Title I Paraprofessional
Hiring Implementation Guide

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Wisconsin Title I Paraprofessional Hiring Implementation Guide

Developed by

Abdallah Bendada
Educator Development & Support team
Wisconsin Department of Public Instruction

Katharine Rainey
Director of Educator Development & Support
Wisconsin Department of Public Instruction

Sheila Briggs
Assistant Superintendent of Division of Academic Excellence
Wisconsin Department of Public Instruction

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent
Madison, Wisconsin

This publication is available from:

Educator Development & Support team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
(608) 267-3750
https://dpi.wi.gov/title-ii

© July 2018 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

Printed on Recycled Paper

Foreword

Wisconsin has been at the cutting edge of education since the opening of the first Kindergarten program in the country in 1856. And while Wisconsin continues to be among the states that are leading the nation in graduation rates, college entrance exam scores, and the number of students taking rigorous college level courses, significant opportunity and achievement gaps persist. Gaps occur between students of color and white students, native and non-native English speaking students, and students with and without disabilities.

One way to ensure progress towards reducing those gaps is to ensure that Title I instructional paraprofessionals have the skills, competencies and dispositions necessary to support the instruction of our students at greatest risk for school failure. A highly qualified instructional paraprofessional demonstrates basic knowledge of academic content, understanding how students learn, understanding how to provide a safe and positive learning environment, effective collaboration and communication, and a commitment to ongoing personal and professional growth. Due to the tremendous amount of time our instructional paraprofessionals spend with students, we can expect no less.

As I have said before, the need to provide opportunities for each and every child in Wisconsin to excel, especially those who have been historically marginalized, is one of the great moral issues of our time. The assurance that highly qualified staff provide instructional supports to our students is one big step towards addressing the moral imperative to provide the best education possible to all our students.

The Wisconsin Department of Public Instruction (DPI) envisions the advance of education in a way that ensures every child graduates ready for college and career. A high quality education should be available to all Wisconsin students. This guide seeks to promote that outcome.

Tony Evers
State Superintendent

Writing Task Force

This team of authors committed extensive time, energy, and commitment to collaborate from their different areas of expertise make this guide comprehensive.

Laura Adams
Education Consultant
Literacy & Mathematics
Wisconsin Dept. of Public Instruction

Abdallah Bendada
Education Consultant
Educator Development & Support
Wisconsin Dept. of Public Instruction

Brian Dean
Education Consultant
Student Services/Prevention & Wellness
Wisconsin Dept. of Public Instruction

Marci Glaus
Education Consultant
Education Information Services
Wisconsin Dept. of Public Instruction

Melissa Hedges
Education Consultant
Literacy & Mathematics
Wisconsin Dept. of Public Instruction

Shandowlyon Hendricks-Williams
Assistant Director
Teacher Education, Professional Development, and Licensing
Wisconsin Dept. of Public Instruction

Eva Kubinski
School Administration Consultant
Special Education
Wisconsin Dept. of Public Instruction

Audrey Lesondak
Education Consultant
Content & Learning
Wisconsin Dept. of Public Instruction

Mary Mooney
Education Consultant
Literacy & Mathematics
Wisconsin Dept. of Public Instruction

Barb Novak
Education Consultant
Literacy & Mathematics
Wisconsin Dept. of Public Instruction

Laura Ruckert
Education Consultant
Educator Development and Support
Wisconsin Dept. of Public Instruction

Sharon Suchla
Education Consultant
Title I and School Support
Wisconsin Dept. of Public Instruction

Table of Contents

Foreword iii

Writing Task Force v

Section 1 Introduction 1

Section 2 Paraprofessional Definition and Duties 3
ESSA Requirements 3
Definition of Title I, Part A Instructional Paraprofessional 3
Paraprofessional Duties 3

Section 3 Wisconsin Paraprofessional Hiring Requirements 7
ESSA Requirements 7
Required Standards of Hiring 7
Assessment Options 8
Authentic Portfolio Option 10

Appendices 11
Appendix A: Frequently Asked Questions on ESSA Hiring Requirements for Instructional Paraprofessionals 13
Appendix B: Every Student Succeeds Act (ESSA) Title I Paraprofessional Standards 23
Appendix C: Every Student Succeeds Act (ESSA) Title I Paraprofessional Assessment for Hiring Requirements 29
Appendix D: Title I Paraprofessionals Assessment Framework 31
Appendix E: Authentic Portfolio Forms 49
Appendix F: Resources 51

Introduction

1

Stricter Hiring Requirements outlined in Every Student Succeeds Act (ESSA) of 2015

The reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeeds Act (ESSA) of 2015, changed requirements for paraprofessionals. As in the past, paraprofessionals working in Title I programs or in Title I schoolwide buildings still must hold a high school diploma. They must further demonstrate qualifications by successful completion of one of the following:

- two years of post-secondary study,
- one of the state-selected assessments, or
- a portfolio that meets the state's hiring standards requirements.

This guide addresses all school support staff including those working under Title III and the Individuals with Disabilities Education Act (IDEA). A chart on pages 16-17 further describes the criteria different educational paraprofessionals are required to meet. To ensure that paraprofessionals have appropriate job expectations and descriptions, a list (pages 4-5) provides the allowable tasks for paraprofessionals as opposed to those of teachers.

ESSA repeatedly states that paraprofessionals must receive high quality professional development. Professional development for paraprofessionals should be evidence-based for the purpose of improving instruction and use of data from academic assessments. Professional development opportunities for paraprofessionals must include the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state academic standards. ESSA goes on to state that professional development must be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Many districts and schools reached out to DPI with questions about how ESSA would impact paraprofessionals. Appendix A includes a list of frequently asked questions and their answers.

Paraprofessional Definition and Duties

2

ESSA Requirements

Section 1111 (g) (2) (J) of the Every Student Succeeds Act (ESSA) requires that the State educational agency will ensure that all paraprofessionals working in a program supported with funds under Title I, Part A meet applicable State certification requirements.

Definition of Title I, Part A Instructional Paraprofessional

ESSA requirements apply to paraprofessionals employed (even if only a portion of the day) in a Title I Targeted Assistance Program or in a Title I schoolwide building. A Title I Targeted Assistance Program provides supplemental instruction in reading or math to students identified as being most at risk of not meeting academic benchmarks. Schools and districts should only use Targeted Assistance Program Title I funds for the targeted student population. A Title I schoolwide building may use Title I funds to improve the overall educational program and to benefit all students, staff, and families.

ESSA defines a paraprofessional as an individual with instructional duties who does not hold the position of teacher, but assists in the classroom under the guidance of an appropriately licensed teacher.

A special education paraprofessional that works in a Title I Targeted Assistance Program or in a Title I schoolwide building must meet the ESSA hiring criteria and hold a special education aide license.

Paraprofessional substitutes, either long- or short-term, working in a Title I program or in a Title I schoolwide building are required to meet the same ESSA hiring requirements as regular instructional paraprofessionals.

ESSA does not consider individuals who work solely in non-instructional roles, such as library aide, food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance to be ESSA instructional paraprofessionals.

Types of Paraprofessionals Required to Meet ESSA Hiring Requirements

Table 1: Hiring Requirements by Paraprofessional Type

Type of Paraprofessional	Requires a WI License?	Requires Associate Degree or 48 credits?	Requires Successful Score on an Assessment?	Grandfathered in under NCLB?
Title I Instructional Paraprofessional	No.	The degree or its equivalent is one way to demonstrate meeting hiring criteria.	Yes, if the individual doesn't have an associate degree or 48 post-secondary credits.	Yes, if the Title I Instructional Paraprofessional was found to be highly qualified under NCLB, and if the district has the required documentation.
Special Education Instructional Paraprofessional	Yes, an instructional paraprofessional working with one or more students with IEPs is required to have either the Wisconsin Special Education Program Aide license or any other license issued by DPI.	No, unless working in a Title I Schoolwide Building.	No, unless working in a Title I Schoolwide Building.	If a Special Education Instructional Paraprofessional working in a Title I Schoolwide Building, was found highly qualified under NCLB and the district has the required documentation.
Title III, ESL and Bilingual Paraprofessionals	No.	No, unless working in a Title I Schoolwide Building.	No, unless working in a Title I Schoolwide Building.	If the Title III, ESL, or bilingual paraprofessional was found to be highly qualified under NCLB, and if the district has the required documentation.
Translator/ Interpreter, parent liaison	No.	No.	No.	Not applicable.
Non-Instructional Paraprofessional	No.	No.	No.	Not applicable.
Lunch Room and Playground Aides	No.	No.	No.	Not applicable.

Paraprofessional Duties

Teachers plan and deliver instruction, diagnose learning needs, prescribe content delivery through classroom activities, assess student learning, report outcomes to administrators and parents, and evaluate the effects of instruction. The primary job of the paraprofessional is to support the instruction provided by the teacher, provide assistance to the teacher, assist with classroom management, and other duties as assigned. Table 2 further outlines the responsibilities of teachers and paraprofessionals.

Table 2: Crosswalk of Teacher and Paraprofessional Duties

Teacher Duties	Paraprofessional Duties
Provide instruction to and evaluate students	Support the work of the teacher
Set the environment of the classroom	Follow the teacher's guidance and direction
Develop all lesson plans	Become familiar with lesson plans and determine, with teacher assistance, where and how to provide support to students
Teach new academic content (or language education instruction to English learners)	Reinforce content taught by teacher (e.g., read the academic material to the student(s), listen to student(s) read, oversee/facilitate completion of assignment, (ELL) provide language access and support comprehension of academic material, etc.)
Evaluate student understanding of academic content Administer or interpret standardized tests	Provide feedback to teacher regarding observed student success, student difficulties with understanding of academic content, and student participation in completion of academic tasks
Provide additional teaching as needed	Reinforce academic content
Develop and implement summative assessments	Review content with students prior to an assessment
Incorporate universal design for learning for all students and other accommodations and modifications as needed for individual students, including those with IEPs or individual language plans for English learners	Utilize materials developed by the teacher to reinforce concepts taught in class. Implement accommodations or scaffolds specific to student needs or as directed by the teacher.

Teacher Duties	Paraprofessional Duties
Develop interventions	Support and reinforce interventions developed by the teacher or IEP team, under the supervision of the teacher
Develop behavior management plans	Monitor and report behavior in accordance with the behavior management plan created by the teacher or IEP team, under the supervision of the teacher
Provide intensive, direct services to students with IEPs	Support and reinforce practices provided by the teacher, under the supervision of the teacher
Supervise and collaborate with the paraprofessional: • provide special program goals and objectives • communicate classroom practices, rules, expectations, procedures, and schedules • provide feedback and opportunities to reflect to the paraprofessional	Report to and collaborate with the teacher: • follow special program goals and objectives • reinforce classroom rules, expectations, procedures, and schedules • work with teacher to build own skills and abilities

Wisconsin Paraprofessional Hiring Requirements

3

ESSA Requirements

Section 1111 (g) (2) (J) of the Every Student Succeeds Act (ESSA) requires that the State educational agency will ensure that all paraprofessionals working in a program supported with funds under Title I, Part A meet applicable State certification requirements. Additionally, Section 1111 (g)(2)(M) requires that the State has Professional Standards in place for paraprofessionals, "including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act."

Required Standards for Hiring

Paraprofessionals in a Title I Targeted Assistance Program or in a Title I schoolwide building must meet higher standards **prior to employment and placement**. See Appendix B for a detailed list of paraprofessional standards.

Requirements for Existing, Employed Instructional Paraprofessionals

Existing, employed instructional paraprofessionals meet the ESSA requirements if the school or district has documentation that demonstrates the individual met the No Child Left Behind (NCLB) assessment options. Documentation must include two of the three NCLB requirements:

- associate degree or higher;
- Two (2) years of post-secondary education equal to 48 credit hours or semester hours; or
- Pass an assessment in reading, writing, and mathematics prior to June 30, 2017 through two of the following:
    - Interview;
    - Performance; or
    - Test.

If the school or district does not have documentation of having met the NCLB requirements for an existing instructional paraprofessional employee, the individual is required to meet the ESSA hiring criteria.

Requirements for New, Prospective Instructional Paraprofessionals

As evidence of meeting the paraprofessional standards, prospective (and existing, employed) paraprofessionals must provide the district documentation of at least one of the following:

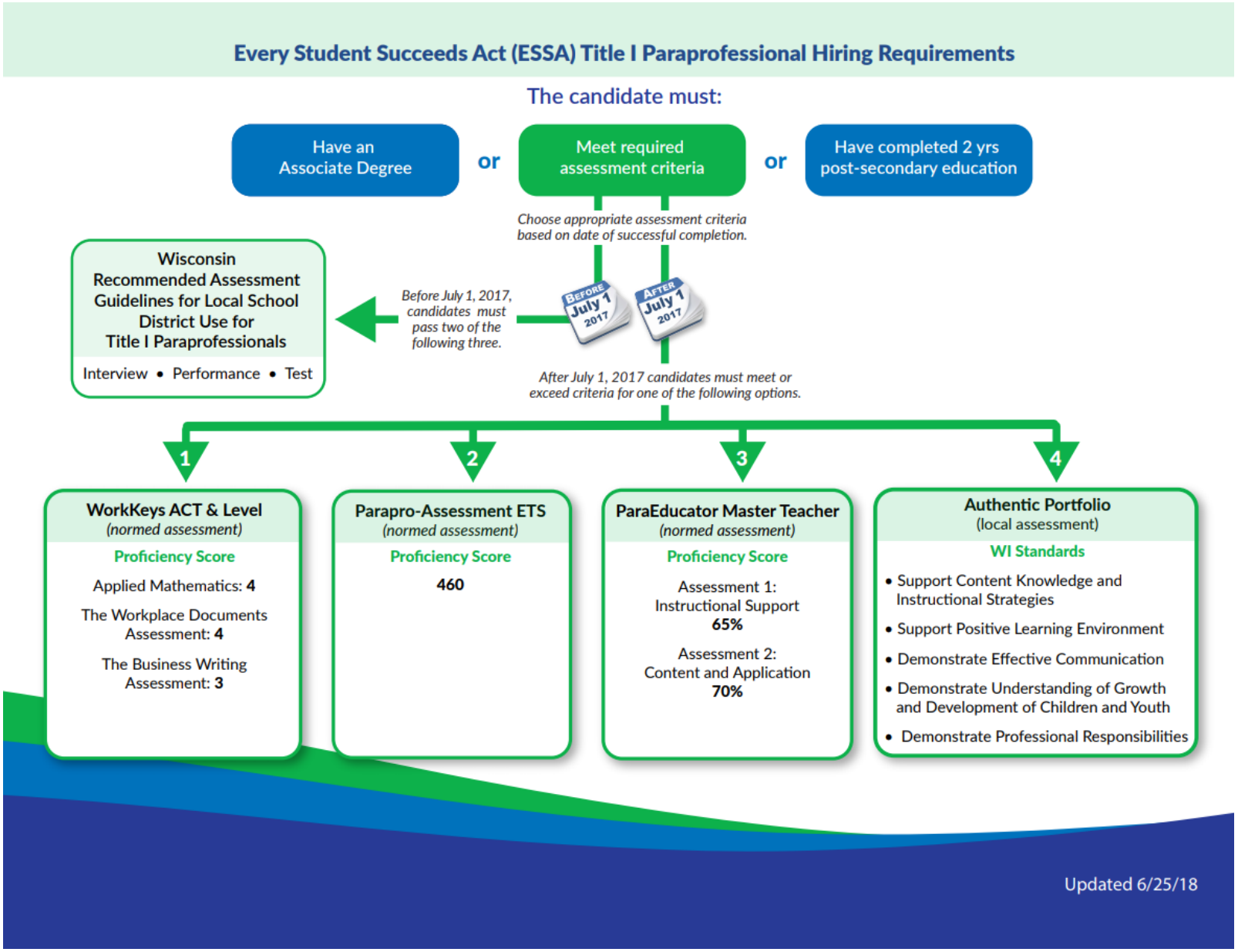
- an associate (or higher) degree,
- completion of at least two years of postsecondary study at an institution of higher education (at least 48 credits, exclusive of credits earned in remedial or developmental courses), or
- knowledge of and ability to assist in reading, writing, and mathematics instruction and attainment of a rigorous standard of quality through a formal assessment.

Schools and districts can hire an instructional paraprofessional who met NCLB or ESSA hiring requirements in another district with proper documentation and written documentation from the previous employer that attests to the credentials.

ESSA does not require post-hire, continuing education for paraprofessionals. However, the local school board may set expectations for their employees regarding professional development and evaluation.

WI ESSA Assessment Options

Figure 1: ESSA Title I Paraprofessional Assessment Options



Candidates who use the assessment option to demonstrate knowledge and skills required in the standards have different required criteria based on the date the criteria was met.

Prior to July 1, 2017, paraprofessional candidates must pass two (2) of the following criteria:

- interview,
- performance, or
- test.

After July 1, 2017, paraprofessional candidates who demonstrate knowledge and skills through assessment must meet criteria on one of four options. Three of those options are normed assessments:

Table 3: Normed Assessment Options and Required Proficiency Scores

Normed Assessment	Proficiency Score	
WorkKeys ACT	Applied Mathematics	**4**
	The Workplace Documents Assessment	**4**
	The Business Writing Assessment	**3**
Parapro-Assessments ETS	**460**	
ParaEducator Master Teacher	Assessment 1: Instructional Support	**65%**
	Assessment 2: Content and Application	**70%**

Website and contact information for each of the normed assessment options are included in Appendix F.

The fourth assessment option is an Authentic Portfolio.

Authentic Portfolio Option

Paraprofessional candidates may opt to forego the normed assessments and complete the fourth assessment option, an authentic portfolio. The portfolio should include artifacts and documentation that contain evidence of the knowledge and skills required in all of the Wisconsin Paraprofessional Standards.

Authentic Portfolio Curation
The paraprofessional candidate should curate and compile artifacts and documentation of evidence aligned to the Assessment Framework in Appendix D. The candidate may use the Paraprofessional Portfolio Documentation form (see Appendix E for more information and a link to download the form) to outline how each artifact in the portfolio aligns to the required standards.

It is recommended that artifacts are strategically curated as groups of artifacts that align to more than one standard or competency.

Authentic Portfolio Submission to Prospective Employing District
The paraprofessional candidate should submit the portfolio and recommended Paraprofessional Portfolio Documentation form to the prospective employing district for review.

Review and Rating of Submitted Authentic Portfolio
The prospective employing district should review the portfolio to determine and document whether the paraprofessional candidate demonstrates proficiency for every one of the competencies for each of the standards. Districts may use the Paraprofessional Portfolio Review to document the determinations and provide feedback to the candidate. Appendix E provides more information and a link to download the form.

Appendices

Appendix A
Frequently Asked Questions
on ESSA Hiring Requirements for Instructional Paraprofessionals

Definitions and Position Description

Who is a paraprofessional under ESSA?
ESSA defines a paraprofessional as an individual with instructional duties who does not hold the position of teacher, but assists in the classroom under the guidance of an appropriately licensed teacher.

What is meant by instructional support duties?
The act specifies the duties of the instructional support paraprofessionals. These duties may include but may not be limited to:

- provide one-on-one tutoring for students if tutoring, is provided at a time when the student does not have access to a teacher;
- assist with classroom management;
- provide assistance in a computer lab;
- conduct parental involvement activities;
- provide support in library or media centers;
- act as a translator; or
- provide instructional support to a student under the guidance of an appropriately licensed teacher.

What is the difference between the duties of the paraprofessional and duties of the teacher?
Teacher responsibilities include planning and delivering instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents, and evaluating the effects of instruction. Paraprofessionals cannot be assigned teacher duties. The paraprofessional's primary job is to support the instruction provided by the teacher, providing assistance to the teacher, assisting with classroom management, and other duties as assigned. See the chart on pages 4-5 that further outlines the responsibilities of teachers and paraprofessionals.

Who is not considered an instructional paraprofessional under ESSA?
Individuals who work solely in non-instructional roles, such as library aide, food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be ESSA instructional paraprofessionals.

Must a paraprofessional work under the supervision of an appropriately licensed teacher?
Paraprofessionals must work with a teacher holding a license or a permit. Special education, English learner, and bilingual paraprofessionals who work in a Title I program, may be required to meet additional requirements. If a paraprofessional has specialized duties then this they are required to work under the supervision of an appropriate licensed teacher. For example, a paraprofessional working in an ESL program must work under the supervision of a licensed ESL teacher.

If a paraprofessional performs instructional duties for part of the day and non-instructional duties such as playground supervision or cafeteria duties for part of the day, must that aide meet the ESSA requirements for paraprofessionals?
Yes. If a paraprofessional performs instructional duties during any portion of the day either working with Title I students or working in a Title I schoolwide building, the individual must meet the ESSA requirements for paraprofessionals.

Do the ESSA paraprofessional requirements apply to volunteers?
No. Volunteers are not paid employees of the district. School officials are encouraged to work with volunteers to ensure they have information and training necessary to carry out the activities they are performing, as appropriate.

May a school district require that the same qualifications for employment be extended to all paraprofessionals in the district?
A school district has the option to adopt the same employment qualifications for all paraprofessionals in the district or to amend its qualifications to meet a specific requirement or need. Paraprofessionals required to interpret, provide specialize support for at-risk students or engage with bilingual families may call for a more customized set of qualifications.

Will paraprofessionals receive higher salaries as a result of the higher qualifications?
The law does not speak to salaries. Salaries are a local decision.

Title I Targeted Assistance Programs and Schoolwide Buildings

What is a Title I Targeted Assistance Program or School?
Title I are federal funds allocated to a school based on the percentage of students in poverty. A Title I Targeted Assistance Program provides supplemental instruction in reading and/or math to students identified as being most at risk of not meeting academic benchmarks. A Title I schoolwide building is able to use Title I funds to improve the overall educational program. Unlike Targeted Assistance programs where only a percentage of students are included, schoolwide status allows the school to use Title I funds to benefit all students, staff and families.

Why must all paraprofessionals meet ESSA requirements in a Title I Schoolwide building?
Title I Schoolwide funds are used to support programs and services for all students, not only designated low-achieving students. In a Title I Schoolwide building, all students are Title I students. As a result, all instructional staff are working with Title I students and must meet ESSA's paraprofessional requirements.

What do you mean by "paid in whole or in part with Title I funds"?
Title I, Part A funds can be used to pay the salary of a paraprofessional. If a paraprofessional's entire salary is paid with Title I, Part A funds, the individual is paid in "whole." If only a portion of a salary is paid with Title I, Part A funds, the individual is paid in "part." In a Title I schoolwide building, all staff are considered as being paid in part with Title I funds.

How can a person know if they are employed in a Title I school?
Contact the school principal or district ESEA coordinator or the DPI Title I Consultant for the school district (https://dpi.wi.gov/title-i/consultant-directory).

What are the requirements for paraprofessionals newly employed or placed in a Title I targeted assistance program or in a Title I schoolwide building?
Paraprofessionals must meet the hiring requirements prior to the first day of employment or placement.

Do substitute paraprofessionals replacing Title I paraprofessionals in a Title I program or a Title I schoolwide building need to meet the ESSA hiring requirements?
Yes, substitutes, either long-term or short-term, working in a Title I program or in a Title I schoolwide building are required to meet the same ESSA hiring requirements as the regular instructional paraprofessionals

Are paraprofessionals employed in non-Title I funded schools affected by the law?
No. If a school does not receive Title I, Part A funds, the requirements do not apply to paraprofessionals working in that school.

Are paraprofessionals who assist students with disabilities required to meet these requirements?
Paraprofessionals working in special education must hold a special education aide license. In addition, if the paraprofessional works in a Title I targeted assistance program or in a Title I schoolwide building, they must also meet the ESSA hiring criteria.

Do these employment requirements for paraprofessionals apply to Even Start or kindergarten paraprofessionals?
Yes. If these programs are supported in any part by Title I funds or are located in Title I Schoolwide building.

What happens to the school or the district if a paraprofessional working in a Title I program or school was working without meeting ESSA requirements?
Failure to meet the requirements can result in the loss of Title I funds for a school. The law indicates that the requirements are to be in place at the time of hire.

How will the employment of paraprofessionals be monitored?
To verify compliance with the law, the principal of each school which operates a program with Title I funds must attest in writing to the school's compliance with the law on an annual basis. This documentation must be kept on file in the school office along with the documentation of how the paraprofessionals met the requirements. DPI will monitor ESEA compliance in a selected number of districts annually. A complaint can also result in compliance monitoring.

Hiring/Placement Criteria

How are paraprofessionals impacted by the Every Student Succeeds Act of 2015?
Paraprofessionals in a Title I targeted assistance program or in a Title I schoolwide building must meet higher standards. These standards include a high school diploma, completion of two years of study at an institution of higher education, an associate (or higher) degree; or meeting a rigorous standard of quality and demonstrate, through a formal assessment, knowledge of and ability to assist in reading, writing, and mathematics instruction. All paraprofessionals in Title I funded programs need to meet these criteria prior to employment or placement in a Title I Targeted Assistance program or Title I schoolwide building. For specific information, see: https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements

Does holding a Special Education Aide license meet the hiring requirements under ESSA?
No, holding a special education aide license does not satisfy the hiring requirements under ESSA.

Under ESSA, are all instructional paraprofessionals required to meet one of the three ESSA hiring criteria?
See page 4.

Do paraprofessionals who meet the ESSA hiring requirements need to meet additional requirements on a regular basis?
No, ESSA does not require continuing education for paraprofessionals. However, the local school board may set expectations for their employees regarding professional development and evaluation.

Two Years Post-Secondary Study

What does the law mean by two years of postsecondary education for paraprofessionals?
Two years of postsecondary education equates to approximately 48 credits of college, technical college, or community college coursework. The number of credits is based on a full-time student academic load of 12 hours per semester for 4 semesters. "Two years of study" means the equivalent of two years of full-time study, as defined by the institution of higher education (IHE). For some IHEs that may mean 12 credit hours per semester (requiring a total of 48 credit hours), while in others it may mean 15 credit hours a semester (requiring a total of 60 credit hours). In Wisconsin, the Higher Education Assistance Authority defines a full-time course load as 12 credits. Therefore, two years of postsecondary education would equate to a total of 48 credits, exclusive of any credits earned in remedial or developmental courses. Credits do not have to be earned over a period of two consecutive years.

What type of evidence is needed to document that a paraprofessional has a degree or sufficient credits?
The LEA needs to have a document (degree or transcripts) from the post-secondary institution stating that the individual has earned an associate degree or transcripts showing completion of 48 credits.

Are paraprofessionals required to have completed two years of postsecondary education or an associate degree specifically in education prior to the first day of employment?
The law does not specify the field of study. Therefore, the completion of two years of postsecondary education or a degree in any field will satisfy the hiring requirements.

Can higher education credits earned at a foreign institution be applied toward the requirement of two years of college credits?

Yes, but these credits must be evaluated for their equivalency to American courses by a credential evaluation agency or a higher education institution. A list of organizations is can be found at http://www.naces.org/.

If a paraprofessional has earned some college credits, but is unable to complete the two-year requirement prior to hire, can they apply for an extension to meet ESSA requirements?

No. Paraprofessionals must meet the requirements on or before the first day of employment or placement. If they cannot obtain two years of college credits prior to employment, they should explore the alternate requirement of passing one of the assessment options as a way to meet ESSA requirements.

Can a paraprofessional substitute years of experience or staff development activities in lieu of education or degree requirements?

No, but it may be used as a component of the of the authentic portfolio option.

Assessment

What are the paraprofessional assessment options that were approved by DPI? And how can a paraprofessional candidate find more information about these assessments?

To satisfy the requirement under the assessment option, a paraprofessional candidate needs to take one of the following options (1) Workkeys, or (2) Parapro Assessment, or (3) Master Educator, or (4) Authentic Portfolio. See pages 9-10 for more details.

Why does ESSA only mention the areas of reading, writing, and mathematics when referring to assessments for paraprofessionals?

Because these are the core academic content areas and a core competency requirement for Title I. These are the primary areas currently assessed to determine how well students are performing. Therefore, those assisting with student instruction must possess the requisite skills to help students meet proficiency levels in these content areas.

Will additional funding be available to assist paraprofessionals in meeting the requirements for employment?

Yes, Title II, Part A funds can be used for preparing paraprofessionals.

Would passing another admission assessment such as the Accuplacer, ACT, SAT, ACT-Aspire meet the hiring requirements?

No, none of these assessments are employability tests.

May Title I funds be used to pay for the paraprofessional assessment?

No, all instructional paraprofessionals working with Title I students must meet the hiring requirements prior to the first day of employment in Title I schools. LEAs can reserve 5% to 10% of Title I funds for professional development of all staff to support ongoing training and professional development to assist educational aides that are not considered instructional paraprofessionals, including paying for the paraprofessional assessment.

Authentic Portfolio

Can professional development hours and professional reading completed prior to beginning the assessment process be used in the Authentic Portfolio?
Yes, it may be included in the Authentic Portfolio as evidence to meet standards.

Is there a time limit on past professional development hours and professional readings?
No, however, the district may set its own policies on retroactive professional development hours and professional readings.

Where do paraprofessional candidates submit their portfolios? Who grades them?
Paraprofessional candidates must contact the school or district prior to engaging in any assessment. All artifacts, portfolios and assessment documentation need to be submitted to the school or district of employment. The school/district is responsible for accepting and grading portfolios.

Paraprofessionals Who Worked Under NCLB

Our paraprofessionals have been working in our Title I schools for many years and have never been assessed, are they grandfathered in under ESSA?
No. Instructional paraprofessionals not in compliance with NCLB requirements cannot work in a Title I program or in a Title I schoolwide building and must be assessed immediately prior to working in a Title I program or in a Title I schoolwide building.

If instructional paraprofessionals met the hiring requirements under NCLB, do they qualify as meeting the requirements under ESSA?
Yes, as long as the school/district has the documentation showing the assessment options on file for each paraprofessional.

What kind of documentation would we need to have for the instructional paraprofessionals assessed under NCLB?
The school/district needs documentation for how the paraprofessionals met two of the three requirements: (1) associate degree or higher; or (2) two years of postsecondary education equal to 48 credit hours or semester hours; or (3) take and pass an assessment in reading, writing, and mathematics. The assessment can be met by passing two of the following three options: (i) interview, (ii) performance, (iii) test. Option 3 under NCLB expired on June 30, 2017.

What happens if a district does not have documentation for how the individual met the NCLB highly qualified requirements?
The individual will be required to meet the ESSA hiring criteria. In addition, the paraprofessional cannot work in a Title I program or in a Title I schoolwide building until the individual meets ESSA hiring requirements.

Reciprocity between school districts: If a paraprofessional was certified to be highly qualified under NCLB in a district, can she/he transfer the credentials to another district to satisfy the hiring requirements under ESSA?
Yes, if the school/district administration that assessed the credentials of the paraprofessional attests in writing that the paraprofessional was highly qualified and can provide the necessary documentation.

Reciprocity between states: If a paraprofessional was certified to be highly qualified under NCLB in another state, can she/he transfer the credentials to another district to satisfy the hiring requirements under ESSA?
Yes, if the school/district administration that assessed the credentials of the paraprofessional attests in writing that the paraprofessional was highly qualified and can provide the necessary documentation.

Paraprofessionals and English Learners (EL)

Are there any exceptions to the employment criteria for paraprofessionals?
Yes. The hiring requirements do not apply to paraprofessionals involved only with interpreting, translating or parental involvement activities. Paraprofessionals whose primary task is to act as a translator or whose duties consist solely of conducting parental involvement activities are excluded from the education or assessment requirements.

Can an ESL or Bilingual Aide supplement regular education instruction?
ESL or Bilingual Paraprofessionals, aides, or tutors must work with adequately trained and licensed teachers to support the EL or Bilingual programming and cannot serve in the place of an ESL teacher. ESL and Paraprofessionals can provide classroom support to English learners in core-content classroom.

May a school district hire a paraprofessional to provide ESL or bilingual services to English learners?
Paraprofessionals, aides, or tutors may work with English Learners in a support capacity. However, they may not take the place of qualified teachers. Paraprofessionals may be used only as an interim measure to staff the classroom while the school district hires or trains qualified teachers to provide language support services to EL students.

What is the difference between interpreting and translating?
Interpreters provide oral translation and communications from one language to another. Translators offer written communications from one language to another.

What are the requirements under ESSA for paraprofessionals working as translators and interpreters?
Schools may hiring interpreters and translators to meet the federal obligation to identify the language needs of the parents and communicate with parents in a language they understand.

Schools are required to provide language education services to students identified as English Learners (ELs). To meet this obligation, schools may choose to hire paraprofessionals to provide language language support in student's first language. Interpreters and translators working as part of a district English language development or bilingual program must work under the supervision of a qualified ESL teacher.

Are there different requirements for translators and interpreters in instructional and non-instructional roles?

Schools have an obligation to communicate with families in a language they can understand. Paraprofessionals who service as Interpreters and translators serving in this capacity are considered to service in non-instructional capacities and must meet the essential skills for communication requirements. These guidelines should be followed when providing language services for parents:

- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on their specific role as either an interpreter, or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff member merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be able to interpret in and out of that language, or to translate documents.

Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents. See the English LEP Parent Fact Sheet.

Can paraprofessionals service as interpreters and translators in an IEP meeting?

Like ESSA, IDEA has its own unique requirements for translating and interpreting and providing meaningful access for Limited English Proficiency Parents. The school district must take action necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. IDEA requires school districts to provide any notices to parents in their native language or other mode of communication used by the parent, unless it is clearly not feasible to do so. Chapter 115 of the Wisconsin statutes identifies the IEP as one of the notices required by IDEA. Other IEP related documents should be translated to ensure meaningful communication or at the parent's request.

What are the educational requirements under ESSA for paraprofessionals serving as interpreters and translators?

The educational requirements vary based on how the interpreter or translators works within the school setting. A paraprofessional who is proficient in English and a language other than English and acts solely as a translator to enhance the participation of English learners must have a secondary school diploma or its equivalent but does not have to meet the other educational requirements.

What are my obligations to meet legal requirements for supporting students? How can I fund paraprofessionals to support my students?

Funds provided through ESSA cannot be used to meet the school districts obligations under Title VI of the Civil Rights Act of 1964, EEOA, or Individuals with Disabilities Education Act (IDEA) to provide meets its obligation to provide EL students with a language assistance program that is educationally sound and proven successful and meet other required core services. Once these core language education program requirements and educational responsibilities are addressed; ESEA funding can be used for the purposes of supporting staff, curriculum and services aimed at improving the student outcomes and building its language instruction education program. This may include hiring paraprofessionals to work in classrooms directly with students either in the capacity of multilingual interpreters and translators to foster participation and meaningful access to grade-level core content, or to augment English language acquisition within the classroom. Paraprofessionals working in these capacities must:

- meet the basic requirements of have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality;
- have knowledge and skills in second language acquisition and work under the supervision of an ESL licensed and knowledgeable educator; and if working in Title I-A school, be proficient in English and a language other than English and must have a secondary school diploma or its equivalent.

Appendix B
Every Student Succeeds Act (ESSA) Title I Paraprofessional Standards

The Wisconsin Title I Paraprofessional Standards were developed by a team of cross-agency representatives. These standards are based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards, as well as national and state programs.

There are five (5) standards:

Standard I: Support Instructional Strategies in Content Areas

Standard II: Support Positive Learning Environment

Standard III: Demonstrate Effective Communication and Collaborative Relationships

Standard IV: Demonstrate Understanding of How Children and Youth Learn

Standard V: Demonstrate Professional Responsibilities and Growth

Each standard is broken down into required competencies and skills. The following pages outline the competencies and skills for each standard.

Standard I: Support Instructional Strategies in Content Areas

The paraprofessional has basic knowledge of content and learning in Reading, Mathematics, and Writing and supports the teacher in providing meaningful learning experiences for students.

Key element = content strategies and support

Competencies	Skills
C1.1 Demonstrates individual skills in basic Reading, Mathematics and Writing. C1.2 Supports the lesson plans and the delivery of instruction under the direction of the teacher. C1.3 Uses teacher modified learning materials and activities designed to address different ability levels, learning styles, or language backgrounds. C1.4 Works with individuals and groups of students in a variety of educational settings. C1.5 Demonstrates the ability to record and collect student data. C1.6 Organizes material and is prepared to support learning and instruction. C1.7 Demonstrates how to apply accommodations and modifications per student needs. C1.8 Uses technology effectively in assisting with the content. C1.9 Utilizes different strategies used by the teacher to support learners who come from different ethnic, cultural and language minority backgrounds.	S1.1 Assists the supervising teacher with preparing instructional materials. S1.2 Conducts teacher-made drills and exercises in content areas. S1.3 Uses computers and other instructional technology to support instruction. S1.4 Uses teacher-developed assessment tools to document and maintain data (e.g., reading, writing, math, r behavior management).

Standard II: Support Positive Learning Environment

The paraprofessional has a basic understanding on how to (a) support a safe and positive learning environment, and (b) manage student behavior in equitable and positive ways.

Key element = positive behavioral support

Competencies	Skills
C2.1 Uses positive behavior management strategies and practices. C2.2 Understands and applies school/district procedures for managing student behavior. C2.3 Demonstrates basic procedures for protecting the safety, health and well-being of the students and staff. C2.4 Uses proactive behavior and learning strategies developed by teachers that maintain positive learning environments C2.5 Ability to see multilingualism as a positive attribute to a child's learning and ability to succeed in school. C2.6 Recognizes students' language, abilities and cultures that lead to positive educational experience for students and their families.	S2.1 Exercises a positive role model. S2.2 Plans for smooth transitions between activities and environments. S2.3 Implements positive behavioral and instructional strategies for students with challenging behaviors and diverse learning styles, including reinforcing/re-teaching established classroom practices. S2.4 Reinforces behavior management strategies that are consistent with standards established by the local school district.

Standard III: Demonstrate Effective Communication and Collaborative Relationships

The paraprofessional collaborates with licensed staff in supporting students through effective communication and demonstrates collaborative relationships with staff, students and families.

Key element = communication & collaboration with staff, students, and families

Competencies	Skills
C3.1 Serves as a support member of the instructional team in the school/district. C3.2 Demonstrates effective written, verbal and nonverbal communication skills C3.3 Establishes a positive relationship with the teaching staff. C3.4 Communicates effectively with staff using technology. C3.5 Facilitates communication between the student and the teacher. C3.6 Supports teacher plans to share community services and resources with families for their young children or transition-age children. C3.7 Understands and shows respect for views of others and is able to work as a team member. C3.8 Demonstrates problem-solving and decision-making strategies as a team member. C3.9 Uses resources available to communicate in the language of instruction. C3.10 When needed, communication with students' families is professional, welcoming and learning-centered	S3.1 Communicates effectively, both verbally and in writing, with team members, student and families. S3.2 Communicates in different ways to enrich learning opportunities. S3.3 Discusses concerns directly with the supervising teacher. S3.4 Refers concerns expressed by parents, students or others to the supervising teacher.

Standard IV: Demonstrate Understanding of How Children and Youth Learn

The paraprofessional has a basic knowledge of how the various ways students learn and supports students' intellectual, social and behavioral development.

Key element = student development & different learning styles

Competencies	Skills
C4.1 Uses developmentally age-appropriate strategies that reinforce the learning of children and youth with different needs. C4.2 Uses assistive and adaptive devices, and materials that facilitate student learning. C4.3 Uses developmentally and age-appropriate reinforcement techniques to facilitate the student learning in reading, writing and math. C4.4 Uses developmentally- and age-appropriate strategies, equipment, materials and technologies. C4.5 Understands how diversity (i.e. socio-economic status, mental health, culture, language, etc.) may impact the student learning. C4.6 Demonstrates knowledge of a student's first language (L1) and how it impacts the child's learning in English (if applicable).	S4.1 Aware of developmentally and age-appropriate reinforcement techniques to facilitate the learning of children and youth with unique learning needs in content areas (reading, writing, math). S4.2 Uses developmentally- and age-appropriate strategies, equipment, materials, and technologies. S4.3 Under the direction of teacher, assists with assessing student learning levels.

Standard V: Demonstrate Professional Responsibilities and Growth

The paraprofessional is committed to being a reflective practitioner who participates in professional growth activities and understands the respective roles and responsibilities of (a) the paraprofessionals and (b) the licensed staff.

Key element = roles and responsibilities, professional growth

Competencies	Skills
C5.1 Protects student confidentiality per school district policy. C5.2 Follows school district policies and procedures for reporting suspected physical, sexual and psychological child abuse. C5.3 Follows chain of command for decision-making and personnel practices. C5.4 Maintains records in accordance with school/district policies and practices. C5.5 Demonstrates non-discriminatory practices based on a student's disability, race, gender, cultural background, or religion C5.6 Communicates in English and or the language of instruction, when appropriate. C5.7 Understands and respects student and family diversity.	S5.1 Follows school policies and procedures. S5.2 Participates in professional development opportunities. S5.3 Protects confidential information. S5.4 Performs assigned tasks under the supervision of teachers in a manner consistent with professional and ethical local and state guidelines.

Appendix C

Every Student Succeeds Act (ESSA) Title I Paraprofessional Assessment for Hiring Requirements

After July 1, 2017, employment candidates must demonstrate successful completion of at least one of the following requirements:

1. two (2) years of post-secondary education,
2. an Associate Degree, or
3. assessment criteria.

Assessment Options and Criteria

Workkeys ACT *(normed assessment)*	Parapro-Assessments ETS *(normed assessment)*	ParaEducator Master Teacher *(normed assessment)*	Authentic Portfolio *(local assessment)*
Proficiency Score Applied Mathematics: 4 The Workplace Documents Assessement: 4 The Business Writing Assessment: 3	**Proficiency Score** 460	**Proficiency Score** Assessment 1: Instructional Support: 65% Assessment 2: Content and Application: 70%	• Support Content Knowledge and Instructional Strategies • Support Positive Learning Environment • Demonstrate Effective Communication • Demonstrate Understanding of Growth and Development of Children and Youth • Demonstrate Professional Responsibilities

Appendix D

Title I Paraprofessionals Assessment Framework

Title I paraprofessional candidates should use the Assessment Framework to create and curate artifacts as documentation for their Authentic Portfolio that demonstrate knowledge and proficiency for all of the skills. Portfolio evaluators should use the Assessment Framework to review submitted Authentic Portfolio artifacts prior to hiring.

See Appendix E for the recommended forms to be used by paraprofessionals to submit the artifacts and for the portfolio reviewer(s) to verify the artifacts.

Standard I: Support Instructional Strategies in Content Area

S1.1 Mathematics (Demonstrates Skills in Mathematics)

A. *Knowledge of Expressions and Equations*

1. Understand the connections between proportional relationships, lines, and linear equations.

2. Recognizes proportions (y/x = m or y = mx) as special linear equations (y = mx + b), understanding that the constant of proportionality (m) is the slope, and the graph are lines through the origin. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.

3. Analyze and solve linear equations and pairs of simultaneous linear equations.

4. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

5. Work with radicals and integer exponents.

6. Know and apply the properties of integer exponents to generate equivalent numerical expressions. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.

7. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.

8. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.

B. *Application of the concept of a Function*

1. Understanding that functions describe situations where one quantity determines another.

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

3. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

C. *Use ideas about Distance and Angles*

1. Understanding the concept of translations, rotations, reflections, and dilations.

2. Knowledge of congruence and similarity to describe and analyze two-dimensional figures and to solve problems.

D. *The Number System*

1. Know that there are numbers that are not rational, and approximate them by rational numbers.

2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi 2$). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

E. *Application of the concept of Geometry*

1. Understand congruence and similarity using physical models, transparencies, or geometry software and understand and apply the Pythagorean Theorem.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

3. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

F. Statistics and probability

1. Investigate patterns of association in bivariate data.

2. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

3. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

4. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm./hr. as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

5. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.

S1.2 Writing (Demonstrate Skills in Writing)

A. Knowledge of text genres and subgenres and purposes for each.

1. Understand differences between opinion writing and arguments.

2. Understanding of informative/explanatory texts, and narrative texts.

3. Understanding of subgenres argumentative, informational, and narrative genres.

4. Develop and support of claim/s in argumentative writing.

5. Use appropriate organization and characteristics of different genres and subgenres.

6. Recognize and use differences in writing styles (formal, informal) appropriate to different writing tasks, purposes, and audiences.

B. Writing process

1. Identify and practice writing as a process that is not always linear including planning, revising, editing, rewriting, and trying different approaches based on task, purpose, and audience.

2. Establish opportunities for meaningful collaborative writing tasks.

C. Writing and technology

1. Distinguish how different technologies provide opportunities for producing and publishing individual and collaborative writing tasks.

2. Knowledge of basic technology software/hardware used to promote writing.

D. Research projects

1. Understand how to conduct short research projects that answer a question, including opportunities for self-generated questions.
2. Draw on several sources.
3. Use sources to answer research question and establish further, related questions.

E. Source credibility

1. Know how to gather, read, and evaluate relevant information from various print and digital sources, including effective use of search terms and methods to establish source credibility and accuracy.
2. Understand how to meaningfully quote and paraphrase data from different sources without plagiarizing.
3. Understand and apply standard format and citation when quoting or paraphrasing from sources.

F. Supporting analysis, reflection, and research with evidence

1. Analyze and evaluate informational and literary texts.
2. Use evidence from literary and informational texts to support research.

G. Write routinely over extended time frames

1. Establish a range of shorter as well as more sustained meaningful writing tasks for various tasks, audiences, and purposes.
2. Knowledge of strategies that promote long-term writing.

S1.3 Reading (Demonstrate Skills in Reading)

A. Foundational reading skills and word-learning

1. Apply foundational reading skills to comprehend and analyze literary and informational text.
2. Apply varied word-learning strategies to comprehend and analyze literary and informational text.

B. Analytical reading/close reading

1. Analyze literary and informational texts in order to determine the central idea or theme of a text, as well as supporting details.
2. Determine what literary and informational text says explicitly, as well as what inferences can be made from a text.
3. Integrate knowledge and ideas within and across literary and informational texts to build knowledge.

4. Analyze the way literary and informational text was created (craft and structure) in order to determine how components of the text fit together, how ideas develop, and an author's purpose and perspective.

C. *Knowledge of text genres/range of texts*

1. Practice reading/making sense of texts of varied complexity levels and created in diverse formats for various tasks, audiences, and purposes.

2. Read and comprehend complex literary and informational texts independently and proficiently.

3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

4. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

5. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

6. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

7. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

8. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

10. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

11. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

12. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

13. Assess how point of view or purpose shapes the content and style of a text.

14. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

15. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

16. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

S1.4 Supports the lesson plans and the delivery of instruction under the direction of the teacher.

A. *Support instructional strategies*
    1. Assist teachers in the implementation of teaching strategies by assisting in planning of the lesson, keeping in mind the importance of understanding what students need to know, and what are they are expected to take away from the lesson.

    2. Be prepared to assist with the explanation of the lesson objective to the students so they know why they need to learn.

    3. Offer real-word examples to students.

    4. Be prepared to provide assistance to students in small and large groups.

B. *Classroom modeling*
    1. Assist the teacher in modeling the expectations before the beginning of the lesson, assist, teach, and model all expectations for the lesson. For example, in teaching a science experiment, the first teaching task would be to demonstrate how to properly use the materials.

    2. Be prepared to inform students about the consequences of what would happen if they do not handle the materials properly (computer laboratories, science materials, and other content activity material.)

C. *Provide accommodations to students in need*
    1. Content: assisting with the instructional concepts, and providing the opportunity to all students to access to the same core content. Assisting in making the content's complexity adaptive to students' learner profiles. Paraprofessionals can vary the presentation of content, (e.g., textbooks, lecture, demonstrations, taped texts) to best meet students' needs.

    2. Process: assisting teachers in activities in which the students engage to make sense of or master the content. Examples of differentiating process activities include scaffolding, flexible grouping, interest centers, manipulatives, varying the length of time for a student to master content, and encouraging an advanced learner to pursue a topic in greater depth.

3. Learning Environment: Setting up areas in which students can work quietly as well as collaborate with others, materials that reflect diverse cultures, language, and routines that allow students to get help when the teacher isn't available.

D. Actively engage students

1. Get students engaged in the lesson by having them partake in hands-on activities.
2. Use cooperative learning techniques, or technology like an iPad or a whiteboard to enhance lessons. Keep students' minds and hands moving and focused on the lesson objectives.
3. Assist students as needed; be mobile and move around the classroom to make sure all students stay keeping on track and on task.
4. Take time to answer any questions, give the students who may be off-task a gentle reminder, and scan the classroom to make sure all is going as planned. While moving about the classroom, ask students critical-thinking questions to strengthen their comprehension skills.
5. Use how and why questions to make sure all lesson objectives are met.

E. Collecting and recording data using many formats and platforms

1. Monitor students' need for assistance by collecting data on a regular basis.
2. Reinforces student performance during behavioral interventions by observation, data collection, compilation and record keeping.
3. Continue to monitor students' progress on goals/objectives as related to need for assistance by recording data in student record system.
4. Scores and compiles data associated with informal assessments and score tests and papers using keys.

F. Organizes material and is prepared to support learning and instruction

1. Assist with the planning process: copies, transcribes, files, etc.
2. Help construct instructional material created by teacher.
3. Locate, arrange, or make instructional materials and keep class supplies/materials organized.
4. Provide student support during testing and correct homework/workbooks and reports.
5. Provide input to daily/weekly lesson plans and plan with grade level teams.
6. Provide direct instruction to students and student groups and assist in individual or group activities, games, flashcards, presentations using hard copies and electronically.

7. Research and assembles materials to be used in a particular unit (per instructions from the respective teacher).

8. Read to students and listens to students read, assigning reading books, and assist students with composition writing.

9. Assist students in interpreting and following directions of the teachers and alerts teacher to needs of students.

G. *Demonstrates how to apply accommodations and modifications per student needs*
   1. Communicate information from observations of student progress to teacher.

   2. Provide accommodations to students according to the modified plan.

   3. Implement program changes, after directed by the teacher.

   4. Uses Tools and Strategies to implement the program modification.

   5. Assist students with the modified plan and monitors progress of the intended outcomes.

   6. Informs the teachers about the student progress during the implementation of the modified plan.

H. *Uses technology effectively in assisting with instruction*
   1. Assist with selection of technology for student use.

   2. Prepare the computer laboratory and install all necessary apps under the direction of the teacher.

   3. Generate and assign usernames and passwords to students to access all password protected devices and files/folders.

   4. Digitize documents to email/upload to the communication serves.

   5. Upload reports, grades, and report to the student systems such as Infinite Campus.

   6. Provide assistance to students with basic technology instruction.

   7. Provide support with software application software.

   8. Setting up the video, audio, and projection classroom equipment including document cameras, smartboards, and overhead projectors.

I. *Utilizes different strategies used by the teacher to support learners who come from different ethnic, cultural, and language minority backgrounds*
   1. Coordinate related services for individual students with diverse background.

   2. Respect all ethnic and cultural background of all students.

3. Incorporate cultural and linguistic background knowledge in the classroom practices.
4. Respect all learners and themselves as individuals with culturally defined identities.
5. Promote awareness about the culture and language of all learners.
6. Encourage students to learn about their rights to a variety of educational experiences that help them make informed decisions about their role and participation in language, literacy, and life.
7. Model culturally responsive and socially responsible practices for students.
8. Observe students' needs to be taught mainstream power codes/discourses and become critical users of language while also having their home and street codes honored.
9. Promote cross traditional personal and professional boundaries in pursuit of social justice and equity.
10. Advocate for and models of social justice and equity for all students.

Standard II: Support Positive Learning Environment

S2.1 Uses positive behavior management strategies and practices

A. Knowledge of and practice of introducing and describing positive student behavior

B. Knowledge of and practice of modeling positive student behavior

C. Knowledge of and practice of reinforcing appropriate student behavior; praising students at a rate of 4:1 praise to correction

S2.2 Understands and applies school/district

A. Knowledge of and practice of knowing how to access the school district's student handbook and student information system behavioral referral pathway as appropriate.

B. Knowledge of and practice of implementing the necessary procedures, as an assistance to the teacher, regarding classroom-based management of student behaviors or regarding office disciplinary referrals.

C. Knowledge of and practice of providing positive feedback and acknowledgement to students who follow the school's behavioral expectations.

S2.3 Demonstrates basic procedures for protecting the safety, health and well-being of the students and staff

A. *Knowledge of and practice of ensuring students have a classroom that is free of hazards for all students including those who have physical limitations. For example, moving desks and furniture so that there is an adequate amount for room for a student in a wheelchair to maneuver easily in the classroom.*

B. *Knowledge of and practice of maintaining a conflict free classroom. For example, interrupting a potential argument by students before it gets to a high level of disagreement.*

C. *Knowledge of and practice of managing negative behaviors either in the classroom or through referral to the office. For example, reminding students of the classroom rules related to having civil discussions where both sides are heard.*

S2.4 Uses proactive behavior and learning strategies developed by teachers that maintain positive learning environments

A. *Knowledge of and practice of modeling desired positive behaviors.*

B. *Knowledge of and practice of explaining why a positive behavior is appropriate.*

C. *Knowledge of and practice of reinforcing positive behaviors.*

S2.5 Ability to see multilingualism as a positive attribute to a child's learning and ability to succeed in school

A. *Knowledge of and practice of providing students with learning examples and sources depicting a multicultural universe. These depictions include common words used in various languages.*

B. *Knowledge of and practice of engaging with English language learners and parents by trying to understand what is being said and asking for clarification and/or assistance when understanding is not clear.*

S2.6 Recognizes students' language, abilities and cultures that lead to positive educational experience for students and their families.

A. *Knowledge of and practice of encouraging students to share experiences and traditions relating to their cultural background in completing classroom assignments and projects.*

B. *Knowledge of and practice of providing students with examples and sources depicting a multicultural universe. These depictions include common words used in various languages.*

C. *Knowledge of and practice of assisting the teacher with student and family communication when needed and necessary.*

Standard III: Demonstrate Effective Communication and Collaborative Relationships

S3.1 Serves as a support member of the instructional team in the school/district

A. *Adopt a common purpose in order to unite efforts.*

B. *Collaborate with staff to implement school/district programs to improve communication skills.*

C. *Know and follow school policies and procedures.*

S3.2 Demonstrates effective written, verbal and nonverbal communication skills

A. *Able to provide and receive information in an effective manner utilizing accepted grammar and tone.*

B. *Use different formats to communicate with teachers and students.*

C. *Assist students by communicating with them about their progress.*

D. *Provide clear written and verbal direction to students during classroom instruction.*

E. *Assist students to communicate their ideas.*

F. *Assist the teachers in communicating with parents and administration.*

S3.3 Establishes a positive relationship with the teaching staff

A. *Establish open communication with the teaching staff.*

B. *Recognize the teacher as the supervisor.*

C. *Discuss concerns about the teacher or instruction directly with the teacher.*

D. *Attend team meetings and staff meetings regularly.*

E. *Participate in all staff discussions in all formats.*

F. *Maintain a good work ethic with all peers and partners.*

S3.4 Communicates effectively with staff using technology

A. *Able to provide and receive information in an effective manner using available technology (e.g., email, text), while still maintaining effective confidentiality.*

B. *Use the student recording/reporting system effectively.*

C. *Use all communication/community platforms effectively.*

D. *Participate in discussion threads in school communication platform such as google systems.*

E. *Communicate student outcomes with the teacher.*

S3.5 Facilitates communication between the student and the teacher

A. *Provide relevant feedback and make recommendations regarding learner performance and programming to the teacher.*

B. *Enter student records into the student system accurately and relate that to the teacher.*

C. *Report student progress to the teacher.*

D. *Alert the teacher about the needs of students*

E. *Bring the student challenges to the teacher's attention.*

S3.6 Supports teacher plans to share community services and resources with families for their young children and/or transition-age children

A. *Foster beneficial relationships between agency/school, families, children/youth, and community.*

B. *Assist students and their families by sharing resources such as books, videos, media, and others that are related to their education.*

C. *Assist teachers with searching and identifying resources to support the lesson plans and student assignments.*

D. *Share resources with parents to promote parent engagement in their children's education.*

S3.7 Understands and shows respect for views of others and is able to work as a team member

A. *Recognize and demonstrate appropriate social behaviors.*

B. *Work with different interpersonal styles.*

C. *Appreciate the uniqueness of others.*

D. *Manage conflict professionally and effectively.*

S3.8 Demonstrates problem-solving and decision-making strategies as a team member

A. *Participate in conferences with families or primary caregivers when requested.*

B. *Contribute relevant, objective information to teachers to facilitate planning, problem-solving,*

C. *and decision-making.*

D. *Engage in flexible thinking.*

S3.9 Uses resources available to communicate in the language of instruction

A. *Welcome and value students whose first language is other than English.*

B. *Fully participate in ongoing English Learners' and cultural awareness training.*

C. *Research and identify resources to support the diverse student languages.*

D. *Following EL and cultural awareness training, is able to contribute ideas based on knowledge of community and classroom student strengths, to assist the development and implementation specific instructional strategies, under the supervision of classroom or other teacher.*

Standard IV: Demonstrate Understanding about How Children and Youth Learn

S4.1 Uses developmentally age-appropriate strategies that reinforce the learning of children and youth with different needs

A. *Knowledge of and practice of using non-aversive techniques to reinforce desired behavior,*

B. *Knowledge of and practice of learning to use different strategies that work best with each student.*

C. *Knowledge of and practice of using different strategies with different students while observed by supervising teacher. For example, by providing direct feedback about completed work; asking student to provide support to another student after successful completion of assigned task.*

D. *Knowledge of and practice of utilize the tenets of universal design to learning as used by supervising teachers.*

S4.2 Uses assistive and adaptive devices, and materials that facilitate student learning

A. *Knowledge of and practice of working with the student's primary support staff to learn how to best utilize assistive and adaptive devices and materials to facilitate the student's learning.*

B. *Knowledge of and practice of accessing provided professional development to ensure that up to date on latest research-based strategies, devices and materials to facilitate student learning.*

S4.3 Uses developmentally and age-appropriate reinforcement techniques to facilitate the student learning in reading, writing and math

A. *Knowledge of and practice of appropriately reinforcing student learning using non-aversive but also focusing on the intrinsic rewards versus extrinsic rewards.*

B. *Knowledge of and practice of providing meaningful feedback to students according to their developmental level.*

C. *Knowledge of and practice of utilizing the tenets of universal design for learning.*

S4.4 Uses developmentally- and age-appropriate strategies, equipment, materials and technologies

A. *Knowledge of and practice of using similar strategies, equipment, materials and technologies by student as used by supervising teacher.*

B. *Knowledge of importance of and practice of ensuring consistency across student needs.*

C. *Knowledge of importance of and practice of ensuring classroom safety rules are observed according to the developmental level of students.*

S4.5 Understands how diversity (i.e. socio-economic status, mental health, culture, language, etc.) may impact the student learning

A. *Knowledge of and awareness of cultural, language, racial, and ethnic groups within the school, as evidenced by being able to identify those group and describe any challenges that might be impacting those groups at a given time that may play a part in the achievement of district students.*

B. *Knowledge of and practice of being aware of students in the district who speak a language different from or in addition to English, will be able to identify those languages, and if not fluent in those languages, will demonstrate effort to learn at least a few introductory phrases such as "hello," "my name is…," "welcome," and "how are you."*

C. *Knowledge of and demonstration of cultural competency including ability to identify the power and influence of culture; to understand how each of our backgrounds and cultural affects our responses to others; and recognize the strengths and resources each of our cultures positively contribute to the school environment*

D. *When applicable, demonstrate written and oral fluency of the language and culture of a student and/or family's first language (L1) and English; and have knowledge of language acquisition principles, and an understanding of their impact on student learning.*

E. *When applicable, demonstrate ability to interpret — communicate orally, usually in real time, between two or more languages or translate, two work with written text.*

F. *Knowledge of and practice of communicating in respectful ways, how students from each and all backgrounds demonstrate learning.*

G. *Knowledge of familiarity of individuals and organizations within the school district and/or community can be a resource for children and families from diverse groups.*

H. *Knowledge of and practice of discussing, in a respectful way, the ways that students from diverse groups may show learning achievement and proficiency differences.*

I. *Knowledge of and practice of demonstrating knowledge of who in the school district and/or community can be a resource for children and families from diverse groups in the school district.*

S4.6 Demonstrates knowledge of a student's first language (L1) and how it impacts the child's learning in English (if applicable)

A. *Knowledge of and practice of identifying the languages spoken by students in the district, and if not fluent in those languages, will demonstrate effort to learn at least a few introductory phrases such as "hello," "my name is…," "welcome," and "how are you."*

B. *Knowledge of and practice of being able to discuss, in a respectful way, the ways that students for whom English not their first language may show learning achievement and proficiency differences.*

C. *Knowledge of basic foundational principals of second language acquisition including factors that affect individuals' language learning, in particular strategy use, social and societal influences, personality, motivation, and anxiety and a recognition of language transference; how rich language development in one language (L1) can transfer to a second language (L2); and how language development, especially, academic language development takes time (average 5-7 years).*

Standard V: Demonstrate Professional Responsibilities and Growth

S5.1 Protects student confidentiality per school district policy

A. *Knowledge of and practice of district policies to protect the confidentiality of information from pupil records.*

B. *Knowledge of and practice of district policy protecting the confidentiality of information from pupil records of students with disabilities.*

C. *Knowledge of and practice of district policy regard keeping requests for access to and disclosure of personally identifiable information from pupil records.*

D. *Knowledge of and practice of district policy regarding exemption of parents rights related to their adolescent child's reproductive health without authorization from the adolescent , inclusive of information related to the HIV test results of a student 14 years and older without the student's consent.*

E. *Knowledge of and practice of district policy regarding exemption of parents' rights regarding their students' use of or problems resulting from the use of alcohol or other drugs unless the pupil (1) give written consent; (2) is in serious or imminent danger and disclosure will alleviate the serious or imminent danger; or 3) report of suspected child abuse or neglect.*

S5.2 Follows school district policies and procedures for reporting suspected physical, sexual and psychological child abuse

A. *Knowledge of and practice of mandated reporter requirements.*

B. *Knowledge of 1) the different types of child maltreatment; 2) signs of child maltreatment; 3) what is and isn't child abuse or neglect; 4) how to make a report and what to report; 5) what one can do if one if not sure one needs to make; and, 6) where to get more information obtained through the completion of the DPI required training on Child Abuse and Neglect within six months of hiring and at least every five years thereafter.*

C. *Knowledge of 1) reporting child abuse or neglect; 2) guidelines for talking with a student; 3) cooperating during the Child Protective Services initial assessment; 4) possibility outcomes of reporting; 5) confrontations by parents; 6) sexually active adolescents; 7) suspected abuse by educators; and 8) methamphetamine manufacture as obtained through the completion of the DPI Supplementary training.*

D. *Knowledge of and practice of policies regarding exemption of parents rights to view records related to reports to county child protective services for suspected abuse or neglect.*

S5.3 Follows chain of command for decision-making and personnel practices

A. *Knowledge of and practice of district employment practices.*

B. *Knowledge of the respective roles and responsibilities of staff (teachers, administrators, education specialist, etc.) and practices the chain of command.*

C. *Knowledge of and practice of strategies to assist students according to the direction given by the teacher.*

D. *Knowledge of and practice of strategies to assist the teacher in supporting and managing positive student behaviors.*

E. *Knowledge of and practices of strategies to assist the teacher in applying elements of effective instruction.*

S5.4 Maintains records in accordance with school/district policies and practices Knowledge of what are pupil records and what are not pupil records

A. *Knowledge of what are pupil records and what are not pupil records.*

B. *Knowledge and practice of district policies concerning pupil records, inclusive of director data, progress records, special education records, behavioral records, physical health records, patient health records and under which circumstances district employees access and disclose pupil records with and without written consent.*

C. *Knowledge of and practice of district policies regarding the length of time pupil records should be maintained as well as procedures for destroying records.*

D. *Knowledge and practice of district policies regarding the transfer of pupil records, receiving and sharing them, inclusive of juvenile correctional facilities, secured residential care centers for children and youth, adult correctional facilities, mental health institutes and centers for the developmentally disabled.*

E. *Knowledge and practice of district policies for maintenance and destruction of test protocols.*

F. *Knowledge of and practice of district policy regarding annual notice of parent's rights, inclusive of children with disabilities, related to student records.*

G. *Knowledge of and practice of district policies regarding the rights of parents (custodial, non-custodial, and those denied physical placement), inclusive of students with disabilities, to access pupil records of their children, as well as how and when the district responds to reasonable requests from parents for explanations and interpretation of them.*

S5.5 Demonstrates non-discriminatory practices based on a student's disability, race, gender, cultural background, or religion

A. *Knowledge of and practices of district policies that prohibit discrimination against pupils because of a pupil's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation and/or physical, mental, emotional or learning disability.*

B. *Aware of school district's designated employee to receive complaints regarding discrimination and procedure for filing complaints of discrimination.*

C. *Knowledge and practice of strategies that give insure every student has equal education opportunity and performs at their highest level, such at Benchmarks for an Equitable School. Reference: https://dpi.wi.gov/sped/pupil-nondiscrimination/benchmarks.*

D. *Knowledge of and practices of equity strategies, such as addressing stereotype threats and micro aggressions, cultural competence, social justice.*

E. *Knowledge and practice of strategies and ensure an equitable classroom and school environment in which every student sees their culture, history, experience and hopes authentically and positively portrayed (Bitters, 2011).*

F. *Knowledge of legal requirements for identifying and assessing English learners and for providing a Language Instruction Education Program to students.*

S5.6 Communicates in English and/or the language of instruction when applicable

A. *Knowledge of and practice of ability to communicate with colleagues, parents and students effectively.*

B. *Knowledge of and practice of effective verbal and nonverbal communication techniques.*

C. *Able to communicate proficiently orally and in writing in English and may also communicate orally and in writing in a student's L1 if working with students in a English as a Second Language Language Instruction Education Program (LIEP).*

D. *Communicates proficiently orally and in writing in the Foreign or Heritage Language if working with students enrolled in a Bilingual, Heritage or Immersion program (Bilingual or Dual language programs in French, German, Hmong, Ojibwe, Spanish, etc.).*

S5.7 Understands and respects student and family diversity

A. *Knowledge of how ethnic, linguistic and cultural differences affect the school and community while engaging in practices that enrich the school and community.*

B. *Awareness and respect for how diversity amongst students, families and colleagues positively impacts student learning.*

C. *Knowledge and practice of strategies to work with diverse families.*

D. *Knowledge and practice of strategies to work with families of a child with a disability.*

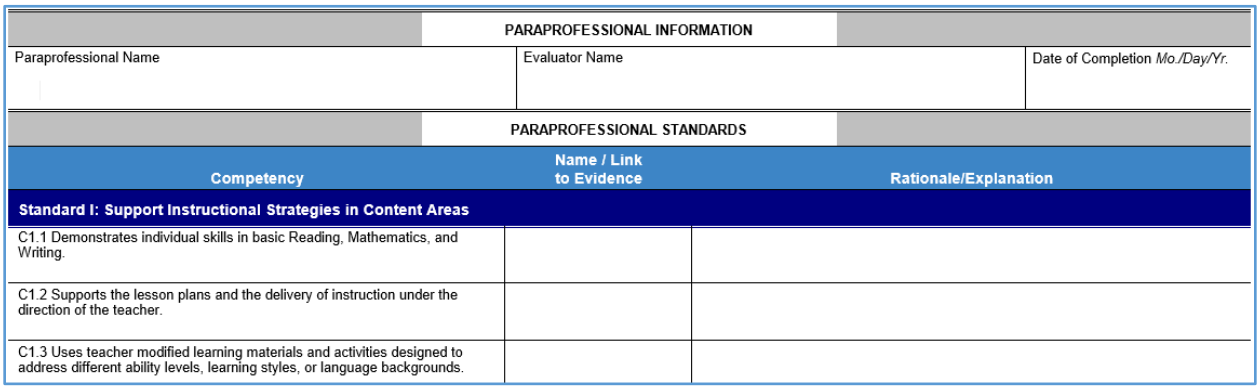
Appendix E
Authentic Portfolio Forms

Paraprofessional Portfolio Documentation form

In place of standardized assessments, paraprofessionals may opt to curate an Authentic Portfolio of artifacts that demonstrate proficiency in all of the skills listed in the Assessment Framework. This portfolio is to be submitted to the prospective employing district for review.

Paraprofessionals may download the Paraprofessional Portfolio Documentation form (PI-1651) and use it to curate and summarize the evidence and documentation.

Appendix Figure 1: Screenshot of Paraprofessional Documentation form column headings



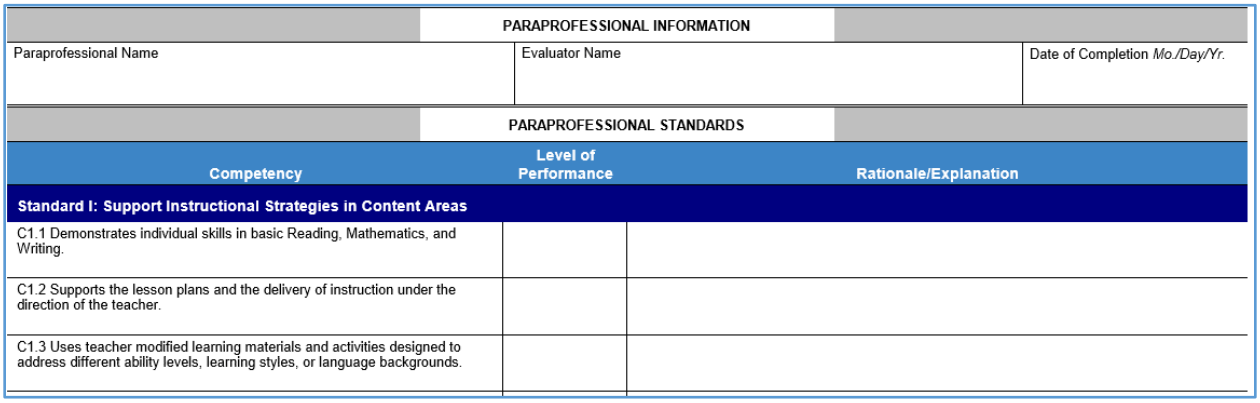
PARAPROFESSIONAL INFORMATION		
Paraprofessional Name	Evaluator Name	Date of Completion *Mo./Day/Yr.*

PARAPROFESSIONAL STANDARDS		
Competency	**Name / Link to Evidence**	**Rationale/Explanation**
Standard I: Support Instructional Strategies in Content Areas		
C1.1 Demonstrates individual skills in basic Reading, Mathematics, and Writing.		
C1.2 Supports the lesson plans and the delivery of instruction under the direction of the teacher.		
C1.3 Uses teacher modified learning materials and activities designed to address different ability levels, learning styles, or language backgrounds.		

Paraprofessional Portfolio Review form

Office staff of the hiring school/district may download and use the Paraprofessional Portfolio Review form (PI-1652) to document satisfactory demonstration of all of the required competencies. The district does not need to submit the documentation to DPI, but should keep a copy for their records.

Appendix Figure 2: Screenshot of Paraprofessional Portfolio Review form column headings



PARAPROFESSIONAL INFORMATION		
Paraprofessional Name	Evaluator Name	Date of Completion *Mo./Day/Yr.*

PARAPROFESSIONAL STANDARDS		
Competency	**Level of Performance**	**Rationale/Explanation**
Standard I: Support Instructional Strategies in Content Areas		
C1.1 Demonstrates individual skills in basic Reading, Mathematics, and Writing.		
C1.2 Supports the lesson plans and the delivery of instruction under the direction of the teacher.		
C1.3 Uses teacher modified learning materials and activities designed to address different ability levels, learning styles, or language backgrounds.		

Appendix F
Resources

Connecticut State Department of Education. 2012. "Guidelines for Training and Support of Paraprofessionals: Working with Students Birth to 21." https://portal.ct.gov/-/media/SDE/Paraeducator/guidelines_paraprofessionals.pdf

The Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC). 2013. "InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0." https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Dover, Wendy. 2000. The Classroom Teacher's Guide for Working with Paraeducators. Manhattan, Kansas: The Master Teacher Inc.

Dover, Wendy. 2001. The Paraeducator's Guide to Instructional and Curricular Modifications. Manhattan, Kansas: The Master Teacher Inc.

Dover, Wendy. 2008. The Personal Planner and Training Guide for the Paraeducator, (Second Edition). Manhattan, Kansas: The Master Teacher, Inc.

Lasater, Mary, Marlene Johnson, and Mary Fitzgerald. 2006. Triplicity: Administrator's Guide to Facilitating the Partner Teacher/Paraeducator Partnership. Horsham, Pennsylvania: LRP Publications.

Mcfarlane, Cathy and Ionia County Intermediate School District team. 2007. "Effectively Utilizing and Supporting Paraprofessionals." http://www.lcisd.k12.mi.us/UserFiles/Servers/Server_78652/File/specialed/PBIS/START%20Para%20Guide.pdf

Mele, Susan Catherine. 2014. "The Supervision of Paraprofessionals in Elementary School Classrooms." PhD diss., The Virginia Polytechnic Institute and State https://vtechworks.lib.vt.edu/bitstream/handle/10919/50532/Mele_SC_T_2014.pdf?sequence=1

Montana Office of Public Instruction. 2017. "A Resource Guide for Administrators, Educators, and Paraprofessionals." Accessed November 2018. https://opi.mt.gov/Portals/182/Page%20Files/Special%20Education/Guides/2017%20Revised%20PARA%20Resource%20Guide%20FINAL%206-6-17A.pdf?ver=2017-08-31-125132-977

National Resource Center for Paraeducators. http://www.nrcpara.org/.

School District of Bloomer. "Paraprofessional Resource." Accessed November 2018. https://www.bloomer.k12.wi.us/bes/Handbooks/Paraprofessional%20book.pdf

School Mental Health, Wisconsin Department of Public Instruction. "Trauma-Sensitive Schools Learning Modules." https://dpi.wi.gov/sspw/mental-health/trauma/modules.

Utah State Office of Education. 2009. "Utah Paraeducator Handbook." Accessed November 2018. http://www.utahparas.org/Utah-Special%20Education-Paraeducator-Handbook.pdf

Washington State Office of Superintendent of Public Instruction. 2013. "Washington State Paraeducator Guidelines: Title I Requirements of the Elementary and Secondary Education Act." https://6f9a8321c693aa5ed270-abe333b7f7aceacc2f699d5acb733284.ssl.cf1.rackcdn.com/Washington/ParaeducatorGuidelines.pdf

Wisconsin PBIS Network. "Classroom Management for Student Engagement." https://www.wisconsinpbisnetwork.org/educators/pbis-in-action/classroom-management.html.

Standardized Assessments Contacts

WorkKeys (ACT)

- ACT website
- ACT study guide
- Contact information

Parapro-Assessment (ETS)

- ETS Website
- ETS study guide
- Contact information

ParaEducator Master Teacher

- Master Teacher website
- Master Teacher study guide
- Contact information