*Optional*)**
- *Completion Worksheet -  Work Experience as a Paraeducator*, Form SPI 1581 Wrk Exp Para (8/04)
- Documentation for Work Experience as a Paraeducator

**Section 5 – Related Training that Supports Assisting with Instruction (*Optional*)**
- *Completion Worksheet - Related Training that Supports Assisting with Instruction*, Form SPI 1581 Wrksht Related Trng (8/04)
- Documentation for Related Training that Supports Assisting with Instruction

# Educational Service District (ESD)
# Paraeducator Contacts

| ESD | Contact | E-mail | Phone |
|-----|---------|--------|-------|
| ESD 101 *(Spokane)* | Delitha Spear | dspear@esd101.net | 509.456.7683 |
| ESD 105 *(Yakima)* | Katherine Cove | katherinec@esd105.wednet.edu | 509.454.3120 |
| ESD 112 *(Vancouver)* | Barbara Lomas | barbara.lomas@esd112.org | 360.750.7505 x 244 |
| ESD 113 *(Olympia)* | Sue Hubler | shubler@esd113.k12.wa.us | 360.664.0942 |
| ESD 123 *(Pasco)* | Bonnie Decker | bdecker@esd123.org | 509.547.8441 |
| NCESD *(Wenatchee)* | Madalyn Mincks | madalynm@ncesd.org | 509.665.2646 |
| NWESD 189 *(Anacortes)* | Connie Hall | chall@esd189.org | 360.299.4041 |
| PSESD *(Burien)* | Jane Robb-Linse | jrobb@psesd.org | 206.439.3636 x 4036 |
| Olympic ESD 114 *(Bremerton)* | Carol Pacheco | cpacheco@oesd.wednet.edu | 360.478.6886 |
| OSPI *(Olympia)* | Julie Wright | jwright@ospi.wednet.edu | 360.725.6340 |

# FORMS AND DIRECTIONS

**Instructions for Access to Paraeducator Portfolio Assessment Forms:**

- Download electronic forms from OSPI's website **www.k12.wa.us** (Select *Programs* then *Paraeducator*) or access forms on the training materials CD-rom available at the ESD or OSPI. (See Contact List in **Resources**.)

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**General Forms**
*The following general forms are required as completion of the Paraeducator Portfolio Assessment process. The required forms of this section must be completed and submitted with the paraeducator's portfolio.*

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*Paraeducator Portfolio Assessment Coversheet,* **Form SPI 1581 *Cover Sheet (8/04).***
- Required.
- This is the official submission form and serves as the coversheet of the finished portfolio.
- Paraeducator completes form and includes at the beginning of the portfolio.

*Permission from School District to Submit Paraeducator Portfolio Assessment,*
**Form SPI 1581 *SD Perm (8/04).***
- Required.
- Paraeducator completes the top portion of the form and has the school district complete the bottom portion of the form.
- Paraeducator provides a copy of the completed form to the instructor of the Portfolio Completion Training.
- Paraeducator includes the completed original form in the beginning of the portfolio.

*Permission to Use Student's Picture in Portfolio,* **Form 1581 *Student Pict (8/04).***
- Required if student pictures are used in portfolio.
- Paraeducator has the parent or guardian of the student complete the form.
- Paraeducator includes the original form attached to student pictures in the portfolio where they occur.

---

**Section 1:    Knowledge of Subject Areas:**
                 **Reading, Writing, and Mathematics** *(Required Section)*

---

*Documentation of Non-College Credit Classes and Workshops,* **Form SPI 1581 *Doc of Non-College Credit Knowledge (8/04).***
- Required, if non-college credit classes or workshops are used for points.
- Paraeducator completes for each non-college credit class and attaches the evidence to the cover sheet.
- Paraeducator includes form and evidence in the portfolio.

*Completion Worksheet:  Knowledge of Subject Areas,* **Form SPI 1581** *Wrksht KnowlSubjAreas (8/04).*
- Required.
- Paraeducator completes and submits with the portfolio at the beginning of **Section 1**.

---

**Section 2:   Knowledge of Assisting with Instruction:
Reading, Writing and Mathematics** *(Required Section)*

---

*Documentation of Non-College Credit Classes and Workshops,* **Form 1581 -** *Doc of Non-College Credit Knowledge (8/04).*
- Required, if non-college credit classes or workshops are used for points.
- Paraeducator completes this form for each non-college credit class and attaches evidence to the cover sheet.
- Paraeducator includes form and evidence in the portfolio.

*Completion Worksheet:  Knowledge of Assisting with Instruction: Reading, Writing, and Mathematics,* **Form SPI –** *Wrksht_KnowlAsstInstr (8/04).*
- Required.
- Paraeducator completes and submits with the portfolio at the beginning of **Section 2**.

---

**Section 3:   Skill in Assisting with Instruction:
Reading, Writing, and Mathematics** *(Required Section)*

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*Skill in Assisting with Instruction - Record of Experience Template,* **Form  SPI 1581 –** *Rec Exp Template (8/04).*
- Required.
- Paraeducator completes a total of three (3) Records of Experience.
- Supervising teacher must sign Record of Experience upon completion by the paraeducator.
- Records of Experience are submitted with the portfolio in Section 3.

*Completion Worksheet:  Skill Assisting with Instruction,* **Form SPI 1581** *Wrksht Rec Exp (8/04).*
- Required.
- Paraeducator completes and submits with the portfolio at the beginning of **Section 3**.

---

**Section 4:   Work Experience as a Paraeducator**
                    *(Optional Section)*

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*Documentation of Work Experience as a Paraeducator,* **Form SPI 1581** *Doc of Work Exp (8/04).*
- Required, if paraeducator completes this optional section.
- School district administrator completes form and signs to document years of experience as a paraeducator.
- Paraeducator submits with the portfolio.

***Completion Worksheet:  Work Experience as a Paraeducator,* <u>Form SPI 1581 *Wrksht Wrk Exp Para (8/04)*</u>.**
- <u>*Required, if paraeducator is completing this section of portfolio*</u>.
- *Paraeducator completes and submits with the portfolio at the beginning of **Section 4**.*

## Section 5:  Related Training that Supports Assisting with Instruction
### *(Optional Section)*

***Documentation of Non-College Credit Classes and Workshops,* <u>Form SPI 1581 *Doc of Non-College Credit Knowledge (8/04)*</u>.**
- <u>Required, if non-college credit classes or workshops are used for points</u>.
- Paraeducator completes this form for <u>each</u> non-college credit class and attaches evidence to the cover sheet.
- Paraeducator includes form and evidence in the portfolio.

***Completion Worksheet:  Related Training that Supports Assisting with Instruction,* <u>Form SPI 1581 *Wrksht Related Trng (8/04)*</u>.**
- <u>Required, if paraeducator completes this optional section</u>.
- Paraeducator completes and submits with the portfolio at the beginning of **Section 5**.

# FYI Forms – Not completed by paraeducators

These forms are for use by the Portfolio Review Panel and are included as information only.

***Paraeducator Portfolio Assessment Review Panel Scoring Report,* <u>Form SPI 1581 *Scoring Rpt (8/04)*</u>.**

***Paraeducator Portfolio Assessment Record of Experience Scoring,* <u>Form SPI 1581 *Rec Exp Scoring (8/04)*</u>.**

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# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COVERSHEET

| FULL LEGAL NAME (LAST, FIRST, MIDDLE, FORMER NAME) | TELEPHONE (HOME) | TELEPHONE (WORK) |
|---|---|---|
| ADDRESS (STREET/PO BOX, CITY, STATE, ZIP CODE) | | E-MAIL |
| SCHOOL DISTRICT NAME | | |
| SCHOOL DISTRICT ADDRESS | | |
| SCHOOL BUILDING NAME | | |
| SCHOOL BUILDING ADDRESS | | |

**Statement of Authenticity**

The material contained in this portfolio is my work.  For confidentiality purposes, any names of children have been deleted from student work and last names are not included in the Record of Experience.

Paraeducator's Name: _____
(print name)

Paraeducator's Signature: _____

Date: _____

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# PERMISSION FROM SCHOOL DISTRICT TO SUBMIT
# PARAEDUCATOR PORTFOLIO ASSESSMENT

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER NAME) | TELEPHONE (HOME) | TELEPHONE (WORK) |
|---|---|---|
| ADDRESS (STREET/PO BOX, CITY, STATE, ZIP CODE) | E-MAIL | |

I intend to submit a portfolio assessment to meet the Title I requirements of No Child Left Behind Act (NCLB) of 2001.

Date on which I intend to submit my portfolio: _____
(Check with your local ESD for Review Panel dates.)

I have attended a Portfolio Orientation Training.  ☐ Yes  ☐ No

I plan to attend the Portfolio Completion Training.  ☐ Yes  ☐ No
If yes, where? _____

_____     _____
Signature                                                                               Date

---

**To be completed by the school district in which the paraeducator is employed.**

**Permission of School District to Submit a**
**Washington State Paraeducator Portfolio Assessment**

The above named paraeducator is an employee of the _____
                                                                                      School District
and has the permission of the school district to submit a Washington State Paraeducator Portfolio Assessment to meet
the Title I requirements of No Child Left Behind Act (NCLB) of 2001.

_____     _____     _____
SIGNATURE OF SUPERINTENDENT OR DESIGNEE          TITLE                                    DATE

Original must be included in the final portfolio.
Completed copy of this form must be provided to the Instructor of Portfolio Completion Training.

FORM SPI 1581 SD Perm (8/04)

# PERMISSION TO USE STUDENT'S PICTURES IN PORTFOLIO

*Adapt this form, if necessary, to meet your school district's specific requirements for using student picture. Place this document with photograph in the portfolio.*

I give my permission for _____ to use my child's picture in his/her Paraeducator Portfolio.
(Paraeducator's name)

Name of Child: _____

Parent/Guardian Name: _____
(print name)

Parent/Guardian Signature: _____

Address: _____

Phone: _____

Date: _____

FORM SPI 1581 Student Pict (8/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
## DOCUMENTATION OF
## NON-COLLEGE CREDIT CLASSES AND WORKSHOPS

**Directions:**

This form is to be used as a cover sheet for non-college credit documentation:

Section 1 – Complete for all non-college credit evidence submitted with portfolio.
Section 2 – Check area that applies (only one area per form):
- If class goals and objectives are listed in evidence (such as a catalog or conference program) complete with a statement such as "See attached pages _____."
- If evidence does not include goals and objectives, then provide a brief description of goals and objectives.

Section 3 – Complete for all non-college credit evidence submitted with portfolio.
- Authorized signature – complete in one of two ways.
  - If an authorizing signature is already secure on evidence, indicate on form "See authorizing signature on (name of evidence and where it is located on the evidence) ," or
  - If no previously acquired signature, secure signature of person who has authority to verify participation (instructor, principal, supporting teacher, personnel department).

## Section 1

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
| | |
| TITLE OF CLASS – (The title must show the content of the course. If it doesn't, add a short description of the content covered in the class.) | |

## Section 2

CLASS GOALS/OBJECTIVES – Check area that applies (only one)

- Knowledge of Subject Area (check one): ☐ Reading ☐ Writing ☐ Mathematics
- Knowledge of Assisting with Instruction (check one): ☐ Reading ☐ Writing ☐ Mathematics
- Related Training that Supports Assisting with Instruction (list title): _____

Brief Description (see directions):

## Section 3

| DATES OF CLASS | LENGTH OF CLASS IN HOURS (Do not include lunch time or breaks that are longer than 20 minutes.) |
|---|---|
| | |
| SPONSOR OF CLASS – (i.e., school district, ESD, college, professional organization) | |
| INSTRUCTOR'S NAME | |
| AUTHORIZED SIGNATURE | |

| NAME | DATE |
|---|---|

FORM SPI 1581 Doc of Non-College Credit Knowledge (9/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COMPLETION WORKSHEET
# KNOWLEDGE OF SUBJECT AREAS

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

| **Reading**<br>(Maximum of 10 points) | **Writing**<br>(Maximum of 10 points) | **Mathematics**<br>(Maximum of 10 points) | **Points**<br>**Minimum** of 24 points<br>(72 hours) total<br>**Maximum** of 30 points<br>(90 hours) total |
|---|---|---|---|

| **List College Credit Courses** | **Transcript Ready**<br>Yes      No | **No. of Points** |
|---|---|---|
| READING: | ☐      ☐ | |
| WRITING: | ☐      ☐ | |
| MATHEMATICS: | ☐      ☐ | |

| **List Non-College Credit Classes** | **Documentation Ready**<br>Yes      No | **No. of Points** |
|---|---|---|
| READING: | ☐      ☐ | |
| WRITING: | ☐      ☐ | |
| MATHEMATICS: | ☐      ☐ | |

FORM SPI 1581 Wrksht KnowlSubjAreas (8/04)

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

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# DOCUMENTATION OF
# NON-COLLEGE CREDIT CLASSES AND WORKSHOPS

**Directions:**

This form is to be used as a cover sheet for non-college credit documentation:

Section 1 – Complete for all non-college credit evidence submitted with portfolio.
Section 2 – Check area that applies (only one area per form):
- If class goals and objectives are listed in evidence (such as a catalog or conference program) complete with a statement such as "See attached pages _____."
- If evidence does not include goals and objectives, then provide a brief description of goals and objectives.

Section 3 – Complete for all non-college credit evidence submitted with portfolio.
- Authorized signature – complete in one of two ways.
  - If an authorizing signature is already secure on evidence, indicate on form "See authorizing signature on (name of evidence and where it is located on the evidence) ," or
  - If no previously acquired signature, secure signature of person who has authority to verify participation (instructor, principal, supporting teacher, personnel department).

## Section 1

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
| | |

TITLE OF CLASS – (The title must show the content of the course.  If it doesn't, add a short description of the content covered in the class.)

## Section 2

CLASS GOALS/OBJECTIVES – Check area that applies (only one)

- Knowledge of Subject Area (check one):  ☐ Reading  ☐ Writing  ☐ Mathematics
- Knowledge of Assisting with Instruction (check one): ☐ Reading  ☐ Writing  ☐ Mathematics
- Related Training that Supports Assisting with Instruction (list title): _____

Brief Description (see directions):

## Section 3

| DATES OF CLASS | LENGTH OF CLASS IN HOURS (Do not include lunch time or breaks that are longer than 20 minutes.) |
|---|---|
| | |

SPONSOR OF CLASS – (i.e., school district, ESD, college, professional organization)

INSTRUCTOR'S NAME

AUTHORIZED SIGNATURE

| NAME | DATE |
|---|---|

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COMPLETION WORKSHEET
# KNOWLEDGE IN ASSISTING WITH INSTRUCTION

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
|  |  |

| **Reading**<br>2 points (6 hours)<br>Required | **Writing**<br>2 points (6 hours)<br>Required | **Mathematics**<br>2 points (6 hours)<br>Required | **Points**<br>**Minimum** of 6 points (18 hours) |
|---|---|---|---|
| Additional 9 points (27 hours) may be added in any single, or combination, of the three areas. | | | **Maximum** of 15 points (45 hours) |

| **List College Credit Courses**<br><br>READING:<br><br><br>WRITING:<br><br><br>MATHEMATICS: | **Transcript Ready**<br>Yes        No<br><br>☐        ☐<br><br><br>☐        ☐<br><br><br>☐        ☐ | **No. of Points** |
|---|---|---|
| **List Non-College Credit Classes**<br><br>READING:<br><br><br>WRITING:<br><br><br>MATHEMATICS: | **Documentation Ready**<br>Yes        No<br><br>☐        ☐<br><br><br>☐        ☐<br><br><br>☐        ☐ | **No. of Points** |

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# PARAEDUCATOR PORTFOLIO ASSESSMENT
# SKILL IN ASSISTING WITH INSTRUCTION
# RECORD OF EXPERIENCE TEMPLATE

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Part I.  Planning
Planning means the **teacher prepares the lesson and plans the instructional support activities the paraeducator 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 with Teacher**

**Lesson:  Objective(s) and Purpose**

1. Subject area.
2. Grade level of students.
3. Other descriptions of students.
4. Objective of Lesson – Essential Academic Learning Requirements.
5. Skill(s) for this lesson – What students should be able to do as a result of this lesson.

**Summary of Lesson Plan and Instructional Sessions**

1. Description of the entire lesson plan.

2. List instructional sessions.
   Description/Activity Name          Hours/Minutes of Instruction          Group Size (whole, small, one-to-one)

3. List instructional resources used.

## Part II. Working with Students
**The paraeducator works in close and frequent proximity with the teacher.**  The paraeducator's role may be to:
- assist and support the teacher directed large group lesson, or
- work with a small group of students or individual student.

**Detailed Description of Instructional Session(s):**

## Part III.  Communicating the Performance of Students to the Teacher – The teacher evaluates the achievement of the students
with whom the paraeducator is working, so the paraeducator's role is recording student performance and communicating this information to the teacher.

**Communications:**

**Part IV. Reflection on the Instructional Session**
Respond to the following question in terms of the lesson(s) you described above. Describe how you provided or assisted the teacher in providing the following:

**Part 1: Planning**

**Part 2: Working with Students**

**Part 3: Communicating the Performance of Students to the Teacher**

**Supervising Teacher for Record of Experience**

For the Record of Experience in this Portfolio the supervising teacher is:

Teacher's Name: _____
(print name)

Teacher's Signature: _____

Date: _____

FORM SPI 1581 Rec Exp Template (9/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
## COMPLETION WORKSHEET
## RECORDS OF EXPERIENCE

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Skill in Assisting with Instruction:  Reading, Writing, and Mathematics
Three 60 minute lessons required

| | **Content Area**<br>(Reading, Writing, or Mathematics) | **Number of Minutes** |
|---|---|---|
| **Record #1** | | |
| **Record #2** | | |
| **Record #3** | | |

**Note:**
- Paraeducators do not need to convert to points for this section.
- This section is Pass/No Pass.
- Each Record of Experience scored as a Pass equals 15 points.  A No Pass Record of Experience receives no points.

FORM SPI 1581 Wrksht Rec Exp (8/04)

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# DOCUMENTATION OF WORK EXPERIENCE
# AS A PARAEDUCATOR

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
|  |  |

**Directions:**

- School district administration must verify years of experience as a paraeducator with job responsibilities that include assisting with instruction.
- One year equals 180 days of employment.
- Work experience as a substitute paraeducator can be counted based on one year equaling 180 days.

Paraeducator Portfolio Assessment Review Panel,

This letter verifies that _____ has been employed by the _____ as a
                             (Paraeducator's Name)                           (Name of School District)

paraeducator for _____.
                 (Number of Years and Days)

His/Her specific job responsibilities during this time included assisting with instruction as defined below.

***NCLB Definition of a Paraeducator***
*Based on guidance from the US Department of Education, a paraprofessional, for purposes of the Title I requirement 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.***

_____
Superintendent's (or designee's) Signature

FORM SPI 1581Doc of Work Exp (9/04)

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# PARAEDUCATOR PORTFOLIO ASSESSMENT
## COMPLETION WORKSHEET
## WORK EXPERIENCE AS A PARAEDUCATOR

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

| Work Experience as a Paraeducator *(Optional)* | | | | | | |
|---|---|---|---|---|---|---|
| **Maximum 5 points** (1 point for every 2 years – 10 years maximum) | | | | | | |
| **School District Assignment/Responsibility** | **From (Month/Year)** | **To (Month/Year)** | **No. of Days** | **Documentation Ready** <u>Yes</u> | <u>No</u> | **No. of Points** |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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# PARAEDUCATOR PORTFOLIO ASSESSMENT
# DOCUMENTATION OF
# NON-COLLEGE CREDIT CLASSES AND WORKSHOPS

**Directions:**

This form is to be used as a cover sheet for non-college credit documentation:

Section 1 – Complete for all non-college credit evidence submitted with portfolio.
Section 2 – Check area that applies (only one area per form):
- If class goals and objectives are listed in evidence (such as a catalog or conference program) complete with a statement such as "See attached pages _____."
- If evidence does not include goals and objectives, then provide a brief description of goals and objectives.

Section 3 – Complete for all non-college credit evidence submitted with portfolio.
- Authorized signature – complete in one of two ways.
  - If an authorizing signature is already secure on evidence, indicate on form "See authorizing signature on (name of evidence and where it is located on the evidence) ," or
  - If no previously acquired signature, secure signature of person who has authority to verify participation (instructor, principal, supporting teacher, personnel department).

## Section 1

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE) | SCHOOL DISTRICT |
|---|---|
| | |

TITLE OF CLASS – (The title must show the content of the course.  If it doesn't, add a short description of the content covered in the class.)

## Section 2

CLASS GOALS/OBJECTIVES – Check area that applies (only one)

- Knowledge of Subject Area (check one):  ☐ Reading  ☐ Writing  ☐ Mathematics
- Knowledge of Assisting with Instruction (check one): ☐ Reading  ☐ Writing  ☐ Mathematics
- Related Training that Supports Assisting with Instruction (list title): _____

Brief Description (see directions):

## Section 3

| DATES OF CLASS | LENGTH OF CLASS IN HOURS (Do not include lunch time or breaks that are longer than 20 minutes.) |
|---|---|
| | |

SPONSOR OF CLASS – (i.e., school district, ESD, college, professional organization)

INSTRUCTOR'S NAME

AUTHORIZED SIGNATURE

| NAME | DATE |
|---|---|

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# COMPLETION WORKSHEET
# RELATED TRAINING THAT SUPPORTS ASSISTING WITH INSTRUCTION

**Directions:**
- Use this form to organize and record documentation for this section.
- Upon completion, include this form in your portfolio at the beginning of this section.
- Refer to Section 9:  Forms and Directions for additional information.
- Access electronic form on the OSPI website (see Section 9 for directions) or the Paraeducator Portfolio Assessment training CD-rom available through your ESD.

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

**Related Training that Supports Assisting with Instruction (Optional)**
(Examples:  Behavior Management, Classroom Management, Child Development, ESL/LEP, Sign Language, Braille, Washington State Paraeducator Core Competencies, etc.)

**Maximum 5 points (15 hours)**

| **List College Credit Courses** | **Transcript Ready** Yes ☐   No ☐ | **No. of Points** |
|---|---|---|
| | | |
| **List Non-College Credit Classes** | **Documentation Ready** Yes ☐   No ☐ | **No. of Points** |
| | | |

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(360) 725-6340  TTY (360) 664-3631

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# REVIEW PANEL SCORING REPORT

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| DATE OF REVIEW | REVIEWED BY |

| **1.    Knowledge of Subject Areas:  Reading, Writing, Mathematics** *(Required)* | **Points** |
|---|---|
| Any combination of points in subject areas, but not to exceed 10 points in one subject. <br> • Reading...................................................................................................................... <br> • Writing........................................................................................................................ <br> • Mathematics............................................................................................................... | _____ <br> _____ <br> _____ |
| **2.    Knowledge of Assisting with Instruction in Reading, Writing, and Mathematics** *(Required)* | **Points** |
| Two points (6 hours) required in each subject area. <br> Additional 9 points (27 hours) may be added in any single, or combination, of the three areas. <br> • Reading...................................................................................................................... <br> • Writing........................................................................................................................ <br> • Mathematics............................................................................................................... | _____ <br> _____ <br> _____ |
| **3.    Skill in Assisting with Instruction in Reading, Writing, Mathematics** *(Required)* | **Points** |
| Three Records of Experience required – Each Record of Experience equals 15 points. <br> • Record of Experience #1 – Subject Area _____ <br> • Record of Experience #2 – Subject Area _____ <br> • Record of Experience #3 – Subject Area _____ | _____ <br> _____ <br> _____ |
| **4.    Work Experience as a Paraeducator** *(Optional)* | **Points** |
| • One point for every 2 years of work experience – Maximum of 5 points (10 years experience). | _____ |
| **5.    Related Training that Supports Assisting with Instruction** *(Optional)* | **Points** |
| • One point for every 3 hours of classes or workshops – Maximum of 5 points (15 hours). | _____ |
| | **Total Points** |
| **Must have a minimum of 80 points with:** <br> • Knowledge of Subject – Minimum of 24 points <br> • Knowledge of Assisting with Instruction (Minimum 6 points) <br> • Skill in Assisting with Instruction (45 points required) <br> • Work Experience – Maximum of 5 points <br> • Related Workshops – Maximum of 5 points <br>                                                      **Total Points** | _____ / 30 <br> _____ / 15 <br> _____ / 45 <br> _____ / 05 <br> _____ / 05 <br> _____ / 100 |

Name_____    Date_____

               OSPI Appointed Review Panel Chairperson

Signature_____

The signature below verifies that the requirements necessary to meet the No Child Left Behind Act of 2001 Title I requirements have been met.

Name_____    Title_____

               OSPI Authorized Signature

FORM SPI 1581 Scoring Rpt (10/04)

# PARAEDUCATOR PORTFOLIO ASSESSMENT
# RECORD OF EXPERIENCE SCORING REPORT

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | DATE |
|---|---|
| SCHOOL DISTRICT | SCORED BY (PLEASE PRINT) |

The signature below indicates that this Record of Experience has been scored by a member of the OSPI appointed Review Panel.

_____        _____
Signature of Review Panel Member                                                    Date

## Part I. Planning
Planning means the **teacher** prepares the lesson and plans the instructional support activities the paraeducator 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.

| | Complete | Incomplete |
|---|---|---|
| **Planning with Teacher**<br><br>Describe or list the steps you took in getting ready for the lesson including:<br>1. Communicating with the teacher.<br>2. Reviewing the teacher's lesson plan.<br>3. Preparing the instructional materials. | 1. _____<br>2. _____<br>3. _____ | 1. _____<br>2. _____<br>3. _____ |

| | Complete | Incomplete |
|---|---|---|
| <u>**Lesson**</u> **Objective and Purpose**<br><br>1. List the subject area or areas of this lesson: reading, writing, mathematics, or a combination lesson; i.e., reading and writing.<br>2. List the grade level(s) of students.<br>3. List any other descriptions of the students, such as: learning ability level, special learning needs, i.e., ESL, learning disability, etc.<br>4. List the objective(s) of the lesson by identifying the essential academic learning requirements in reading, writing, or mathematics for this lesson. See Paraeducator Knowledge and Skill Requirements in Reading, Writing and Mathematics and Assisting with Instruction in Section 6 – Resources.<br>5. List the specific skill for this lesson by describing what the student(s) should be able to do as a result of this lesson. | 1. _____<br><br>2. _____<br>3. _____<br><br>4. _____<br><br><br><br>5. _____ | 1. _____<br><br>2. _____<br>3. _____<br><br>4. _____<br><br><br><br>5. _____ |

| | Complete | Incomplete |
|---|---|---|
| **Summary of** <u>**Lesson Plan**</u> *and* **Description of** <u>**Instructional Session(s)**</u><br><br>1. Provide a brief description of the entire lesson plan.<br>2. List instructional sessions in the sequence in which they occurred and include the following information:<br> • List the number of hours and minutes in each session.<br> • Identify if the instructional session is whole group, small group or one-to-one.<br>3. List the instructional resources used. | 1. _____<br>2. _____<br><br>_____<br><br>_____<br><br>3. _____ | 1. _____<br>2. _____<br><br>_____<br><br>_____<br><br>3. _____ |

Comments:

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Part II. Working with Students

The **paraeducator works in close and frequent proximity with the teacher.** The paraeducator's role may be to:

- Assist and support the teacher directed large group lesson, or
- Work with a small group of students or an individual student.

| | Complete | Incomplete |
|---|---|---|
| **Detailed Description of Instructional Session(s)**<br><br>Describe a minimum of sixty (60) minutes from the total lesson. For each activity describe how you provided or assisted the teacher in a large group session to provide the following:<br><br>1. How did you begin the lesson?<br>2. What did you do?<br>    • When students responded appropriately?<br>    • When students responded inappropriately?<br>    • When students were off-task?<br>3. What did you do to conclude the lesson? | 1. _____<br>2. _____<br><br><br><br>3. _____ | 1. _____<br>2. _____<br><br><br><br>3. _____ |

Comments:

## Part III. Communicating the Performance of Students to the Teacher –

The teacher evaluates the achievement of the students with whom the paraeducator is working, so the paraeducator's role is recording student performance and communicating this information to the teacher.

| | Complete | Incomplete |
|---|---|---|
| **Communications**<br><br>1. Describe any records of student performance you made about the students.<br>2. Describe how you communicated the results of the lesson with your supervising teacher. | 1. _____<br>2. _____ | 1. _____<br>2. _____ |

Comments:

| PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE, FORMER) | SCHOOL DISTRICT |
|---|---|
| | |

## Part IV. Reflection on the Instructional Session

Respond to the following questions in terms of the lesson and session(s) you previously described. Describe your self-analysis and/or insights on how you provided or assisted the teacher in providing a successful learning experience.

| Part I. Planning | Scoring Criteria |
|---|---|
| 1. What is the best way you have found in communicating with the teacher regarding planning of the lesson? Why is this way best?<br><br>2. When you review the teacher's lesson plan, what steps do you take to clarify any questions you may have?<br><br>3. What is the best way you have found to prepare instructional materials in terms of time? | Reflection questions were answered with enough information and detail to show the paraeducator's ability to effectively self-evaluate work and may provide suggestions for constructive practical alternatives.<br><br>Complete: _____<br>Incomplete:_____<br>Explain why: |

| Part II. Working with Students | Scoring Criteria |
|---|---|
| 1. How well did the beginning of the lesson go? Did the students respond in the way you expected? Give examples.<br><br>2. How effective was the strategy you used to provide instruction or assist the teacher with instruction for:<br>    • When students responded appropriately?<br>    • When students responded inappropriately?<br>    • When students were off-task?<br><br>3. Did these strategies work with all the students the same way?<br><br>4. How well did your conclusion or your support of the teacher's conclusion to the lesson work? Did you feel students responded well? If so, how were you able to tell? | Reflection questions were answered with enough information and detail to show the paraeducator's ability to effectively self-evaluate work and may provide suggestions for constructive practical alternatives.<br><br>Complete: _____<br>Incomplete:_____<br>Explain why: |

| Part III. Communicating the Performance of Students to the Teacher | Scoring Criteria |
|---|---|
| 1. In recording student performance, what methods have worked best? What other methods have you used? Is there a specific type of record of student performance that you use with a specific type of student? If so, explain.<br><br>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. | Reflection questions were answered with enough information and detail to show the paraeducator's ability to effectively self-evaluate work and may provide suggestions for constructive practical alternatives.<br><br>Complete: _____<br>Incomplete:_____<br>Explain why: |

| Writing Mechanics | Scoring Criteria |
|---|---|
| Text exhibits appropriate use of grammar, capitalization, punctuation, and spelling. | Complete: _____<br>Incomplete:_____ |

Comments:

FORM SPI 1581 Rec Exp Scoring (10/04)

# Acknowledgements


## Paraeducator Portfolio Assessment Committee

Members of the Paraeducator Portfolio Assessment Committee endured many hours of dialogue and debate about what makes a relevant and rigorous portfolio assessment. Washington's Paraeducator Portfolio Assessment process is described as one of the best in the nation. This is due to the work of this dedicated group of professionals who strongly believe and value the work of Washington's paraeducators. Many thanks to each of you. Names listed in bold are paraeducators.

**Special Thanks and Acknowledgements**

# Acknowledgements

The support for the Paraeducator Portfolio Assessment process was possible because of all the people who served as representatives of Washington's educational entities to determine appropriate paths to meet the Title I requirements of No Child Left Behind.  Our goal was to ensure that the federal law was aligned with Washington's efforts to support student learning.  Our sincere appreciation to them and also to the many people not named, who provided critical, friendly, feedback gathered through presentations and other meetings.

Many paraeducators participated in this comprehensive and time-consuming process. Their practical insights will benefit all paraeducators in Washington. The names of these courageous people are listed in **bold** print.

## ESEA Paraeducator Work Group and Paraeducator Advisory Task Force

| | |
|---|---|
| **Beverly Mathews** | **Federal Way School District** |
| **Beverly Sorensen** | **Franklin Pierce School District** |
| Brad Smith | Tumwater School District |
| **Carol Evenson** | **Kittitas School District** |
| Christine Lynch | Spokane School District |
| Ed Wilgus | Vancouver School District |
| Jane Robb-Linse* | Puget Sound ESD |
| Jeannette Sheppard* | formerly of Everett School District |
| Jim Meadows | Washington Education Association |
| Doug Nelson | Public School Employees of Washington |
| Karen Davis | Washington Education Association |
| Kathy Mannelly* | Public School Employees of Washington |
| Kay Sibley | formerly of Oroville School District, Retired |
| Kent Gerlach* | Pacific Lutheran University |
| Elizabeth (Liz) Flynn | Pasco School District |
| Marcie McKaig* | Shelton School District |
| Martha Skinner | Central Kitsap School District |
| Martharose Laffey* | Washington State School Director's Association |
| **Vicki Frei** | **Clarkston School District** |
| **Sue Foster*** | **formerly of Yelm School District** |
| Sue Hubler* | Educational Service District 113 |
| Susan Montgomery | formerly of OSPI |
| Loretta Seppanen | State Board for Community and Technical Colleges |
| Wally Hunt* | OSPI |
| JoAnne Baria | Pierce College |
| 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.