

THE NEED FOR PARAEDUCATORS AND POLICY RELATED TO THEIR SUPERVISION:
A SEARCH FOR SUPERVISOR COMPETENCIES

BY

Copyright 2012

Claudia L. Reinfelds

Submitted to the graduate degree program in Special Education and the Graduate Faculty of the
University of Kansas in partial fulfillment of the requirements for the degree of Doctor of
Education

Chairperson Earle Knowlton

Chriss Walther-Thomas

Mary Morningstar

Deborah E. Griswold

Donita Massengill-Shaw

Date defended: August 24, 2012

The Dissertation Committee for Claudia L. Reinfelds

Certifies that this is the approved version of the following dissertation:

THE NEED FOR PARAEDUCATORS AND POLICY RELATED TO THEIR SUPERVISION:
A SEARCH FOR SUPERVISOR COMPETENCIES

Chairperson Earle Knowlton

Date approved August 24, 2012

ABSTRACT

The use of paraeducators in public schools has multiplied without sufficient research to avoid negative practices, yet a positive trend toward improvement is evident. A search for regulations and policies at the state level has shown response to the federally mandated regulations. The influence of a regulation with a minimal intent (paraeducators working in Title I schools) has inspired many to begin self-regulation with several approaches: requiring paraeducators to be certified, creating standards to measure either skill level prior to employment or growth occurring with service, and offering teachers guidance to improve quality with competent supervision of the paraeducators with whom they are collaboratively teamed. The autonomy of the individual states is expressed by these policies and regulation, but multifaceted problems are best solved with collective solutions. This qualitative research attempted to collect these solutions into a pattern of models for better practice.

ACKNOWLEDGEMENTS

There have been no singular pursuits; each moment of my life is interwoven with the contribution of others. The roles of family, friend, mentor, advisor, and editor are so fluid that each person in my life has fulfilled multiple roles, so that now I cannot distinguish one from another. Good friends have advised and advisors have become good friends. Gratitude for those whose contributing gifts influenced this work must be returned in the personal manner in which they were given. I only distinguish here the one whose multiple roles of influence began this pursuit: my father, Artie H. Whitworth. His gift of believing in me and cementing that belief with unconditional love is evident not only with the quality of my days, but the continuous pursuit of growth he inspired.

TABLE OF CONTENTS

ABSTRACT.....	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
Chapter 1 - INTRODUCTION.....	1
Overview.....	1
Statement of the Problem.....	1
Research Questions	10
Chapter 2 - REVIEW OF THE LITERATURE.....	11
Review Structure.....	11
Definition of Roles.....	12
Building Relationships.....	20
Responsibilities: Evidence of Supervision Competencies	23
Literature Review Summary	47
Chapter 3 - METHOD.....	51
Chapter 4 - FINDINGS	56
Introduction.....	56
Certification Requirements for Instructional Paraeducators.....	58
Certification Review	66
State Standards.....	67

Inclusive Resource Guides With Standards and Evaluation.....	79
All-Inclusive Resource Guides	83
Comparison of Competency Listings.....	96
State Influence Upon Local Agencies.....	99
Findings Review Summary.....	102
Chapter 5 - DISCUSSION AND RECOMMENDATIONS	105
Positive Effect of Federal Mandates	105
Positive Effect of Normed Expectations.....	108
Positive Effects of Guiding Supervisors.....	111
Conclusive Recommendations.....	113
REFERENCES	115
APPENDICES	125
Appendix A.....	128
Appendix B.....	132
Appendix C.....	237
Appendix D.....	246

LIST OF TABLES

Table 1. Names for Uncertified Personnel Involved With Academic Support.....	56
Table 2. Connecticut Standard Expectations for Paraeducators and Their Supervisors.....	93
Table 3. Comparison of Connecticut’s Skill Competencies with Study	97

LIST OF FIGURES

Figure 1. Conceptual Framework of Paraeducator Issues	1
---	---

CHAPTER 1

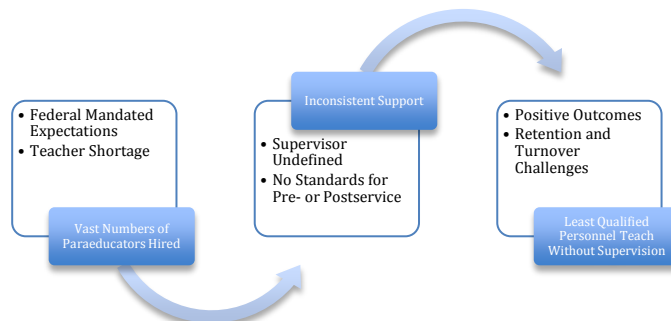
Introduction

Overview

Vast numbers of paraeducators support students in schools of the United States. Paraeducators are uncertified personnel expected to work under the direct supervision of teachers. Various titles are used to describe the position. A few examples are *paraeducator*, *instructional aides*, *teacher's aide*, *para-professional*, and *teacher's assistant*. For the purpose of this paper the title of paraeducators will be used. The increase of mandated expectations of schools and the ever-present shortage of teachers to meet those requirements (see Figure 1) have resulted in a hiring increase of paraeducators. There are no regulating standards and the competencies necessary for their supervision is not defined. Retention and turnover challenges suggest issues concerning paraeducators' job conditions. Despite the inconsistent support paraeducators provide, some positive indications are evident as to the assistance they offer students (see Figure 1). Concern that the least qualified personnel are teaching those pupils at risk for failure, without supervision from highly qualified teachers (Giangreco, Yuan, McKenzie, Cameron, & Fialka, 2005) demands review and study by the academic community.

Figure 1

Conceptual Framework for Problem Statement



Statement of the Problem

Mandated with shortages. The public school system in the United States is challenged with demands for improvements. A continuous shortage of teachers increases the difficulty of addressing federal mandates, such as Head Start, Title I, The Individuals With Disabilities Act (IDEA), and Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind (NCLB). Because No Child Left Behind regulations will be referred to frequently, NCLB will be used the remainder of this document. Due to the limited number of highly qualified teachers available to meet these expectations, school districts hire paraeducators to assist with direct instruction of students and other duties. In fact, paraeducators have been hired in vastly increasing numbers in recent years. The Digest of Education Statistics (National Center for Education Statistics [NCES] 2009) reported that in 1969 the number of paraeducators in the United States was 57, 418. By the fall of 2008, according to NCES, the number of paraeducators was 734,100; in 39 years the number of paraeducators had increased a whopping 1,178%.

Inconsistent support. The proliferation of paraeducators has occurred without standards to measure basic skill requirements for paraeducators' role and function in schools. Therefore the quality and manner of assistance these paraeducators offer is random and inconsistent. However, some preservice expectations were established within the last ten years. NCLB specified expectations for schools receiving Title I funding toward academic attainment. The requirements were such that by 2003-04, 93% of school districts required paraprofessionals to have a high school diploma or the equivalent and 57% required education beyond high school graduation (2 years of

college, an associate degree, or the passing of a state or local test) (NCES, 2012). Yet, these requirements were not intended to guide how paraeducators provide direct instruction to students.

If job requirements and qualifications are sketchy, then in-service training for paraeducators becomes critical. Support for the education of students with disabilities and those at risk for failure cannot occur without skilled personnel. The need and responsibility for providing professional development to paraeducators upon employment is mandated (NCLB), but only as a statement of necessity and “highly qualified” achievement. Without standards to guide curriculum this development will be vague and inconsistent. Moreover, the precise school personnel responsible for providing this professional development were not defined until 2001. NCLB’s declaration of teachers as providing “direct supervision” of the paraeducators may have been correct, though without definition and operational guidelines; teachers were, and arguable remain, unprepared to take on this responsibility. A reluctance to supervise paraeducators beyond the informal allocation of tasks (French, 1998; Morgan, Ashbaker, & Young, 2001) may be due to lack of preparation to do so (Drecktrah, 2000) in combination with the assumption that someone more qualified is providing the supervision (Moshoyannis, Pickett, & Granick, 1999). The result is that paraeducators are essentially held accountable for daily events only. For example, 25% of surveyed supervising teachers never met with their paraeducators (French, 2001). In another example, teachers spent only 7% of their academic day working with paraeducators (Giangreco & Broer, 2005). Inconsistency in quality and quantity of services paraeducators offer students has not improved over time (Harris, 2011).

Least qualified to teach. The large number of paraeducators working without formal training or supervision generates a formidable challenge, yet there are positive outcomes evident in the literature. Paraeducators' relationships with their pupils and their families help create a connection between schools and families (Chopra & French, 2004; Chopra et al., 2004; Morgan & Ashbaker, 2004; Werts, Harris, Tillery, & Roark, 2004). Teachers view additional personnel support as beneficial (Allen & Ashbaker, 2004), whether it is due to friendship opportunities paraeducators offer (Ashbaker & Morgan, 2001a) or the assistance provided to students regarding personal needs (Giangreco, et al., 2005). General educators are more accepting of students who exhibit a wide range of intellectual disabilities being in their classes when support personnel are available (McNally, Cole, & Waugh, 2001). Paraeducators provide vital support in the service delivery of programs for students with disabilities (French, 1998).

Additionally, paraeducators remain cost-effective positions (Brown, Farrington, Knight, Ross, & Ziegler, 1999; Hofmeister, Ashbaker, & Morgan, 1996). Two to three paraeducators may be hired instead of one highly qualified teacher (French, 2003a), but attrition and retention issues challenge this perceived effectiveness. Although individual schools may vary, districts generally express difficulty in hiring paraeducators each year when one half to two thirds of such hires are needed to replace those who have left (Ghere & York-Barr, 2007). Low wages and poor benefits appear to be the primary reason for high attrition rates (Ghere & York-Barr, 2003; Tillery, Werts, Roark, & Harris, 2003). Working conditions, such as the provision of professional development and the skill level of teachers to provide supervision are further challenges affecting retention of paraeducators (Ghere & York-Barr, 2007; Shyman, 2010).

Supervisory practices. The lack of appropriate supervisory practices in regard to paraeducators is clear. Riggs and Mueller (2001) reported that only 53% of those paraeducators in their study received a copy of a job description upon employment, and often that description did not reflect the actual responsibilities of the job. Warnings to administrators and teachers to carefully consider the competencies and skills of paraeducators before assigning them tasks are prevalent (French, 1999, 2003; Riggs, 2002). Davis, Kotecki, Harvey, and Oliver (2007) stated that only 16% of those who were responsible for a specific task as paraeducators were actually trained to complete that task. Downing, Ryndak, and Clark (2000) reported that the majority of the paraeducators in their study had been required to learn on their own and were so isolated from teachers that they received little feedback related to skills needed. A study conducted by Tillery et al. (2003) showed that paraeducators often left their positions due to a mismatch of competencies with skills; in other words, a lack of match between job responsibilities and job description. Gerber, Finn, Achilles, and Boyd-Zaharias (2001) explained that the lack of academic improvement by students in classes with paraeducators was due to paraeducators performing tasks for which they were ill prepared. The absence of professional development to impart the pedagogy needed to provide direct instruction not only results in paraeducators providing academic support in subjects in which they feel weak or for which they feel unprepared (Giangreco & Broer, 2005), but it also creates a negative working environment for paraeducators.

Appraised questions. Reviewing how federal mandates, combined with a teacher shortage, resulted in a vast number of paraeducators being hired suggested an answer to an obvious problem had been found. Yet the inconsistent support

paraeducators offer students in public schools is an indication that this answer has created new problems. Although positive supportive outcomes can be found, the lack of standard expectations for paraeducators, lack of supervision guidelines for the teachers responsible for paraeducators' management, and the evidence of personnel retention issues of paraeducators are indications that far more questions than answers abound (Giangreco, Broer, & Edelman, 2002).

There is some value in well-identified issues, but effectual solutions must be proposed for that identification process to be significant. Where does one begin when the issues appear multifaceted? The resulting host of questions confounds solution seeking. The proposed questions could motivate solution seeking that centers upon improving the paraeducators' skills through standard expectations and professional development to achieve those expectations. Or these questions could prompt research that looks for solutions to improve the job conditions for paraeducators, therefore improving retention. Proposing solutions that has an influence on all aspects could reduce the faceted appearance to these well-identified issues. Teachers, given the responsibility of supervision, are in a position to influence both the skills of paraeducators and the conditions that surround their jobs (French, 2001).

Policy that provides guidance with regard to the supervision of paraeducators is, hopefully based upon needs indicated through research. Examination of current policies would illustrate what guidance already exists. Katsiyannis, Hodge, and Lanford (2000) reviewed legal issues associated with the presence of paraeducators in special education. As of 1999, numerous decisions existed which indicated that paraeducators must be provided to support students with disabilities if such services were necessary for the

student to receive a free, appropriate public education, and paraeducators serving in this capacity must be qualified to perform these services. These decisions infer that the schools were responsible for establishing the necessity of this service, had the authority to select the paraeducators who would offer this service, and were responsible to offer training so that the paraeducators were qualified to provide the service (Katsiyannis et al., 2000). Ashbaker and Morgan (2004) also reviewed legal issues associated with paraeducators, but they did not limit the review to paraeducators associated with special education. Still evident were the concerns related to professional development to train paraeducators for job expectations, as well as continuous professional development throughout employment.

Etscheidt (2005) completed a thorough analysis of the influence that legal issues from 1997 to 2004 had upon concerns associated with paraeducators. Support was evident for the Katsiyannis et al. (2000) report that stated the need for paraeducators had been established legally. Etscheidt indicated a broadening from a one-on-one support for students so evident in the earlier study, but the need was still clearly established. Etscheidt's review also indicated that legal decisions clearly concluded that the selection and retention of paraeducators was an administrative function and that the school district maintained discretion in the employment and assignment of paraeducators. Legal decisions have indicated that the services of paraeducators are to be of supplemental support, with planning for students and monitoring of paraeducators' implementations of those plans from certified personnel. This supplemental support covers academic and behavioral services, as well as assistance necessary for students' safety. Nurses are to provide medical support, teachers are to provide academic support, and paraeducators

offer supplemental support to both of these personnel. Therefore, paraeducators must be adequately trained and supervised to perform these duties. Reviews of legal issues clearly indicate that questions centering on the supervision of the paraeducators is warranted and needed.

Frith and Lindsey (1982) surveyed state education agencies (SEAs) to investigate the knowledge, perceptions, and predictions of their states' certification, training, and other programming variables related to paraeducators. Of the states responding, 86% did not have a certification standard for paraeducators. Similarly, 86% of the respondents indicated that local education agents (LEAs) should have control of who they hired to serve as paraeducators and what preservice skills they possessed. In contrast, most predicted that certification requirements would be more stringent in the future. Furthermore, 72% reported that training programs did not require state board of education approval; yet, 71% proposed that such approval would improve the quality of the training. This review of SEAs also indicates that questions to generate solutions for supervisors are needed.

Baber (2005) reviewed the research compiled by the Education Commission of the States regarding certification of, qualification of, and professional development for paraeducators. At that time, all 50 states were in one way or another incorporating the federal NCLB expectations into their state requirements. Georgia, Illinois, Maine, Mississippi, Nebraska, New Mexico, New York, Washington, and West Virginia had implemented requirements that exceeded NCLB obligations. Minnesota, New Hampshire, and Rhode Island not only were exceeding NCLB necessities, but had qualification requirements for all instructional paraeducators. Hawaii and Oklahoma

requirements did not exceed NCLB, but they had the same qualification requirements for all paraeducators with instructional duties. Furthermore, Baber reported that 10 states had a policy that required paraeducators with instructional duties to be certified (Delaware, Georgia, Maine, Minnesota, New Mexico, New York, North Dakota, Ohio, Texas, and West Virginia). Eleven states had professional development programs to assist paraeducators in attaining highly qualified status: Delaware, Georgia, Hawaii, Idaho, Michigan, Mississippi, New Hampshire, New Mexico, New York, Ohio, and Rhode Island (Baber, 2005).

This review of state policies indicates that states are leading the way to offer support for the local supervisor of paraeducators. NCLB mandated an improvement in preservice skills upon employment of paraeducators, which all states are complying with and several states have improved upon. Demands by states for certification, as well as the provision of ongoing professional development to continue improving upon preservice skills will not only improve the skill of paraeducators, but also lessen the overwhelming task supervisors have of insuring qualified paraeducators. If states have made these changes since the enactment of NCLB, what changes have occurred since Baber's 2005 report? Questions that center upon the competencies of supervision but illustrate state level guidance seem to be warranted.

It is proposed that a study of the competencies that a supervisor needs could come from policies at the state level regarding paraeducator evaluation. If the skill expectations of paraeducators are clear, then the steps a supervisor must follow to ensure paraeducators are qualified to perform these skills can be inferred. Knowing and understanding the established policies concerning paraeducators' evaluation and the skills

addressed with this evaluation is only a beginning to defining supervision skills, but it is an imperative start.

Research Questions

Several questions must be answered if current paraeducators' evaluation policies are to be effectively addressed and implemented by supervisors:

1. Which states have a formal policy concerning how paraeducators are evaluated?
2. How did these policies originate?
3. Does the policy allow delineation of specific skill expectations for paraeducators?
4. Are supervision competencies evident from that listing?
5. Is there a similarity between the competencies of supervision, as stated by Wallace, Shin, Bartholomay, and Stahl (2001) and the supervision competencies evident in the policy?
6. What is the effect upon a purposefully selected district of a state policy that adequately addresses Questions 3, 4, and 5.

CHAPTER 2

Review of the Literature

Review Structure

The process of reviewing the literature was directed by the research questions. To establish a broad base of understanding, three databases (Academic Search Premier, Project MUSE, and Wilson OmniFile full-text select) were used in computer searches using the University of Kansas's library system. Using the filters of "full text" and "peer-reviewed," literature was requested that contained the word(s) paraeducator, paraprofessional, and/or teacher assistant. If a specific topic needed expansion, such as the role paraeducators fulfill for schools, then search limits were given such as "role, paraeducator, paraprofessional, and/or teacher assistant." Because the titles for paraeducators are so varied, and the literature reflects this, all searches used the three terms given.

An understanding cannot be established if limited to depth alone; a historical perspective requires a broader view. Both the concept to be understood and the history behind it must be explored. At the University of Vermont, the College of Education and Social Service's Center on Disability and Community Inclusion provides a list of chronological references spanning from 1990 to 2012 that relate to paraeducators; the entire listing was considered for this review (<http://www.uvm.edu/~cdci/?Page=parasupport/chrono.html>). This listing included both data-based and nondata-based literature. Links to the complete (full-text) sources were often provided at this site, but when full-text were not provided the University of Kansas

library was used. This listing allowed a broader exploration and helped to establish the historical perspective needed to clearly understand specific concepts.

Many authors prior to and since the passage of NCLB have addressed the components of supervision, providing guidance to teachers who supervise paraeducators by scripting what the responsibilities of supervision are and how they can be completed. Although several authors (Ashbaker & Morgan, 2006; French, 2003a; Pickett & Gerlach, 2003) conceptualized supervision differently, the following components were addressed by all:

1. role definition of teachers and paraeducators,
2. relationship building between teachers and paraeducators, and
3. responsibilities that supervisors of paraeducators need to complete.

A review of the literature that addresses these three components is necessary for understanding and to justify the research questions of this study.

Definition of Roles

Although the extant literature indicates there is limited research on any of these components, the question of the paraeducators' role is prominent. Defining the role of paraeducators was introduced first as a positional discussion without data backing (French, 1999a, 1999b; French & Pickett, 1997; Morgan & Ashbaker, 2001; Morrissette, Morrissette, & Julian, 2002; Pickett, 1999b, 2002). Almost simultaneously several authors began to search for data to guide the defining of paraeducators' role. French and Chopra (1999) conducted focus group interviews with 19 parents of students with disabilities to establish their perception of the paraeducators' function. In an effort to define the paraeducators' role, Minondo, Meyer, and Zin (2001) surveyed almost 100

participants (general teachers, special education teachers, and paraeducators) to list what tasks were being performed.

Using role definition to address diversity. Soon the research began to echo the diversity presented by students in the public schools, because students influenced the role paraeducators fulfilled to support them. Marks, Schrader, and Levine (1999) interviewed 20 paraeducators, with follow-up interviews with four participants identified due to key representational characteristics, to establish an overview of paraeducators' role when supporting students with significant behavioral challenges. Lacey (2001) interviewed and/or observed more than 200 participants (students, paraeducators, teachers, and parents) with interest in the role of paraeducators supporting students with severe and profound learning difficulties. Hughes and Valle-Riestra (2008) queried 52 paraeducators and 59 teachers working with young children with disabilities who reported a general feeling of preparedness for their specified roles. This group of research illustrates that although a paraeducator's role can be defined for a single employee, it differs according to the population of students being supported.

Takala (2007) interviewed 17 paraeducators illustrating an environmental influence upon role definition (a general education classroom in contrast to a special education classroom). Nevin, Malian, and Liston (2008) surveyed more than 200 paraeducators and noted that the role of the paraeducators continued to change as numerous tasks, such as Response to Intervention, were being added to former roles. McKenzie and Lewis (2008) surveyed 107 paraeducators and 293 teachers and demonstrated that the lack of defined roles resulted in conflicts; for instance, paraeducators were providing direct instruction rather than instructional support when

assisting students with visual impairments. Although the role of the paraeducator cannot be universally defined, defining the role of individual paraeducators has merit.

Using role definition to address at-risk students. The next category of research has to do with paraeducators' supporting students considered at-risk for failure. One position suggested that paraeducators fulfill the role of job coaches (Rogan & Held, 1999). Allen and Ashbaker (2004) recommended that paraeducators become involved in crisis prevention and intervention. Causton-Theoharis and Malmgren (2005) touted the advantages of using paraeducators to assist young pupils with reading instruction. Piletic, Davis, and Aschemeier (2005) suggested paraeducators assist teachers in physical education classes. In contrast, O'Connor and French (1998) deducted from 80 studied participants that paraeducators' attitudes toward including all students in physical education was negative. They recommended professional development was needed for paraeducators to be able to carry out the role of support in physical education. Maag, Vasa, and Reid (1998) investigated 187 paraeducators to show that paraeducators offered academic assistance, modeled appropriate behavior, and gave reinforcement to students with emotional and behavioral disorders. Paraeducators were shown to offer promising outcomes for students with attention-deficit/hyperactivity disorder using a particular strategy (Kotkin, 1998). Devlin (2005) improved six student's social interaction and engagement skills by providing professional development that addressed teachers' and paraeducators' teamwork related to this desired outcome. Forster and Holbrook (2005) offered opinions concerning the advantages and disadvantages of using paraeducators to support students with visual impairments. Schenker, Coster, and Parush (2006) expressed similar advantages and disadvantages for students with cerebral palsy being

supported by paraeducators. Again, the duty of the paraeducators differed from one study to the next, but when these studies are clustered together it is evident that one possible role for paraeducators is support for pupils who are at risk for failure in the school system.

Using role definition to address student and family support. French (2004) referred to “bridging the gap” between students, their families, and schools as an important component of the paraeducators’ role. Skar and Tamm (2001) studied children and adolescents with restricted mobility (13 participants) to describe perceptions of their relationship with paraeducators. Their analysis resulted in five categories: (a) replaceable, (b) mother/father, (c) professional assistant, (d) friend, and (e) my ideal. In a similar study, Broer, Doyle, and Giangreco (2005) interviewed 16 young adults about their experiences in school with paraeducators. This analysis resulted in four interrelated themes: (a) mother, (b) friend, (c) protector, and (d) primary teacher.

Chopra et al. (2004) conducted focus-group interviews with 49 paraeducators to present their perception of the role they played in connecting the school to its community. Chopra and French (2004) interviewed parents, paraeducators, and teachers (17 participants) to identify the significance of the paraeducators’ role as a connector among schools, students, and families.

Werts, Harris, Tillery, and Roark (2004) observed and interviewed 33 paraeducators and 28 parents to establish the parents’ knowledge and perceptions of the paraeducators working in their children’s classroom. The parents were pleased with the support the paraeducators offered their children; however, they wished for improved communication from the school and more professional development for the

paraeducators. The key to individualized balance for students occurs when families and the schools work together (Giangreco, Yuan, McKenzie, Cameron, & Fialka, 2005); the research indicates that paraeducators have a role in maintaining this balance.

Using role definition to avoid harm. The benefits paraeducators present students can be affected by the way in which their support is provided. Positional reviews or nondata literature exists (Blacher & Rodriguez, 2007; Brown, Farrington, Knight, Ross, & Ziegler, 1999; French & Chopra, 2006; Giangreco & Doyle, 2002), but the body of research concerning this topic was established through observation of paraeducators' proximity to students and the responses attributed to that proximity. Giangreco, Edelman, Luiselli and MacFarland (1997) highlighted eight findings of significance:

- interference with ownership and responsibility by general educators,
- separation from classmates,
- dependence on adults,
- impact on peer interactions,
- limitations on receiving competent instruction,
- loss of personal control,
- loss of gender identity, and
- interference with instruction of other students.

The research of Young, Simpson, Myles, and Kamps (1997) acknowledged that student on-task behavior was improved with close proximity to the paraeducators, yet lack of interaction between teachers and peers was noted. Werts, Zigmond, and Leeper (2001) only studied the positive effect of close proximity upon students' on-task

behavior. Giangreco, Broer, and Edelman (2001) addressed how general educators viewed their responsibilities toward students supported by paraeducators by interviewing 103 participants (teachers, special educators, paraeducators and administrators) to show that when paraeducators were assigned one-on-one support of students, teachers interacted less with students. The need for professional development to address these issues with paraeducators was the focus of the researchers' next study (Giangreco, Broer, & Edelman, 2002). This was followed with suggestions of not only how to reduce the negative effect of close proximity, but what supports could replace a constant presence (Giangreco & Broer, 2007; Giangreco et al., 2002; Suter & Giangreco, 2008). The literature suggested strategies for reducing potential negative effects by avoiding paraeducator-to-student, one-on-one assignments (Causton-Theoharis & Malmgren, 2005; Freschi, 1999; Giangreco & Broer, 2002;). Hemmingsson, Borell, and Gustavsson (2003) illustrated through observations and interviews that paraeducators could both facilitate and hinder social interactions of students with disabilities and their peers. Recent studies have focused upon the impact of peer interactions when students are being supported by paraeducators (Malmgren & Causton-Theoharis, 2006). Harris (2011) showed that peer and teacher interaction improved if paraeducators were physically distant from the supported student. The need to adjust paraeducators' duties so that students' can access a free, appropriate public education is well founded. Addressing a diverse population who may be at risk for failure without clearly defining the role of that support can have negative repercussions.

Defining paraeducators' roles changes teachers' roles. Even before NCLB mandated teachers as the supervisors of paraeducators, the literature was evaluating

teachers' responses to paraeducators in the classroom. French's single-case study (1997) illustrated that novice educators were unprepared to work with paraeducators. A follow-up exploration of 18 pairs of teachers and paraeducators identified the teachers' reluctance to provide supervision and indicated that teachers instead preferred a peer relationship (French, 1998). Moshoyannis, Pickett, and Granick (1999) surveyed 241 teachers, finding the same reluctance to supervise but also the assumption that someone else the teachers perceived as more qualified than themselves was supervising. The teachers' assumption that they lacked supervisory skills was explained by Drecktrah's (2000) study, where only 10% of the 212 teachers surveyed had pre-service education that addressed supervision of paraeducators, even though 90% felt that this training should have occurred.

McNally, Cole, and Waugh (2001) interviewed 72 teachers in general education to show that inclusion of students with intellectual disabilities depended upon paraeducators' support. French (2001) showed that 75% of the 321 special education teachers in that study had primary responsibility for supervision of paraeducators even though the paraeducators were supporting students in general education classrooms. In fact, half of these special education teachers were responsible for evaluating paraeducators' performance within these general educational classrooms. From this, one can infer that the special education teachers greatly depended upon communication from general teachers to provide adequate supervision, yet regularly scheduled meetings between the two professionals were limited. Morgan, Ashbaker, and Young (2001) conducted focus group discussions (101 participants) to illustrate strategies for improving teachers/paraeducators teams. These participants emphasized that successful teaming

occurred when contact between adults increased and that student outcomes improved with an increase in this professional collaboration. Giangreco and Broer (2005) used questionnaires from 737 participants to deduce that whereas 47% of the paraeducators' time was spent providing student instruction that had been planned by a certified teacher, only 7% of the teachers' time was spent working with the paraeducators. This was echoed by 70% of the paraeducator participants, who reported that they functioned with a high level of autonomy, making curricular, instructional, and activity-participation decisions without having professional oversight. Chopra and Ullery (2008) reported that although few teachers had been prepared for the role of supervisor in their pre-service work, of those who had received training only 60% were actually offering supervision to paraeducators. Confirmation was achieved when paraeducators in the study could not even name their supervisors.

Although the research related to role definition has room for expansion, literature is available to guide teachers in defining the role of paraeducators within individualized settings. It is apparent that although roles need to be clearly defined, the diversity of the population being supported forces the development of customized definitions rather than generic. It is also apparent that an infrastructure change is necessary to allow teachers and paraeducators time within the academic day to communicate, so that defined duties remain clear. Lack of preparation to be supervisors combined with a missing collaborative infrastructure to enhance their supervision explains teachers' reluctance to accept their changed role in relation to paraeducators. Although the literature illustrates why teachers are reluctant to add the role of supervisor, further exploration is needed to

establish how they can complete the responsibilities associated with this additional role with competence.

Building Relationships

Another component important to effective supervision of paraeducators is an environment wherein a collaborative team works well together. Teachers need to know how to build a relationship with paraeducators, though clearly defined roles must be in place to begin this process. Friend and Cook (2003) warned that the relationship with paraeducators may be the most complicated professional relationship teachers have. This is due, in part, to the fact that it is quite different from building a relationship with fellow teachers. Development of a shared philosophy facilitates effective classroom management and teaching strategies (Carnahan, Williamson, Clarke, & Sorensen, 2009); therefore, collaboration is important despite its numerous potential complications. Friend and Cook (2003) listed six characteristics of a collaborative culture: (a) voluntary participation, (b) mutual goals, (c) shared responsibilities, (d) shared resources, (e) shared outcomes accountability, and (f) requirement of parity. This last characteristic of collaboration creates a conundrum for teachers and paraeducators. Whereas equality between parties is a logical advantage of collaboration, the contrast between certified and noncertified personnel combined with a mandated decree of the certified supervising the uncertified creates disequilibrium. This imbalance between classroom personnel may explain why research focuses more upon the requirement of parity than the other characteristics of collaboration.

Relationship parity. Giangreco, Edelman, and Broer (2001) used semi-structured interviews and observations of 103 paraeducators and found that to receive

respect, to feel appreciated, and to have their contributions acknowledged were significant issues. Arguably equality and respect are not synonymous, but Mostert (1998) considered shared responsibility as a key element in collaboration. This collective responsibility includes mental involvement when one participates in discussions related to goal achievement with honesty and mutual respect for the ideas of others (Friend & Cook, 2003). Research by Giangreco et al. (2001) indicated that paraeducators feel it is significant to be able to make a positive contribution while being appreciated for the role they offer a collaborative team.

In a group focus discussion, 35 paraeducators indicated the top 10 items they wished teachers to know about paraeducators (Riggs, 2004). Number 1 was to have teachers know their names, and Number 2 was for teachers to be familiar with policies for paraeducators so that their responsibilities aligned with their defined role. Patterson (2006) used semi-structured interviews with 22 paraeducators to establish, among other things, the need for partnership among teachers, parents, and themselves. When Carter and Hughes (2006) used a questionnaire with 100 participants to assess how best to include high school students with severe disabilities in general education classes, the item rated as the biggest barrier by general education teachers was time to collaborate with special education teachers, who considered the attitude of teachers/staff toward inclusion as the greatest barrier. Paraeducators, however, considered general education teachers' lack of knowledge about students as the greatest. One can deduce from this that if collaborative communication is limited, ability to achieve mutual goals will be restricted.

The position of Morgan, Ashbaker, and Forbush (1998) was that professional development is necessary for teachers to learn supervision skills, but it is also important

for all team members to learn collaborative skills. A procedural description of how this could occur locally, with teams learning together how to share responsibilities, emphasizes that allotting time for this development was the first priority. A recent study by Hughes and Valle-Reiestra (2008) discovered through surveys of more than 100 teachers and paraeducators a successful collaborative environment where both groups viewed themselves as members of an educational team. The job satisfaction expressed by both teachers and paraeducators was explained by the amount of professional development offered to all (paraeducators thought they were prepared for their responsibilities and teachers considered themselves skilled in collaborative strategies). Evident in this study was the time commitment that allowed for discussion among team members.

Shared responsibilities. Daniels and McBride (2001) noted the importance of paraeducators as critical team members and offered techniques to teachers on how to share their student responsibilities with paraeducators. Cremin, Thomas, and Vincett (2003) evaluated three team organization models to illustrate how academic teams could increase paraeducators' effectiveness. Room management (people taking on different roles as they work in the classroom), zoning (involving more than one adult in classroom teaching), and reflective teamwork (at least one session per week with 15 minutes of structured planning time per session) were compared. The room management model produced the most significant increase in student engagement. The irony of this result is that relatively independent planning times would make the collaborative planning time demanded by this model impossible.

In a single-case study from the paraeducators' point of view, Morgan and Ashbaker (2004) emphasized the importance of communication between teachers and paraeducators. In another single-case examination, Hauge and Babke (2006) listed many ways to develop collaborative teams. Although they included other supervisory characteristics (defining the roles of paraeducators and other specific responsibilities), strategies for building a relationship were quite prominent. The collaborative sharing of responsibilities was enhanced due to scheduled weekly meeting time when input from paraeducators was encouraged. Teacher/paraeducator relationships work when respect is mutual, teamwork is evident, and educating students is the common goal (Rosales, 2009).

Again, the research to guide teachers can and should continue to expand, but the present literature provides a knowledge base for teachers seeking to gain supervision competencies through relationship building. An infrastructure that allows time for professional development and collaborative meetings to delineate roles and establish relationships is the literature's constant counsel. How to make the necessary changes in a school system is the only aspect untouched by the research. A statement of necessity without how-to instructions is insufficient. Research is warranted is a recommendation to find solutions for this issue.

Responsibilities: Evidence of Supervision Competencies

Literature that clearly states the responsibilities of supervision is more difficult to find than that comprising the two aforementioned components (i.e., roles and relationships). Historically, teachers were not supervisors; still, a few examples of supervision from the past can be indirectly applied. One example of historical

supervision practice comes from the medical model. The practice of hiring assistants is a tradition that may have begun more than 200 years ago.

Medical model influence. Madame Guerin, a housekeeper, assisted a doctor working with a young man with disabilities in 1801 (Lane, 1976). The medical field has used support personnel (e.g., physicians' assistants, nurses, and nurse practitioners) in a long-standing pattern of employment (Bishop, 2008, 2009; Green, 1997; Kendall-Raynor, 2010a, 2010b; Scott, 2009; Snow, 2010). The medical-professional literature reported use of lesser-trained personnel as a cost-effective solution (Snow, 2010), and this additional personnel increased access to patients (Kendall-Raynor, 2010a). But the literature also lamented that nurses supervising these assistants felt pressured due to their dual responsibilities of patient care and supervision (Snow, 2010). Training and compensation has been reported as inadequate (Bishop, 2009; Kendall-Raynor, 2010b; Scott, 2009). Concern has also been expressed for the emotions of nursing assistants, because they reported feeling undervalued (Bishop, 2008). Schools may have borrowed this pattern of employment from medicine, but the same apprehensions persist among educational personnel. This historical model does not provide a listing of supervision responsibilities.

Clinical-supervision model influence. The model of clinical supervision was based directly on the methods developed by Morris Cogan, Robert Goldhammer, and others at the Harvard School of Education in the 1960s (Acheson & Gall, 1980). This model may be used by higher education when supervising student teachers. The term clinical suggests a face-to-face relationship between the student teacher and the supervisor, with the focus on the student teacher's behavior in the classroom. Although

evaluation is a necessary part of the process, the primary emphasis of clinical supervision is upon professional development. Formal education experiences are usually conducted in a classroom format, where specific knowledge and entry-level skills are taught so that standards established by the profession can be met (Hart, 1982). Clinical supervision is an ongoing process that involves observations, feedback conferences, and performance-specific professional development. Acheson and Gall (1980) listed the goals of clinical supervision as follows:

- to provide teachers with objective feedback on the current state of their instruction,
- to diagnose and solve instructional problems,
- to help teachers develop skills in using instructional strategies,
- to evaluate teachers for promotion, tenure, and other decisions, and
- to help teacher develop a positive attitude about continuous professional development.

The influence of the clinical-supervision model is evident in a body of research that promoted paraeducators' ability to skillfully improve student outcomes. The intent of each study was the potential success of an academic intervention for students; the use of paraeducators to support this intervention was a personnel component only. These studies took place within the public schools, involving teachers, paraeducators, and students. When viewed individually, this body of literature varies from conducting early reading interventions to implementing social stories for students with autism spectrum disorders. Although the skills paraeducators needed to implement these strategies with students varied, the components of clinical supervision are evident in all. Careful

scrutiny reveals evidence of four commonalities that can be tied to the clinical-supervision model but can also assist in building a foundation for teachers to become competent supervisors for paraeducators.

Personnel evaluation. In the clinical-supervision model, part of the supervisor's role is to evaluate teachers for promotion, tenure, and other decisions. The first commonality evident in this body of literature has to do with evaluation processes that affected personnel selection (see Appendix A). Because a researcher worked at matching the paraeducators' skill level with strategic expectations, not all paraeducators became interventionists in these studies. How personnel were selected differed, but each time some process was used to make selection decisions.

Frequently the job description directed the selection because the paraeducators were hired to support specific students or a specific subject (Bolton & Mayer, 2008; Leblanc, Ricciardi & Luiselli, 2005; Malmgren, Causton-Theoharis, & Trezek, 2005; McDonnel, Johnson, Polychronis, & Risen, 2002; Quilty, 2007; Schepis, Reid, Ownbey, & Clary, 2003; Schepis, Reid, Ownbey, & Parsons, 2001; Vadasy, Jenkins, & Pool, 2000; Vadasy, Sanders, & Peyton, 2006). Paraeducators were often hired from the community, so that a connection between paraeducators and the population they were being hired to support was possible (Gunn, Smolkowski, Biglan, & Black, 2002). In Miller's (2003) study teachers and the principal worked collaboratively during the hiring process, giving consideration for the students and their schedules. Recruitment wherein specific needs directed the hiring process was evident in several studies (Allor, Gansle, & Denny, 2006; Causton-Theoharis & Malmgren, 2005; Jenkins, Vadasy, Firebaugh, & Profilet, 2000; Vadasy, Sanders, & Tudor, 2007). Requesting volunteers from existing personnel is also

evident (Bingham, Spooner, & Browder, 2007; Lane, Fletcher, Carter, Dejud, & DeLorenzo, 2007). Despite individualized reasons for personnel selection, a deliberate process is obvious and matching the personnel to the task is apparent.

Solutions to problems. Clinical supervisors diagnose and solve instructional problems. Asking uncertified personnel to provide direct instruction to students is an instructional problem addressed earlier, one concerning the need to define the roles of teachers and paraeducators. In each study in this set teachers provided direct instruction to students, with paraeducators providing a supportive role in the implementation of the academic intervention. This is the second component that illustrates the influence of the clinical-supervision model. Because the teacher was the primary instructor, the teacher diagnosed students' instructional problems by using paraeducators as a component of the solution. For example, Allor et al. (2006) indicated that students participating in a phonemic awareness game under the direction of a paraeducator made gains in phoneme segmentation fluency. The 26-minute-a-day intervention was an additional component to the students' reading instruction. Highly qualified teachers were still the primary instructors, and they used data to identify which pupils would benefit from this additional intervention. Each study, as illustrated in Appendix A, used paraeducators as a support for students but not as the primary instructor.

Skill development. The third commonality was the professional development offered to paraeducators. Like the clinical supervisor whose goal was to help teachers develop skills in using instructional strategies, in these studies there were those who assisted the paraeducators in developing skills. Beyond the orientation that may have been offered upon employment, the skills needed to offer specific supplemental

instruction to students were taught to the paraeducators in an environment that respected the adult learner. In the Bessett and Wills (2007) study pre- and posttesting were used to measure the paraeducators' understanding of functional analysis and its application for students with severe behavior disorders. The paraeducators participated in three units of study and completed study guides for each unit. Each unit was followed by discourse with the researcher that allowed exploration and review of needed skills. Anywhere from 2 to 16 hours of direct individualized instruction taught this specific supplemental support to paraeducators. This instruction was offered to paraeducators away from their current employment obligations in a setting that allowed modeling, practice, and interactive feedback (see Appendix A).

Continuous professional development with objective feedback. The fourth commonality was the extension of initial learning sessions: professional development as a continuous support that includes job performance evaluation. Two of the goals of clinical supervision, providing teachers with objective feedback on the current state of their instruction and helping them develop a positive attitude about continuous professional development, are quite evident in this commonality. Observations of the supplemental interventions implemented by paraeducators and feedback related to those observations influenced continued professional development.

A constant cycle of professional development from a highly qualified teacher or a professional researcher (observation, feedback, and further needed development) was unmistakable throughout the duration of the studies. When Quilty (2007) taught paraeducators how to write and implement social stories for students with autism spectrum disorders, guided implementation with feedback was offered for 3 consecutive

days following the instructional professional development. Lane et al. (2007) provided a research assistant to meet 30 minutes weekly with paraeducators to review progress and study the reliability of phonological awareness training for at-risk individual students. Cremin et al. (2003) designed specific learning models to improve teamwork (teachers/paraeducators). After the initial instructional development they followed up with a half-day session to clarify issues and find solutions. In each case cited, continuous professional development was available in order to revisit, correct, and/or reinforce the skills learned in initial sessions. It was not expected that paraeducators had these skills prior to employment nor that they work in isolation without continuous feedback from highly qualified teachers. Professional development was constant, shaped by observations and feedback, until mastery was evident (see Appendix A).

Recapping these commonalities of competent supervision evident in strategic-tasks research, four components come to light.

- Personnel were selected with intent. Different reasons determined which paraeducators implemented the supplemental support for students through a specific task, yet purposeful justification always guided selection.
- The definition of the paraeducators' role was to provide supplemental support to students. Highly qualified teachers remained the primary instructors for students and supervised the paraeducators assisting with this process.
- Professional development was skill specific. Paraeducators were taught in an environment that reserved a block of time to focus upon the specific task to master, and encouraged modeling, practice, and feedback.

- Highly qualified supervisors directed professional development as a continuous process. Paraeducators were continuously monitored, and were offered modeling, feedback, and practice, as well as evaluation concerning the implementation of strategic tasks to use with students.

From these components a foundation for supervision responsibilities can be established.

Understanding the influence of historical models is important, but this knowledge will not create the list of responsibilities teachers need today to become competent supervisors.

Job satisfaction. The next body of research to explore comes from the voice of the paraeducators themselves. A focus upon paraeducators' on-the-job-satisfaction indicates what the personnel in this position desire. If the satisfaction is minimal, it is reasonable to suspect that tenure will be short. Perhaps a listing of supervision responsibilities can be formed from the literature that illustrates working conditions and length of tenure.

French (2003b) reported that paraeducators who were treated with respect and acknowledged for the supports they provided added meaning to their jobs and decided to stay in positions despite the fact that wages were lower than desired. Paraeducators' dissatisfaction with job conditions was reported as early as 1996 (Hofmeister, Ashbaker, & Morgan, 1996). In a multisite case study in which 53 individuals were interviewed as to reasons for leaving the job, Ghere and York-Barr (2003) cited poor wages, lack of administrative support, and lack of respect as a source of the high turnover rate of paraeducators. Tillery, Werts, Roark, and Harris (2003) interviewed 21 paraeducators and reported that favorable job conditions elsewhere drew these paraeducators away from

working in schools. Jobs that offered less stress, easier workloads, and a sense of respect were favored over their positions with the schools. Issues that caused paraeducators to look elsewhere for work often centered upon aspects of the job that were not disclosed upon hiring and demands for skills the paraeducators felt they lacked. Satisfaction from working with students reinforced those who stayed with the job.

Ghere and York-Barr (2007) asserted that the cost of replacing an employee was not only a loss of organizational knowledge but included direct expenses necessary to recruit, interview, and train a new employee. Their multisite case study used individual interviews and focus discussions to learn that each of the three districts studied had to replace more than a third of the paraeducators yearly due to retention issues. One concern was that orientation was limited to 3 to 4 hours and only for those hired in the fall. Supervisors were usually limited to a 1-hour overview of job responsibilities with paraeducators because they were not freed from their other job responsibilities to spend more time. Teachers expressed that it could take up to 1 year before paraeducators became proficient, and yet it was common for them to leave the job within 2 years. Teachers were not versed in strategies to supervise. Paraeducators were not compensated for professional development time outside of the school day. The researchers deduced that the two thirds who did stay on the job did so due to a good match between the paraeducators skill level and assigned responsibilities. Shyman (2010) sampled 100 paraeducators to identify predictors of emotional exhaustion. A notable level of emotional exhaustion was reported among the sample with several predictors of this condition. They included role conflict, emotional demands, sense of efficacy, and supervision support.

Downing, Ryndak, and Clark (2000) interviewed 16 paraeducators and deduced that the best manner in which to address the concerns of paraeducators was professional development. Riggs and Mueller (2001) surveyed 100 paraeducators to investigate their experiences in inclusive educational settings. Two key recommendations resulted from this study: paraeducators' need for professional development and an improved relationship within the school community. Riggs (2002) followed up with advice to administrators to clearly define the paraeducators' role, to maintain a relationship with paraeducators that shows respect for what they do, and to become knowledgeable of paraeducators' preservice skills so planned professional development matches their needs. Davis, Kotecki, Harvey, and Oliver (2007) limited their study to paraeducators who support students in physical education. With questionnaires 76 paraeducators evaluated their skills to support students in this specific setting. Professional development is again the reported need, but it should be specific to paraeducators' needs, not a generalized overview.

Gerber, Finn, Achilles, and Boyd-Zaharias (2001) concluded that professional development was the answer to improving job conditions for paraeducators. They focused upon the achievement scores of 79 students, grades K-3, to see whether the presence of paraeducators had an impact on students' learning. They determined that no effect was evident except for students who attended reading classes with the same paraeducators for 2 or 3 years. It was also recommended that those needs the ongoing evaluation of the paraeducators' skills revealed would result in professional development. Stating they have no effect upon student achievement scores implies that the use of paraeducators has approached a dangerous impasse.

This body of literature provides an understanding of the concerns associated with job conditions and retention of paraeducators. The process of orientation, an actual job description, preservice skills matched with paraeducators' assigned duties, and professional development that has been customized to both the duties and the paraeducator's skill level, combined with being treated respectfully, are now part of a knowledge base about supervision. Each of these elements would involve completion of several steps as a supervision responsibility. If knowledge of historical models is the foundation of supervision, then these elements could be considered the empty rooms of the first floor. No specific responsibilities can be listed from this body of literature.

Experts encourage supervisors. Experts have offered advice related to supervision of paraeducators for some time. Many articles have been published in professional journals (Ashbaker & Morgan, 2001a, 2001b; French, 2000, 2002; Gerschel, 2005; Giangreco, 2003; Marrin, Wenby, Moore-Partin, Robertson, & Oliver, 2009; Mueller, 2002) where experts have made recommendations to teachers in how to supervise paraeducators. Numerous books are also available that illustrate the tasks needed for competent supervision (Ashbaker & Morgan, 2006; Doyle, 2002; Fitzell, 2007; French, 2003a, 2008; Friend & Cook, 2003; Morgan & Ashbaker, 2001; Page & Page, 2001; Pickett & Gerlach, 2003; Skelton, 1997; Sprick, Garrison, & Howard, 2000). Experts offer valuable information based upon their own studies and experiences; this literature supports information previously reviewed. Merging the knowledge gleaned from both the clinical-supervision influences and the job-satisfaction bodies of literature will structure this review. To recap this knowledge in a combined form:

- Personnel selection is intentional. During the hiring process it is necessary to match paraeducators' preservice skills with the job description requirements. Job descriptions are crucial and must accurately define the individualized role of the position.
- Professional development at the beginning of employment ensures that paraeducators' skills are adequate to fulfill the job description requirements. This development should respect paraeducators as adult learners and should take place in an environment that encourages modeling, practice, and feedback.
- Professional development should continue with an individualized cycle of observation, feedback conferences, and ensuing training. Due to this continuous cycle of development, evaluation is a natural outcome that motivates continued growth and job satisfaction.
- Changes in the practice's current infrastructure are necessary for these components of supervision to occur.

The following exploration of this literature will focus upon each of these items individually.

Intentional personnel selection. French (2003a) devoted a complete book chapter to the process of hiring paraeducators. The importance of hiring paraeducators with skills in oral and written communication and who exhibit certain personal qualities (flexibility, willingness to take direction, ability to listen, and an affinity for students) is presented, as well as how to use the interview process to inquire about these characteristics. Although hiring paraeducators with these characteristics is important,

matching job expectations to the paraeducators' preservice skills is not explicitly addressed. Other authors addressed personnel selection briefly.

Gerlach (2009) listed hiring paraeducators as the responsibility of the principal, but did caution that when creating a job description the supervising teacher needs to be consulted. Gerschel (2005) considered hiring to be the responsibility of a department coordinator. Carroll (2001) thought that professional development for paraeducators could begin with the interview and continue during orientation, but did not state who would be involved with this duty.

The literature concerns itself with defining the paraeducators' role, and creating a job description could be considered the natural outcome of role specification. French covers this well in several formats (French, 2003a, 2003b), reviewing the process needed to complete an individualized list and presenting extensive examples of what a job description would look like. Trauman (2004) and Riggs (2004) listed creating a job description with supervision responsibilities, but briefly and without examples.

Job description-driven professional development. Professional development that orients paraeducators to the job description for which they have been hired has dominated the literature for some time. Answers from paraeducators, teachers, and administrators regarding what topics should be offered as professional development seems to provide the basis for these studies. As early as 1988, Frank, Keith, and Steil used questionnaires with 254 participants in an attempt to define the role paraeducators played and what skills would be needed to fulfill that role. Whitaker (2000) limited her participants to coordinators of special education and was only concerned about the professional development offered to paraeducators assisting occupational therapists; yet the areas

deemed as most important, behavior management and general knowledge concerning disabilities, suggest these professional development topics would be applicable to all paraeducators. Lasater, Johnson, and Fitzgerald (2000) took a stance as to the legal responsibility of offering professional development to paraeducators but also presented their opinions concerning paraeducators' roles and providing an orientation to establish a general knowledge of learner characteristics, cultural diversity, and behavioral strategies. Questionnaires completed by 200 paraeducators indicated a need for knowledge concerning specific disabilities, behavior management, collaborative teaming, and inclusive strategies (Riggs, 2001). Griffin-Shirley and Matlock (2004) limited their survey participants to teachers working with students with visual impairment and their administrators (97 participants). Although specific needs were evident, such as the ability to read braille, other items indicated as professional development needs would be useful to all. Skills to implement a student's individualized education program (IEP), working as a team, and child development processes were practical suggestions.

These studies communicated that paraeducators need professional development to establish a knowledge base (teamwork, child development, the effects of disabilities upon that development, and behavioral management) regardless of the differences in their specific job descriptions. Although these studies offer guidance as to what professional development is needed for paraeducators, the wave of material available indicates that a generic approach to professional development is sufficient. Curricula were offered to assist with establishing this general knowledge base, but how professional development should be conducted has not been addressed.

Steckelberg and Vasa (1998) offered a web-based program to offer paraeducators background information in effective education practices. Giangreco (2001) offered material that could be used with both teachers and paraeducators to enhance a collaborative relationship. Next, Giangreco (2002) offered materials for novice teachers to use with paraeducators, and Bugaj (2002) offered materials for rural teachers to use. French (2002b) not only shared materials but also created an ongoing academy to compare 1,137 participants reported pre- and posttest self-perceived skill changes. Feedback on training materials was offered by Giangreco, Backus, CichoskiKelly, Sherman, and Mavropoulos (2003), but only paraeducators' feelings toward their preparedness was evaluated, with no established standards for preparedness. Morgan, Forbush, Nelson, and Christensen (2003) developed a professional development project that offered videos accessible on the Internet that provided an overview of disabilities, use of communication to improve teamwork, and behavior management.

Professional development is offered at the state level in 11 states to assist paraeducators with establishing a general knowledge base (Baber, 2005). Mueller (2003) reviewed local districts' processes in meeting mandated professional development requirements over a 3-year period. Likewise, Giangreco, Smith, and Pickney (2006) chronicled one school for 3 years concerning its professional development program. The Evans and Jolly (2005) report centered upon teachers' and paraeducators' feelings concerning collaboration upon completion of job-embedded professional development. Steckelberg et al. (2007) reviewed a web-based model of professional development for paraeducators, and Vasa, Steckelberg, and Bishee (2008) reviewed another web-based

program. Byers-Kirsch (2009) reviewed the design used in the state of Idaho, whereas McKenzie (2011) reviewed the design in one district in Colorado.

What topics to include in the orientation process to establish a general knowledge base and introduce information needed in a specific location is covered well by French in several works (French, 1997, 2002a, 2003a) and addressed by several other authors (McKenzie, 2011; Mueller, 2003). There is more, however, that needs to be gleaned from the literature. Once a job description has been completed and an orientation provided that gives paraeducators the skills needed to perform the duties as described, a schedule of when those duties will be completed is needed. Literature is available to guide the scheduling process at an introductory level (Ashbaker & Morgan, 2006; Doyle, 2002). Fitzel (2007) and French (2003a) covered the topic in more depth providing illustrations of schedules as samples, but collaboration with other support personnel who also have scheduling needs does not seem to have been addressed. Several authors illustrated how to write lesson plans for paraeducators to implement, even offering samples of lesson plan formats teachers can follow (Doyle, 2002; French, 2003a; Morgan & Ashbaker, 2001; Pickett & Gerlach, 1997, 2003). Supervisors wishing to become competent have some materials to draw from, but practical hands-on application that would lead to mastery is sketchy.

Continuous cycle of individualized professional development. Morgan and Ashbaker (2001) suggested that paraeducators' work be monitored constantly, reminding teachers that it is similar to monitoring students, balancing formal observations with informal. Monitoring, whether students or paraeducators, requires diligence, an active process of frequent checking. Because teachers' skills focus upon students, contrasting

youth learners with adult learners assists teachers' awareness of how teaching paraeducators differs little from their original role. Morgan and Ashbaker (2001) continued by reminding teachers that classroom skills significantly applied to paraeducators' supervision, and this modeling was an important component of continued professional development for paraeducators. A form was provided to guide paraeducators in observing their supervisors. This not only assists the teachers in their own reflective development, but also provides professional development for the paraeducators. Interactive feedback between teachers and paraeducators creates a collaborative environment in which both are actively learning. Feedback, being a significant component of formative and nonjudgmental professional development, can be modeled when observation is alternated between team members. It was suggested that weekly meetings be scheduled to allow this feedback process to create a continuous process of development (Morgan and Ashbaker, 2001).

French (2003a) provided needs assessment charts as a means of assisting teachers with identifying where to begin continuous professional development for paraeducators. She also reviewed adult learning principles and then explored professional development curriculum, emphasizing the importance of development that addresses teamwork, problem-solving skills, and conflict management. Informal and formal observations were described, as well as the role of formative feedback.

Both Morgan and Ashbaker (2001) and French (2003a) took similar positions as to continuous professional development for paraeducators. These authors are well respected and their influence upon educators appreciated, but empirical evidence to support these positions is vague. Providing professional development for paraeducators

that addresses the skill needs of individualized job descriptions, within the confines of the academic day where demands for students' academic success dominate, requires competent supervisory skills. Teachers who desire supervision competency would be wise to include these suggestions in their skills, but the opinions of the experts are limited concerning the provision of continuous professional development to paraeducators.

Infrastructure changes. The only empirical evidence in the literature concerning creating a collaborative format of routine meetings between teachers and paraeducators is limited to measuring whether this is occurring (French, 2003a; Gerlach, 2009; Pickett & Gerlach, 1997, 2003). Although the advice stresses the importance of meeting together and even recommends a structure for these meetings, how teachers create such a schedule for themselves and the paraeducators is not addressed. Fitzell (2007) does advise teachers in how to create a schedule for paraeducators that meets student needs without use of the one-to-one assignment, but does not include collaborative time on sample schedules.

Summary of expert recommendations. When the recommendations from the experts regarding the responsibilities of paraeducators supervision are reviewed, very little data-based literature is available to answer questions pertaining to supervision. Kaufman (1999) stated "Very often common practices are not guided by sound theory or fully informed by available research" (p. 244). Although expert consultation is warranted and appreciated, empirical evidence is sketchy concerning these supervision responsibilities.

French (2001) surveyed teachers to evaluate current practice related to two of these recommended responsibilities: providing written lesson plans for the paraeducators

working instructionally with students and routinely meeting to improve collaborative relationships and provide feedback. About one third of the teachers offered no lesson plans and others had some coplanning, whereas only 19% created written plans for the paraeducators to use with students. Of the teachers responding, 75% met with the paraeducators collaboratively, but the frequency of these meetings ranged from four to five times per year (11.2%) to 10 times a year (22.4%) to once a week (51.8%) to daily (14.7%). From these findings, one can infer that expert recommendations are having a limited effect upon practitioners with supervision responsibilities.

Data-recommended responsibilities. The primary example for this body of research was the study completed by Pickett (1999a) in an attempt to develop responsibilities and standards for teachers supervising paraeducators. Through The National Resource Center for Paraprofessionals in Education and Related Services, a task force was formed with representation from state and local education agencies, institutions of higher education, professional organizations, unions, parents, and paraeducators. These members were selected for their expertise and understanding of factors related to supervision of paraeducators. Survey data (more than 400 participants) were compared with competencies developed previously to create standards for teacher supervisory competencies.

Wallace, Shin, Bartholomay, and Stahl (2001) communicated with administrators, teachers, and paraeducators to create a responsibility listing for supervisors of paraeducators. The surveys were developed through separate discussions with such personnel in focus groups. Dialogue centered upon what teachers do, or should do, to direct the work of paraeducators. Participants from one state in the Midwest (92

administrators, 266 teachers, and 211 paraeducators) completed these surveys. Seven competency areas were generated from their responses:

- communication with paraeducators (share student-related information, explain paraeducators' role),
- planning and scheduling (coordinate schedules, establish goals, set plans, establish time for planning, match paraeducators' skills and interests with tasks),
- instructional support (provide regular feedback regarding paraeducators' work performance, support paraeducators who provide instruction to students, and direct paraeducators who work in independent capacities),
- modeling for paraeducators (show, in their presence, a caring and respectful manner of interacting with students),
- public relations (inform administrators, teachers, and parents of paraeducators' role; advocate for paraeducators regarding training, leave time, and changes in responsibilities; and involve paraeducators in group decisions),
- training (on-the-job skill development), and
- management of paraeducators (maintain positive and supportive interaction with paraeducators, contribute to the evaluation of paraeducators' performance, and support skill improvement).

For each competency addressed by the survey, respondents were requested to give two pieces of information: a.) the importance of that particular competency and b.) evidence

of that competency (teacher self-evaluation of competency compared with administration and paraeducators reported evidence of teacher's competence).

The three groups differed significantly in all responses. Although the goal of the study was to empirically identify and validate the skills and knowledge that teachers need when directing paraeducators, the result was limited to a consensus of the seven areas deemed important. Ranking these areas provided some evidence of competencies, but differences concerning perceived competencies reduced the ranking's value in identifying supervisory skills. Whereas teachers reported that they exhibited evidence of competency, administrators slightly differed and paraeducators significantly differed with that assessment. Thus, this list of competencies demands further investigation.

Giangreco, Suter, and Doyle (2010) reported in a literature review that although earlier investigations emphasized the inadequacies in paraeducators' supervision, this study conducted by Wallace and her colleagues (2001) was the only exploration that attempted to identify competency skills. The lack of agreement among administration, teachers, and paraeducators weakens the validity of their research. This study indicates that the skills needed for supervision are in debate and also that perceptions concerning the evidence of these skills are in dispute.

Lewis and McKenzie (2009) examined the Wallace et al. (2001) research to see whether this established list of supervision competencies applied to the subset of special educators of students with visual impairments. Personnel surveyed (293 teachers and 106 paraeducators from 27 states) also deemed the list of seven competencies as important (see pp. 25-26), with similar differences in the rating of importance and perceptions of competencies demonstrated by teachers in the Wallace et al. study. The teachers in the

Lewis and McKenzie study viewed themselves as more prepared to supervise paraeducators than teachers in the referenced study by Wallace et al., yet the paraeducators rated these teachers even lower than those in Wallace's study did.

Data were gleaned from the same participants (teachers and paraeducators for students with visual impairments) to reveal the paraeducators' perceptions of teachers' supervision competencies, as well as those teachers' self-perceptions (Lewis & McKenzie, 2010). This study took the list of seven competencies, using the explanations Wallace et al. (2001) attached to each, to expand the listing to 16 items. Though most of the items were considered important competencies for supervisors, neither the teachers nor the paraeducators thought of all the items as significant. Involving paraeducators in educational decision groups seemed divided (77% of the paraeducators and 35% of the teachers thought this was important). Only 62% of the teachers deemed making a contribution to paraeducators' evaluations important, and only 77% deemed informing others of the paraeducators' role as important. The findings of these two studies (Lewis & McKenzie, 2009, 2010) showed no agreement on the listing of competencies and how evidence of competency is interpreted.

Researcher-recommended responsibilities. Dover (2002) examined the management practices of general and special education teachers (and therapists) who work with paraeducators. Perceptions of actual and ideal performance of tasks were surveyed (369 teacher participants). Dover (2002) indicated that the listing of 27 tasks was gleaned from the literature. They are:

1. introducing the paraeducator to the class,
2. providing classroom rules/ behavior expectations,

3. providing classroom schedules and procedures,
4. providing lesson plans,
5. providing lesson and unit topics,
6. providing information about the general curriculum,
7. developing the paraeducators' schedule,
8. providing IEP information,
9. providing information concerning areas of disability,
10. providing information confidentiality,
11. assisting in the hiring of paraeducators,
12. assisting in the assignment of paraeducators,
13. assisting in the paraeducators' assignments,
14. providing a job description,
15. providing on-the-job training,
16. determining the paraeducators' training needs,
17. providing books, worksheets, and instructional materials,
18. providing ongoing communication,
19. directing the instructional activities of paraeducators
20. providing support/instructions in modifications,
21. assigning specific tasks,
22. correcting inaccurate instruction by the paraeducators,
23. providing feedback on classroom performance,
24. evaluating the paraeducators' overall job performance,
25. regulating the level of help to a student,

26. clarifying instructions, tasks, and duties, and
27. monitoring day-to-day activities.

Each respondent was asked two questions about each task: who performed the task and who should perform it. The study established who was performing each listed task, and personnel conflicts between general and special educators as to who should be responsible for specific tasks were evident. This conflict may be a reflection of an incorrectly chosen task, rather than a conflict with the task itself. Thus, the study does not ensure that an accurate listing of needed tasks has been formed.

The case study conducted by Tobin (2006) involved one teacher and one paraeducator. This perspective revealed five ways in which teachers could facilitate the work of paraeducators:

- focus upon building relationships,
- change instructional style to enhance paraeducators' interaction with students,
- apply the basics of differentiation and universal design to accommodate student diversity, enhancing paraeducators' input with students,
- negotiate classroom management roles, sharing the responsibility for students, and
- have a format to shape communication agenda.

These five elements, observed in the teacher studied, are an interpretation of supervision competencies, but are quite different from those the aforementioned studies' suggest. Such a small sample limits its applicability, and the listing of competencies for supervision of paraeducators continues without concurrence. These studies (Dover,

2002; Tobin, 2006) indicate that what competencies supervisors have or should have is open to interpretation.

Literature Review Summary

Reviewing the literature as collective bodies has shed light upon the issues of supervision. From the first collection of literature emerged the importance of defining the role paraeducators play in a school. Yet, although defining their role is paramount, the designation is individualized by student need; therefore, job descriptions cannot be generic. Paraeducators have been useful in supporting students who represented a diverse population, students at risk for failure, and connecting with students and their families to improve the school environment. When roles are not clear, harm to students can occur; therefore, professional development that provides role clarity is necessary. Teachers, too, need a defined role, because the supervision of paraeducators has changed teachers' traditional function. Acceptance of this additional task of supervision is the first step toward improving the concerns that have surrounded the use of uncertified personnel in schools.

The second body of literature illuminated the importance of building a relationship with paraeducators. Although all components of collaboration are significant, establishing parity and sharing responsibilities has challenged the certified staff. When salary bases, skill level, and responsibilities are different, knowing how to collaboratively form a relationship based upon sharing and equality may not occur with professional development that encourages relationship building. The lack of role clarity and challenging circumstances has affected relationship building, but the most significant

concern is the existence of an infrastructure within the schools that gravely hampers collaborative communication.

The third body of literature focused upon the responsibilities of supervision. In order for teachers to competently define roles and establish relationships with paraeducators, a list of supervisory duties is necessary. A review of historical literature demonstrated that the medical practice has grappled with similar issues concerning uncertified employees. Reviewing the goals of the clinical-supervision model illustrated that successful empirical research concurred with these guidelines. This historical appraisal provided a foundation for supervision responsibilities, in that the employment of paraeducators must be an intentional decision to provide students with support that supplements teachers' direct instruction. In order to provide supplemental support, professional development offered at the onset of employment needs to be both general and skill specific, but continue throughout the duration of employment with observations, feedback conferences, and educational opportunities that cycle into a pattern of growth. Continuous professional development allows job performance evaluation to occur naturally.

Examination of current job conditions and tenure of paraeducators was a review of shadows, given that many negative explanations were given for the tendency toward short tenures. The need for relationship building was evident due to reported lack of support and respect, but also due to the peril of roles that were undefined or ambiguous. The need for a change in schools' infrastructure to encourage adequate job orientation and professional development was obvious. Also apparent was the concept that

evaluation and professional development should not only be linked together but be a continuous process.

Analysis of expert recommendations increased the base of knowledge gleaned from the previously reviewed bodies of literature and provided assistance to practitioners involved with supervision of paraeducators. The importance of a job description when hiring new personnel was evident. Providing professional development to new paraeducators that offered them generic information was clear, and several sources of curricula are available to disseminate this knowledge base. Information concerning creating a schedule that enables paraeducators to efficiently complete their duties is covered at the introductory level. Directives from research as to the writing of lesson plans for a paraeducator to follow when supplementing a student's instruction are more constructive. To assist teachers with a continuous cycle of individualized professional development, these experts have provided many tools, but no empirical evidence is available regarding how to change a school's infrastructure to allow time for these activities. In fact, very little data-based literature is available to answer questions pertaining to supervision.

The body of research that was data driven was small (five studies). Pickett (1999b) used more than 400 participants but limited the study to one state. Wallace et al. (2001) used 569 participants but were also limited to one state. Lewis and McKenzie (2009) using the competences established by the Wallace et al. research had 399 participants and drew from 27 states but only addressed a subset of special educators of students with visual impairments. In the Pickett and Wallace et al. studies the competencies of supervision were drawn from focus group discussions. In contrast, the

studies by Dover (2002) and Tobin (2006) used author-generated listings of supervision responsibilities.

This small body of literature invites continued scrutiny. Because the work by Wallace and her colleagues (2001) was an exploration that attempted to validate competency skills (Giangreco, Suter, & Doyle, 2010), a continuation in this vein is warranted. This review of the literature, which body by body illuminated both the successes and the concerns regarding supervision of paraeducators, validates both the questions that began this pursuit and the method that will follow. A study of policies established by the individual states in the United States will increase our knowledge of what duties teachers can add to their skills to become competent supervisors.

CHAPTER 3

Method

To review the policies that concern the supervision of paraeducators, purposive sampling was necessary. Random sampling would have limited the scope of the study; the aims of the research called for a qualitative design. To locate policies for each of the 50 states, several strategies were used. First, each state board of education web site was reviewed to see whether a formal policy and/or regulations were posted concerning the evaluation of paraeducators. Using the site maps or search engines available at the site, the term paraeducator and/or paraprofessional was used. Often these web sites listed policies in the site map index, and adding a search to that area would reveal any policy that contained these terms. If no policy was evident at the board of education web site, the state's department of education site was reviewed, again using the site maps and/or search engines to assist. In the event that a policy could not be found online, a board representative, department of education employee, or web contact was sent an e-mail with the request, "Does this state have a policy and/or regulation concerning the evaluation of paraeducators?" The decision of which representative to contact was based upon information from the site as to who was involved in such duties as policy making, personnel evaluation, or overseeing credential processes. A telephone call occurred when the choice was not obvious, and the telephone operator was asked to guide this selection. Documentation was kept as raw field notes to show results of communication with each state (Appendix B). Details concerning these communications were printed and archived both electronically and in notebooks with divisions for each state.

Once a copy of the policy was obtained, it was read for understanding with continued note taking to improve comprehension of each state's individuality. These field notes were also archived with initial communications and filed electronically and in printed form (see Appendix B).

The qualitative method allows a researcher to be more flexible while exploring phenomena in the environment (Rudestam & Newton, 2001). Quite early in this review it became evident that limiting these data to only those policies with evaluation processes for paraeducators was too restrictive. Increasing knowledge by reviewing all regulations that concerned paraeducators seemed worthy, thus reinforcing the decision to use the qualitative method for this study.

Bereiter and Scardamalia (1993) stated that to improve a situation, it is necessary to grasp it as a whole rather than contend with only part of the problem. As stated in the Introduction, the issues associated with the use of paraeducators in public schools are multifaceted. Because a large body of knowledge is necessary for experts to grasp a situation as a whole (Bereiter & Scardamalia, 1993) and because the most recent study to review state policies was some time ago (Baber, 2005), updating the knowledge more fully was deemed valuable. Patton (as cited in Rudestam & Newton, 2001) stated that the qualitative method has three fundamental modes: holistic, inductive, and naturalistic. Holistically seeking to understand the phenomenon of supervising paraeducators in its entirety in order to develop understanding of the policies that regulate paraeducators is the first view necessary in this study.

With the reading of each policy, patterns emerged. The inductive approach to the qualitative method begins with specific observations and moves toward the development

of general patterns that emerge from the cases being studied (Patton, as cited in Rudestam & Newton, 2001). The first pattern that emerged was of states that were compliant with those NCLB expectations that concern paraeducators and those whose expectations increased to some process of certification. All states were attempting to comply with mandated expectations of paraeducators, but those states that increased their requirements beyond this made it evident that reviews and charted summaries would be necessary to reveal differences from the minimal expectations.

Like the unexpected value of reporting all state policies instead of only those with evaluation policies, finding there were standards at the state level was unanticipated. Imposing an organizing structure or making an assumption about interrelationships among the data prior to the observations was not possible. The original assumption was that the specific skill expectation of paraeducators would be evident in evaluation procedures. Yet, policies that included standards were found more frequently than evaluations. These states listed the specific skill expectations of paraeducators openly in their policies by creating standards. State individuality was evident as to why standards had been created, but again a pattern of information emerged.

It was anticipated that continued review would reveal whether a list of responsibilities that competent supervisors should perform could be derived from the specific skills expected of paraeducators, but unearthing policies with clearly stated competencies for supervisors was another unexpected finding. Therefore, the inductive approach continued as this pattern developed. It became unnecessary to draw supervision competencies from paraeducators' skill expectation, yet it became necessary to observe the competencies listed by individual states, discovering their similarities and differences.

Regarding supervision, comparing a collective list of state competencies with those illustrated by Wallace, Shin, Bartholomay, and Stahl (2001) and looking for evidence of correlations was a natural next step with this inductive approach. The natural outcome of this information from the states indicated that comparison to existing research was possible.

The unexpected findings that resulted from this study of state policies motivated a natural inquiry with district representatives from Connecticut, the state whose policy was an inclusive resource guide. Because that state had not only a certification process, but also standards to measure the growth of paraeducators' skills through an evaluation process and competencies for their supervisors, knowing the level of influence this policy was having on the local agencies directed a discovery-oriented approach. The sampling was limited to representatives recommended by a state agent and communication with these representatives was limited to e-mail.

Those persons surveyed were questioned using the following six items:

- Has your school adopted the state's guidelines as the guiding policy for supervision of paraeducators, or used these guidelines to create a policy for the individualized needs of the building and/or district?
- The guidelines suggest creating job descriptions for paraeducators. Has your building created job descriptions for paraeducators? Are these job descriptions individualized for each paraeducator or grouped according to defined roles (e.g., early childhood)?
- The guidelines suggest each district develop a handbook for paraeducators. Has the district created such a handbook?

- Supervision of paraeducators is covered well by the guidelines. How is professional development offered to assist teachers with this role? If there is professional development offered, is it offered to all teachers (general and special education)?
- Standards for supervisors are offered by these guidelines. How are these used in your setting?
- Evaluations of paraeducator forms are offered in the guidelines as examples for local agencies to use. Does your district participate in a yearly job performance evaluation of paraeducators?

The responses to these items are summarized in the Findings chapter, and a copy of the electronic messages is available.

CHAPTER 4

Findings

Introduction

This chapter begins by attempting to answer the first question of this study: Which states have a formal policy concerning how paraeducators are evaluated? The search for answers often results in finding more than intended, but unexpected information can be valuable. Although the final questions of this study concerned the creation of competencies to guide teachers whose responsibilities include supervision of paraeducators, the overall hope is to improve the support paraeducators offer students. This hope echoes throughout related research and government documents, policies, and rulings. Reporting state-by-state efforts to improve the education of students through policies concerning paraeducators is valuable. Because it is the right of states to exercise autonomy to the greatest degree possible, uniqueness is evident with their policies. Individualism can be illustrated first by the various titles used to name the position of paraeducator (see Figure 2). This distinctiveness results in numerous methods of solving a common problem. The students of our public schools deserve a collective solution.

Table 1

Names for uncertified personnel involved with academic support.

Specific Term & Number of States Using This Term	States Using this Term
Paraprofessional – 30 states	AL, AK, AZ, AR, CA, CT, FL, ID, GA, LA, MD, MA, MI, MN, MO, MT, BE, JG, NC, ND, OK, PA, SC, TN, UT, VT, VA, WA, WI, WY
Paraeducator – 7 states	CO, DE, IA, KS, KY, NH, UT
Technicians – 1 state	ME
Assistant (Educational-, Teacher-) – 2 states	NM, RI

Aide (Educational-, Instructional - ,Teacher-) – 4 states	IL, MS, OH, TX
Combination of several above terms – 6 states	HI, MT, NM, NY, OR, WV

To improve paraeducators, one must first look at the reauthorization of the Elementary and Secondary Education Act (ESEA) of 2001. The first section of this act, Title I, begins with a statement of purpose: “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.” This reauthorization, NCLB, addressed the need for highly qualified personnel for these students. The call for highly qualified personnel in NCLB included paraeducators, whose numbers have grown yearly. One of the advantages of hiring paraeducators has been their effort to improve the educational achievements of disadvantaged pupils and thus their assistance in closing the achievement gap. The universal state compliance with the expectations of NCLB is an indication that not only does the federal government desire highly qualified personnel in their schools, but the individual states desire no less. NCLB required paraprofessionals to have a high school education as well as complete 2 years of higher education (48–60 credit hours) or an associate’s degree or to have passed a state-approved assessment that evaluates ability in instructing reading, writing, and mathematics. The limitation of NCLB’s requirements is that only those employed in buildings receiving Title I allocations were expected to be highly qualified. Of the three options that were given for paraeducators to become highly qualified, the two options related to higher education accepted any course of study, not coursework specific to education. Yet another limitation of NCLB is the lack of direction for supervisors, beyond the declaration of who is the supervisor. What competencies are necessary to

supervise paraeducators cannot be drawn from NCLB. Although it is evident from the research conducted for this study that all states have complied with NCLB regulations, many states are using a number of approaches in their attempts to improve the qualifications of employees working as paraeducators.

Certification Requirements for Instructional Paraeducators

Prior to NCLB, many states had begun to create policy that relates to paraeducators, and some states were motivated by NCLB expectations to improve existing policies or create new ones. A certification requirement seems to be the first step many states took to address concerns about paraeducators. Teachers must be certified, though there is a wide variability in their skills and effectiveness (Darling-Hammond, 2006). A certificate only serves as a proxy for the specific knowledge and skills one needs, but it lessens the risk of hiring an employee unable to complete the expected tasks. Because teachers must undergo a certification process, expecting paraeducators to do the same was a natural extension of NCLB. Some state had a certification requirement before 2001, and even though alterations were made to comply with the expectations of NCLB, the expectation of a certification remained intact. Review of individual state policies that expect paraeducators to comply with some sort of certification system follows (see Appendix C).

Connecticut. Reg. § 10-145d-401 requires anyone employed by a local public school district in Connecticut who is not directly supervised in the delivery of instructional services to have an appropriate state certificate. Although this would apply to a limited number of employees, Connecticut has partnered with the Charter Oak State College to offer an online certificate program. It allows paraeducators wishing to comply

with NCLB expectations by earning an associate's degree a transitional path to do so, as well as possibly continuing on toward a bachelor's degree and a teaching certificate. Coursework offered introduces the roles and responsibilities of paraeducators, examines learner strategies to assist specific students (those with autism and exceptional learners), and offers an on-site classroom internship to apply those skills presented in the introductory course.

Delaware. Delaware requires all paraeducators to hold a Paraeducator Permit, a credential issued by the department of education that verifies an individual's qualifications and training to serve as a Title I, Instructional, or Service paraeducator. This system was developed by the Professional Standards Board and approved by the State Board of Education. A high school diploma is required of all paraeducators, whereas those seeking to be Title I paraeducators must comply with NCLB expectations and have an associate's degree or 60 semester hours from a regionally accredited institution to earn this permit. Instructional and Service paraeducators are required to complete 15 clock hours of professional development to earn (or renew) a permit, but several options are accepted (college credit, planned school professional development, professional conference, and/or school-, district-, or state-sponsored committee participation) to verify this training.

Georgia. This state's licensure system, issued by the Professional Standards Commission, applies to all paraeducators (certification rule 505-2-.11); there are no assigned levels. Yet a noninstructional aide certificate is issued to individuals hired to perform routine noninstructional tasks. The noninstructional aide must hold a high school diploma and be provided 30 hours of job-related training within the first year of

employment, with 10 of those hours occurring within the first 30 days of employment. Paraprofessionals must comply with the expectations of NCLB (associate's degree, completion of 2 years of higher education or pass an assessment) and the initial certificate is valid for a 5-year period. The certification can be renewed by completing 6 semester hours of college course work; 10 credits of Georgia Professional Learning Units; 10 credits of continuing education units; 10 credits based on U.S. Department of Education (DOE) Teacher-to-Teacher Workshops; or complete 1 full year of acceptable school experience in another state with a valid certificate issued by that state.

Illinois. After July 1, 2002, the State Teacher Certification Board had to certify any new paraeducators hired, according to Policy §§ 5, 21 – 28. A multitiered system with four levels, each level requiring a higher number of completed semester hours (Level I = 30, Level II = 60, Level III = 90, and Level IV = bachelor's degree). The certification is valid for 5 years. The duties of each level are clearly defined, including the amount of supervision required at each position.

Iowa. Although certification in Iowa is not mandatory, it is strongly recommended by the department of education. A multitiered system (Levels I and II with specific areas of concentration) is based upon competencies that reflect the skills needed for paraeducator assignments. The state offers certification upon recommendation from the institution where the approved paraeducator program was completed, so a listing of these institutions is available and the forms necessary to complete the transaction are available.

Louisiana. Compliance with NCLB expectations is evident with a credential; therefore only those needing “highly qualified” status must have a certificate.

Maine. This state uses the term authorization in place of certification and the term Educational Technician for paraeducator. There are three levels of authorization, and each level is defined by the requirements for qualification and a list of responsibilities. Someone at Level I is required to hold a high school diploma and is permitted to review and reinforce previously introduced material. Supervision by a teacher is required when performing instructional duties. Level II requires documentation of a minimum of 60 credits of approved study in an education-related field or 2 years of paid employment within the field of assignment. Level II personnel may complete those tasks associated with Level I but also are permitted to introduce new learning to a student or a small group of students that has been preplanned in collaboration with a teacher. Supervision is still required, and so the paraeducator must meet with a teacher on a regular basis, daily if possible. Level III requires documentation of a minimum of 90 credits of approved study or 3 years of employment. Both Level II and I responsibilities are included, with the addition of introducing new material and supervising small groups of students in community-based programs. Those at Level III are to meet with a teacher weekly. The certificate is authorized for 5 years and renewed with documentation of a minimum of 3 credits of approved study.

Massachusetts. Only those paraeducators needing to comply with NCLB are expected to hold certification in the state of Massachusetts. The Massachusetts Policies for Instructional Paraprofessionals in Title I Programs: Implementation of NCLB's Paraprofessional Requirements sets up how this certification is earned. The document begins with a defined role of the paraeducator and listings of possible responsibilities. The achievement of this certification follows the expectations of NCLB completely.

Minnesota. The 2011 Minnesota Statutes, 120B.363 indicates that the Board of Teaching must adopt rules to implement statewide credentials. This credential will label a paraeducator as highly qualified. The Board also must determine qualitative criteria to be used to approve local assessments that will evaluate paraeducators in reading, writing, math, and instruction. The state commissioner must approve of these local assessments. Provisions for training must be considered, and the legislation lists specific subject matter to include in this professional development. Also, within the first 60 days of employment, the local agency must provide paraeducators with initial training on specific topics. Due to the fact that this policy is directing what needs to happen in the future, credentials are voluntary in the state of Minnesota at the present time.

New Hampshire. A two-category certification has been established in New Hampshire in response to NCLB, replacing the voluntary certification formerly available. To earn Paraeducator I certification it is necessary to possess a high school diploma and to demonstrate, through a formal assessment managed by the local district, knowledge of and ability to assist in instruction as determined by the teacher. The competencies to include on this formal assessment are clearly defined. Paraeducator II certification meets NCLB expectations with validation expressed through a portfolio. Again, standards to guide development of a formal assessment are included.

New Mexico. Licensure is necessary for all three levels of paraeducators. Level III indicates a paraprofessional who assists teachers in instruction, complying with NCLB regulations. Level I is an educational assistant and must hold a license issued by the public education department. Individuals must be at least 18 years of age; other requirements for the Level I license are a high school diploma and a certificate from the

public school superintendent, state-supported superintendent, charter school administrator, or private school official that validates the educational assistant's satisfactory completion of an orientation session pertinent to the job assignment. Level II must meet the requirements of Level I plus certification by one of the officials listed in Level I that the educational assistant has satisfactorily demonstrated the public education department competencies.

New York. Licensure and certification requirements in New York begin with the requirement of a high school diploma and the completion of a form prescribed by the commissioner that discloses the candidate's name, education, related experiences, practical experiences, potential duties, supervision plan, and professional development plan. If the commissioner approves this application, the candidate is issued a temporary license, valid for 1 year. To be granted a continuing certificate (valid for 5 years) the candidate must have completed 6 semester hours of college in a field related to the current position. Next is a Level I teaching assistant certificate (valid for 3 years), which requires the candidate to achieve a satisfactory on the New York State assessment of teaching assistant skills. To receive a Level II teaching assistant certificate (valid for 3 years), one must have achieved satisfactory on the assessment but also have taken 9 semester college hours toward an associate's degree. Level III differs from Level II in two respects: 18 college hours are expected and the certificate is continuously valid provided professional development requirements are met yearly. The final level is referred to as the preprofessional teaching assistant certificate. Like Level III, 18 college hours are required, but these must be taken from a program registered to lead toward a

teacher certification; the certificate is valid for 5 years. To renew, an individual must take a total of 30 college hours in the teacher certification program.

North Dakota. Chapter 67-11-14, Certificate of Completion for Paraprofessionals, defines the role of paraeducators and states that those providing instructional support in a program supported with Title I funds or serving students with disabilities (except those providing services in speech-language pathology only) must hold a North Dakota certification of completion. To obtain this certificate an application form must be submitted with evidence of completion of 20 contact hours of in-service training conducted within 1 calendar year that includes student support concepts; human growth and development and the impact of disabilities; utilizing effective instructional strategies; and strengthening behavior. Also needed is documentation of completion of those requirements specified by NCLB. Paraeducators providing services in speech-language pathology have different expectations that include 100 clock hours of supervised field experience and an associate's degree with completion of specific courses.

Ohio. An educational aide permit is required by the state of Ohio. The initial 1-year permit may be issued upon request and recommendation of a local agencies superintendent provided the applicant is deemed of good moral character, is a high school graduate, shows evidence of appropriate skills to assist a teacher by performing duties including the supervision of pupils and assistance with instructional tasks, and demonstrates the potential to benefit from professional development. Remaining compliant with initial permit expectations plus participating in professional development allows renewal of this 1-year permit. After the first permit renewal, the applicant may be

issued a 4-year permit. As before, this permit must be requested and recommended by the superintendent; the conditions for receiving permit are the same as for the first renewal. The phrase “ESEA Qualified” may be added to the permit for those paraeducators who have complied with the expectations of NCLB to be considered highly qualified.

Texas. All individuals employed in Texas public schools as educational aides must be certified according to requirements established by the State Board for Educator Certification (Rule §§ 230.511–230.559). Certifications are issued to qualified individuals who have completed the application with recommendations by the superintendent and paid the designated fee or who have a current certification from another state. Texas has a three-tiered system (Educational Aides I, II, and III) with role descriptions for each tier. An applicant for the Educational Aide I certification must hold a high school diploma and have previous experience working with children that is deemed appropriate by the superintendent. An applicant for the second-tier must hold a high school diploma and have experience working with children, as well as one of the following: 2 years’ experience with an Educational Aide I certification, 15 hours of college credit with some emphasis on child growth and development, or proficiency in a specialized skill area as determined by the school district. Educational Aide III certification requires a high school diploma and experience working with children, as well as one of these two expectations: have 3 years of experience as either Aide I or II or have completed 30 semester credit hours of college credit. Those individuals employed as an educational aide assigned to a specialized area (e.g., vocational education) must

meet the eligibility requirements assigned to that area, but no certification beyond the Educational Aide certificate is required.

West Virginia. The certificate in West Virginia is issued to individuals who meet prescribed academic standards. Although the NCLB requirements are emphasized, the state's expectations for paraeducators not employed in Title I buildings include 36 semester hours of postsecondary education. Unlike the federal government, West Virginia specifies the content of the semester hours necessary to be certified: 9 hours in reading, writing, and mathematical computation; 6 hours in humanities, fine arts, physical, biological or social sciences, and/or an Apprenticeship for Child Development Specialist certificate; 3 hours in computer science; 3 hours in special education; 3 hours in classroom management; 3 hours in Human Growth and Development; and 9 elective hours related to public instruction. NCLB allows paraeducators to pass an assessment instead of completing an associate's degree, but West Virginia expects them to pass an exam and complete the expected hours of postsecondary education. West Virginia also has expectations for paraeducators in the specific role of interpreter.

Certification Review

As indicated in the Introduction, Baber (2005) reviewed the research compiled by the Education Commission of the States regarding certification and reported that 10 states require paraeducators to be certified (Delaware, Georgia, Maine, Minnesota, New Mexico, New York, North Dakota, Ohio, Texas, and West Virginia). Not only have these states retained their certification requirement, but six others (Connecticut, Illinois, Iowa, Louisiana, Massachusetts, and New Hampshire) have added it to their regulations since Baber's review. The prescribed procedures, whereby individuals become certified prior

to or shortly after being hired, have the potential to improve the quality of paraeducators hired by public schools. A state-to-state comparison (see Appendix C) indicates a wide range of expectations, from a superintendent-issued certificate to 36 hours of postsecondary education with specific subject requirements. Although an attempt to improve personnel in any manner is commendable, its limitation is the inability to ensure the job quality performance of paraeducators. Another limitation is that certification does not offer guidance concerning supervision.

State Standards

Standards specify a norm or requirement. Academic (content) standards have been established in which rubrics for assessments are used to show student mastery of academic expectations. Teacher standards are in place to assess both the process of acquiring a teaching certificate and the job performance of educators. If standards for paraeducators to indicate what knowledge and skills are needed for the job are lacking, then the tools to measure job performance are absent. The quality of support paraeducators offer has often lacked this measurement; therefore, the indication of improvement growth was unavailable. Many states have adopted standards to define their expectations for paraeducators. The individualized autonomy that is evident in the different titles for the position and the various credential systems is just as evident in the content and regulation of standards.

To assist local agencies with assessment creation. When NCLB listed a local assessment as one of the options for paraeducators to use as a means of becoming highly qualified, creation of that assessment became a concern for states and their local agencies. Several states adopted an assessment available on the market, such as ParaPro,

and therefore have not guided the development of instruments to assess paraeducators' skill level. Because standards are considered a model of requirements that can be used as a basis for judgment, creating standards to guide the writing of an assessment tool is a good practice. The following states offer standards to local agencies to guide the concepts used to assess paraeducators. A passing score on this assessment deemed the paraeducator highly qualified to work in a school supported through Title I. Tying assessment performance to growth indicators is possible, but there is no evidence in the following states of this application.

Alaska. It is limited to qualifications for the NCLB expectations, but Alaska does provide a standards checklist. The ParaPro assessment is expected (minimum passing score of 459) for those paraeducators needing “highly qualified” status for NCLB expectations, and passing that assessment provides verification for Alaska’s first standard. Mastery of these standards must be dated and submitted to the Department of Education by a district representative for paraeducators to be considered qualified. These are the standards as listed:

- Possesses basic academic skills needed to perform assignments.
- Understands basic ethics and confidentiality issues.
- Understands the need to use technology as a tool.
- Understands basic classroom management techniques.
- Believes all students can learn and that no child should be left behind.
- Commits to acquiring content knowledge.
- Recognizes the value of life-long learning.
- Recognizes the value of communication and teamwork.

- Respects confidentiality.
- Recognizes the roles and responsibilities of the paraprofessional and the teacher/provider.
- Performs job-related assignments using basic academic skills.
- Interacts appropriately with students.
- Uses a variety of instructional techniques and educational resources as directed by the teacher/provider.

Minnesota. Certification is considered voluntary in Minnesota, but compliance with NCLB expectations are mandated. Minnesota has added to the NCLB expectations the option of showing compliance through a portfolio validation. The following competencies are listed and growth toward them must be documented in the portfolio:

- philosophical, historical, and legal foundation of education,
- characteristics of students,
- assessment, diagnosis, and evaluation,
- instructional content and practice,
- supporting the teaching and learning environment,
- managing student behavior and social interaction skills,
- communication and collaborative partnerships,
- professionalism and ethical practices, and
- academic instructional skills in math reading, and writing.

Montana. A resource guide for administrators, educators, and paraprofessionals in the state of Montana was available on the web as of January 2012. The document clearly defines the scope of paraeducators, the role of teachers as their supervisors, and

the administrators' role with both teachers and paraeducators. Definitions are not only in the introduction to the guide but also cover several pages later in the document. It was indicated in the resource guide that the role definitions and declarations of expectations for supervisor responsibilities would become mandated expectations in the future. It was not indicated that the following standards would become enforced policy, but they were offered as suggestions to assist with developing an assessment:

- preparation and content knowledge,
- instructional strategies,
- environment of learning,
- student assessment and progress monitoring,
- collaborative relationships, and
- professional responsibilities.

Pennsylvania. The document Title I Paraprofessional Standards of Quality for Local Assessment Programs, Commonwealth of Pennsylvania Department of Education is clearly limited to those paraeducators regulated by NCLB. The state of Pennsylvania offers standards only as a guide for the local agencies to assist with the creation of their assessment tools. It is clearly stated that the state does not create these assessments, nor will the state approve of the local paraprofessional assessment, but it will review the assessment to ensure compliance with federal legislation if requested. In fact, the content standards are referred to as examples. The standard topics are as follows:

- characteristics of learners,
- assessment and evaluation,
- instructional content and practice,

- supporting the teaching and learning environment,
- managing student behavior and social interaction skills,
- communication and collaborative partnerships, and
- professionalism and ethical practices.

Washington. The state lists four options acceptable as formal assessments in order to comply with NCLB requirements needed to become highly qualified as a paraeducator. If a local agency decides to create its own assessment instead of using one of the three other options (ParaPro, Portfolio, or an apprenticeship program), then that assessment must test the standards found in the Washington State Paraeducator Guidelines document. These standards are:

- knowledge and understanding of reading, writing, and mathematics,
- knowledge to assist with instruction in reading, writing, and mathematics, and
- measurement of skills to assist also includes planning with the teacher, working with students, communicating student performance of students to teachers, and self-assessment (reflection) of the instructional sessions.

A second document on the Washington State Department of Education's web site was limited to paraeducators who support students with disabilities. These standards covered instructional services in general, paraeducator role definition, student development, professional conduct, procedural safeguards, professional collaboration, and behavioral support of students. These were listed as recommended core competencies for paraeducators, but no recommendations as to their application were evident.

Standards for assessment creation summary. A comparison of these five states' standards does show some similarities concerning the knowledge and skills paraeducators need to be considered highly qualified. Both Washington and Montana expect first a proficiency in basic reading, writing, and math skills. Although Washington's expectations include an awareness of the scope and sequence of these topics necessary for student instruction, all three states expect paraeducators to show knowledge of and skill with instructional strategies. If the Washington State standards for paraeducators whose work is limited to pupils with disabilities is examined along with the other four states' overall standards, the same topics researchers have indicated were important as a knowledge base for paraeducators is evident:

- teamwork,
- child development,
- the effects of a students' uniqueness upon their learning,
- behavioral management, and
- professionalism and ethical practices.

To Qualify for Certification Processes. A system that certifies paraeducators will need a manner of measurement to qualify individuals for that certification. Standards permit such a measurement. When paraeducators meet these standards in order to achieve certification, it does raise the level of skill for those individuals. The certification process also guides the growth process for an employee, because specific steps are necessary to be recertified. Standards may also provide supervisors with topics for professional development to assist paraeducators with the process of certification and recertification.

Iowa. Sixteen paraeducator preparation programs are listed on various documents offered by the State Department of Education in Iowa. These programs have been approved by the state based upon their adherence to the standards formed by the State Board of Education examiners. These standards influence the quality of paraeducators who pursue certification, but being certified is voluntary, so quality among classroom personnel may be inconsistent. Although local agencies may have a policy requiring personnel to be certified, the state does not dictate that paraeducators be measured by the standards. They address the following topics:

- support a safe, positive teaching and learning environment,
- assist in the development of physical and intellectual development,
- support social, emotional, and behavioral development,
- establish positive and productive relations,
- integrate effectively the technology to support student learning, and
- practice ethical and professional standards of conduct on an ongoing basis.

The remainders of the standards are job specific (e.g., early childhood) and reflect back to the multiple levels of certification available for paraeducators.

Massachusetts. Only those paraeducators needing to comply with NCLB are held accountable to the standards written by the state of Massachusetts, although the Department of Education strongly encourages local agencies to use these guidelines as a model for all paraeducators. The state's basic assumptions are that paraeducators are team members who assist in the delivery of instruction; are skilled in reading, writing, and mathematics; are skilled in instructional practices; and participate in professional development programs that are comprehensive, acknowledge their role, and encourage

further education. The standards are broken into literacy, numeracy, and instructional domains with the following subjects:

- Language,
- Literature,
- Composition,
- Number sense,
- Algebra,
- Geometry,
- Measurement and data analysis,
- Curriculum planning,
- Effective instruction,
- Classroom climate and equity,
- Professional responsibilities, and
- Professional skills.

New Hampshire. The state of New Hampshire presents professionalism, proficiency in basic reading, writing, and mathematics, and supporting the classroom environment as the competencies necessary to be certified at the first level of their two-tier system. Level 2 standards expand upon those evident for Level 1. A rubric form is provided for local agencies to use to document how each standard skill expectation was met for Level 1 and 2 paraeducators. Compliance with NCLB expectations is evident in the form for Level 2 paraeducators. An approved professional development plan is recommended, but recertification can occur if the form provides evidence of satisfactory professional growth.

Ohio. A state panel created standards in Ohio, and this panel consisted of representatives from 2- and 4-year institutions of public and private higher education; local education agencies including urban, suburban and rural school districts; educational service centers; and paraeducators. These standards apply only to those paraeducators desiring the addition of “ESEA Qualified” to their existing permit. The document states that the standards are not to be assessed holistically, and mastery of every criterion related to each standard was not required. Yet program reports must provide adequate evidence of mastery of the standards for an individual to be issued a 5-year permit as a highly qualified paraeducator.

The standards begin with mastery of basic academic skills (reading, writing, and mathematics) and then continue with demonstration of the following:

- knowing about learners, learning, and individual differences,
- knowing about the philosophical, historical, and legal foundations of special education,
- assisting with instructional and assessment,
- enhancing social interactions and managing behavior of learners,
- maintaining safe and supportive environments,
- communicating and collaborating with teachers, families, and other professionals,
- professional and ethical practices, and
- assisting with technology and media.

To qualify for employment. Two states, Rhode Island and Utah, have purposes for standards that do not fit the established pattern of assessment creation or certification

processes. Rhode Island uses standards to measure newly hired paraeducators and the professional development used to continue growth. The Utah standards are presented to guide professional development only.

Rhode Island. Standards were prepared by the Rhode Island Department of Education to establish requirements related to the employment, training, and use of paraeducators. Although Rhode Island does not offer a certification process, minimum qualifications have been set that school districts must follow when hiring paraeducators. The Teacher Assistant Pre-Employment Training Program must be approved by the Department of Education and must be completed. Those paraeducators hired prior to January 1, 1999, who were certified in another state, who have an associate's degree, or who have successfully passed the ParaPro Assessment are exempt from this pre-employment training class. The standards for beginning paraeducators cover the following topics:

- Demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.
- Support teachers by participating in instructional opportunities.
- Support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- Exhibit knowledge of health, safety, and emergency procedures of the learning environment.

Standards also are available for paraeducators who have specific duties, such as working with students who are English language learners.

Utah. Rule R277-524 of Utah's Administrative Code clearly defines paraeducators and lists appropriate assignments or duties for paraeducators; the requirements for paraeducators are posted on the State Board of Education web site (<http://www.schools.utah.gov/law/Adminstrative-Rules-in-Progress/R277-524.aspx>). This legal document, dated May 3, 2012, addresses compliance with NCLB expectations. No other policies are evident. The National Resource Center for Paraeducators offers a document, Utah Paraeducator Handbook. This handbook states that the Utah State Office of Education funded its creation in 2009. The Department of Education web site provides a link to The National Resource Center for Paraeducators site to access this document, but the document is not housed on either state site (board or department). A committee comprising the following people wrote this document: Melina Alexander, Betty Ashbaker, Diana Fillmore, Kit Giddings, and Marilyn Likins. It is evident from the opening comments, written by Nan Gray, who was State Direction of Special Education at the time that this handbook is for paraeducators only. Both the role of paraeducators and supervisors are defined in the introduction, followed by a listing of these standards:

- support instructional opportunities,
- demonstrate professionalism and ethical practices,
- support a positive learning environment, and
- communicate effectively and participate in the team process.

The bulk of the handbook is detailed explanations of each standard, and these sections could be used as a source of professional development for paraeducators. The appendices

define commonly used education terms; discuss specific disabilities as categorized by the Individuals with Disabilities Education Act; explain the use of “people first” language; and houses a matrix chart used to define paraeducators’ and teachers’ roles within specific tasks (e.g., planning a student lesson).

Summary of state standards. Some commonality is evident when standards written for certification, employment, and/or professional development are compared. The first is proficiency in the basic skills of reading, writing, and mathematics. Expectations for basic academic skills were evident in standards for both assessment creation and certification processes. Basic skills in reading, writing and mathematics should be the least an academic environment expects from its personnel, but the aforementioned documents imply that as a group, paraeducators have not always had these basic skills. Standards for a basic understanding of academics cannot be used to suggest supervision competencies. Instructors are needed for basic skill development; no policy, researched literature, or instructions from an expert has defined supervision to begin with basic skill training.

Four states (Iowa, Massachusetts, New Hampshire, and Ohio) have standards that are used to measure certification qualifications. Each of these standards expects paraeducators to be able to help create a safe environment for students as a result of understanding the policies that guide the environment and to conduct themselves in a professional, ethical manner. Each state expects paraeducators to enhance and support students with academic, as well as behavioral development. In short, the same topics researchers have indicated are important as a knowledge base for paraeducators were evident in both assessment and certification standards:

- teamwork,
- child development,
- the effects of a students' uniqueness upon their learning,
- behavioral management, and
- professionalism and ethical practices.

Inclusive Resource Guides With Standards and Evaluation

Once standards have been developed, regardless of the reason, they may be used as a tool for evaluation. The assessment standards guide the formation of a test that will measure paraeducators' basic knowledge deemed necessary to begin employment. Standards written to guide the certification processes also were used as a measurement tool, whereas growth toward and mastery of the individual standards was necessary to become a paraeducator with credentials. The standards reviewed to this point have limited their application to the skills needed to become a paraeducator and have not offered an instrument to measure job performance beyond initial hiring. What sets these next states to be reviewed together is the breadth of the resources made available to the local agencies. An evaluation is one component of these handbooks.

The opening question guiding this research, what states have a policy concerning how paraeducators are evaluated, will finally be answered. Connecticut, Idaho, and North Dakota have such a policy and a review of these policies is next. Knowing the response to that question allows the next two questions to be considered:

- When a state does have a formal policy, what are these policies/regulations and what were the steps the state followed to form this policy?

- When a state does have a formal policy, what are these based upon?

The answers to these questions will be included in reviews of these three states' inclusive policies. Idaho will be reviewed first, because Connecticut and North Dakota have similarities that will be evident later. Due to the breadth of these policies the review will be structured by a synopsis of the entire policy and a review of how evaluation is used to measure growth and mastery of skills, as well as the standards that guide this measurement.

Idaho. The document, Implementing the Idaho Paraprofessional Standards, was created in 2002 and addresses the task of providing paraeducators with training, supervision, monitoring, and evaluation. This document was developed for the Idaho State Department of Education and funded by State Improvement Grant #H323A99002. Marcia Beckman, NCLB/ESEA Director with the Idaho Department of Education, reported that special education and Title I staff developed the document; the listed authors are Barbara O'Rourke, Pamela Houston-Powell, and Janet Burdick.

The intent of the document was to bridge the gap from 2002 to 2006, the grace period offered by NCLB for states to meet "highly qualified" expectations of paraeducators working in Title I buildings. Prior to 2006, paraeducators were required to meet these competencies, but all paraeducators hired since 2006 are only required to pass the ParaPro Praxis Exam in order to be considered qualified. Therefore, the department has discontinued requiring these competencies, but still encourages the districts within the state to use this document as a guide for paraeducators' development. It is copyrighted, and therefore cannot be used outside of the state of Idaho but may be used

freely within the state. This policy is being reviewed first due to this change from requirement to guidance.

Policy synopsis. During the 4-year period in which it was mandated, paraeducators were to maintain a portfolio to document progress toward standard mastery, and teachers were to maintain a notebook containing all professional development materials provided for the paraeducators. Orientation provided entry-level knowledge with an annual review for paraeducators, and a parallel orientation for teachers was prescribed to provide awareness of these paraeducators' standards to the teachers. Professional development was described as an ongoing process, cycling through the 10 standards over a 3-year period. Summer professional development makeup sessions were encouraged for personnel hired midyear.

Evaluation. A form to document the level of proficiency was provided, as well as a form for teachers to document the job performance of paraeducators with regard to completion of their assigned role and responsibilities. A performance rubrics summary defines levels of growth.

Standards. The expectations of paraeducators serving within Title I environments are clearly defined. The standards are titled Standards for Paraprofessional Supporting Special Needs Students; therefore, only paraeducators supporting students with special needs in both Title I buildings and non-Title I buildings were expected to show professional performance growth. Although limited, it is a commendable beginning. The following standard principles are listed with corresponding knowledge, disposition, and performance objectives:

- Has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.
- Has a basic knowledge of how students learn and develop and assists in providing opportunities that support their intellectual, social, and personal development.
- Knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.
- Understands and uses a variety of instructional strategies to assist the teacher/provider.
- Understands the impact of the educational environment on student learning, self-motivation, and positive social interaction and assist in creating a positive learning environment.
- Uses a variety of communication techniques including verbal, nonverbal, and media in and beyond the classroom.
- Implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.
- Supports the teacher/provider in evaluating the intellectual, social, and physical development of the student.
- Engages in continued professional improvement toward an identified goal.

- Interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

All-Inclusive Resource Guides

Question 4 of this study asks whether supervision competencies are evident from the listing of specific skill expectations for paraeducators. Drawing these competencies from paraeducators' skill expectations is not necessary in Connecticut, North Dakota, and Idaho, because both the specific skills of paraeducators and the competencies needed by their supervisors are addressed within the states' policy. Their manuals provide direct answers to the fourth question that structured this research. Each handbook will be reviewed by providing a synopsis of the policy and a review of three components of supervision (evaluation of paraeducators, the standards that provide this measurement, and the listing of the competencies needed for supervision).

Connecticut. Certification is required only for paraeducators whose instructional duties are to be completed without supervision. The document *Guidelines for Training & Support of Paraprofessionals: Working with Students Birth to 21*, dated 2012, is available to guide supervision of paraeducators who must be supervised. The project managers for this document were Iris White, Stephanie Carbone, and Jodylynn Talevi. A committee of six people served as consultants and reviewed the document prior to publication.

Policy synopsis. Regulations (R.S.C.A. § 10-76d-2 (g)) require that school-based paraeducators supporting students with disabilities be provided direct supervision. The School Paraprofessional Advisory Council, a supplement to the General Statutes

(R.S.C.A. § 10-155k), has been created to advise of the needs for training, the effectiveness of the professional development content, and how training is currently being delivered. The promotion and encouragement of professional development activities for school paraeducators with instruction duties is legislated (R.S.C.A. § 10-155j). Connecticut has provided guidance, in one form or another, since 1989. In summary, Connecticut has made a solid effort to legislate the quality of paraeducators in the state. It is reported that it was a conscience decision to offer guidelines rather than to mandate a credential system.

Like many credential systems, Connecticut divides paraeducators into tiers that reflect their professional development, experiences, and job requirements: Levels 1, 2, and 3. Those at Level 1 must have a high school diploma, and they are considered to be in an entry-level position that requires a high level of direct supervision. Level 2 is reserved for paraeducators with multiple years of experience and professional development, and they are allowed to work more independently but in the same setting as the supervisor. Level 3 individuals have participated in some type of postsecondary training, have focused upon a specialized set of skills, and may work more independently (in the community or a student's home).

State policy offers directions concerning the hiring of paraeducators, orientation to be offered upon employment, and the creation of a job description. Sample job descriptions are provided, as well as directives of how local agencies may create a handbook that echoes the state's guidelines but also contains individual district information important for paraeducators. The supervising of paraeducators has been divided between administrators and teachers, whereas changing the infrastructure to

allow for teacher/paraeducator collaborative communication time is part of the administrators' role only. The expectation for administrators to provide common time for members of the teacher/paraeducator team is 15 minutes daily, 45–60 minutes weekly, and a monthly meeting (to discuss student progress monitoring). These common planning times are not to occur when students need support, are documented through a communication notebook, are to remain separate from lunch breaks, and can involve floating substitutes to provide release time.

Evaluation. The document restricts evaluation to the administrators' role but considers input from teachers to be helpful. A section warns administrators about the use of one-to-one paraeducators, citing Giangreco, Broer, and Edelman (2001) as a resource to evaluate overreliance on paraeducators. Professional development is assigned primarily to administrators with subjects suggested for training (i.e., instructional support, behavior management, roles and responsibilities, and disability-specific training). Sample forms are given that are used in several of the state's districts (i.e., Danbury, East Hampton, and Middletown) as well as a generic state form that structures walkthrough observations with evidence scoring for evaluators to use.

Standards. These are referred to as responsibilities and there are specific standards and knowledge and skill competencies. Each is divided into the three levels so that there are standards for each level of paraeducators. These standards are:

- to assist teachers/providers with building and maintaining effective instructional teams,
- to assist teachers/providers with maintaining learner-centered, supportive environments,

- to support teachers/providers with planning and organizing learning experiences,
- to assist teachers/providers with engaging children and youth in learning,
- to assist teacher/providers with assessing learner needs and progress and achievements, and
- to meet standards of professional and ethical conduct.

A separate set of standards has been written for those paraeducators whose responsibilities are limited to early childhood (birth to 3) that extend beyond those expectations noted for Level 3. There is also a separate listing of competencies for those paraeducators supporting students at job sites, acting as job coaches.

Supervision competencies. The supervisory role for teachers is established by the listing of standard competencies. These standards are divided into knowledge and skill competencies, and the six standards for supervisors are:

- to serve as leaders of program implementation teams and to supervise paraeducators,
- to ensure that paraeducators contribute to learner-centered, supportive environments,
- to appropriately involve paraeducators in assisting with planning and organizing learning experiences,
- to appropriately involve paraeducators in learning experiences,
- to appropriately involve paraeducators in assessing the strengths and learning needs of children and youth, and

- to ensure that professional and ethical standards connected with the supervision of paraeducators are met.

North Dakota. The North Dakota Department of Public Instruction Task Force created a document entitled Resource Manual: The Implementation of Effective Paraeducator Practices in Education Settings that is easily accessed from the Department of Education's web site. The Office of Special Education within the North Dakota Department of Public Instruction produced this manual in 2000. A Paraeducator Task Force was created with representatives from several locations across the state to create this manual and included the following members: Janelle Ferderer, Keith Gustafson, Pat Huber, Beth Jones, Brenda Jordan, Jenette Kolberg, Barb Melby, Jan Schimke, and Debbie Waterude.

Policy synopsis. The manual begins with a review of the historical aspects of using paraeducators in North Dakota and defines the roles of paraeducators as indicated by the laws, policies, and regulations of special education within the Department of Education of North Dakota. It states further that a job description must be developed and maintained on file that outlines the duties and skills for paraeducators. Appendix F of this manual contains 10 samples of job descriptions to assist with this development. Orientation is to be conducted within 5 days of employment and must involve at least 5 hours of training concerning specified topics. Within 1 year of employment, an in-service must be conducted that involves 15 clock hours with 3 hours allotted to each of the following five topics:

- North Dakota Resource Manual,
- student support concepts,

- human growth and development and the impact of disabilities,
- utilizing effective instructional strategies to serve students with disabilities in integrated settings, and
- strengthening behavior.

Professional development is to continue beyond the first year of employment (a minimum of 4 clock hours per year), documented with a plan for this ongoing training, supervision, support, and consultation developed by supervisory personnel. The role of the administration regarding this continued development is outlined here (and expanded upon in Appendix B of this document). The manual contains information concerning the role and responsibilities of the paraeducator as well as basic concepts of confidentiality, student rights, code of ethics, and relationship-building principles. Listing this document as the first topic of paraeducator orientation is warranted because significant content is addressed. Just as much information is available to define the role and responsibilities of supervisors. Studying this manual would assist paraeducators to better understand their own role by contrasting it with that of their supervisors.

Evaluation. Job performance evaluations are included with the section of the manual that defines the role of supervisors. The purposes of evaluation are identified: to identify individual and collective professional development needs, to assist with skill and task matching for individual paraeducators, to communicate expectations, to assess quality, and to show growth and mastery over time. The components of the evaluation process are presented: routine observations, oral and written feedback, and collaborative sessions to collectively work together as problem solvers to benefit student outcomes. Although the individual districts are encouraged to create their own instrument for

evaluation, this manual includes the criteria to be evaluated, a response system for the evaluator, and supportive information to use to create growth plans with paraeducators.

An appendix contains several examples of evaluation forms.

Evaluation standards. This manual refers to the following standards as evaluation criteria:

- confidentiality,
- planning and preparation of activities,
- use of instructional strategies,
- use of instructional materials,
- group management,
- relationship with students,
- personal qualities,
- supportive skills,
- professionalism, and
- relationship with other team members.

Supervision competencies. The role of supervision is well defined and addresses the key responsibilities of planning, assigning the paraeducators' tasks, delegation of tasks, observations, feedback conferencing, and evaluation. Appendix C of the state manual contains a list of eight competencies for supervisors:

- interviewing skills,
- mentoring,
- communication,
- problem solving,

- motivation skills,
- coordinating skills,
- delegating skills, and
- feedback and evaluation skills.

Virginia. This resource guide is different than all of the others reviewed, because its main objective is supervision. Given that this study's intent was to build a list of competencies for supervisors of paraeducators, the Virginia document is a significant resource. No state certification or licensing requirement for paraeducators is in place in the state of Virginia. The only requirement is a high school diploma and compliance with the "highly qualified" expectations of NCLB. The document *The Virginia Paraprofessional Guide to Supervision and Collaboration With Paraprofessionals: A Partnership* was written in June 2005. No authorship is given other than the Virginia Department of Education, which has sole permission to use this document.

Policy synopsis. The first section defines effective supervision. Teachers are advised to be flexible, matching their practice as a supervisor with the paraeducators' needs. Supervision is defined as ongoing processes that will that involve constructive feedback and result in an evolution of growth. Frequent interactions will assist in establishing trust and respect between paraeducators and teachers.

The basic responsibilities of supervision are:

- to orient the paraeducator to the school,
- to provide professional development concerning instructional and management approaches,
- to schedule and plan the paraeducators' assigned duties,

- to communicate regularly with paraeducators,
- to delegate tasks and direct implementation,
- to provide skill development opportunities, and
- to provide feedback concerning job performance of paraeducators.

Section 2 addresses the importance of the orientation for paraeducators, from guidelines to explain policies and procedures to the amount of time this process should take. Establishing a working relationship with paraeducators includes clearly stating philosophy and expectations, matching paraeducators' skills with task expectations, and understanding the roles of each member of the academic team. Next, the section discusses the necessary process when hiring paraeducators, establishing paraeducators' role, and scheduling daily responsibilities and presents examples of a schedule. Last, the collaborative process of establishing team goals is illustrated with examples for each member of the team.

Section 3 focuses upon the collaborative trait of communication, emphasizing the numerous methods of communication available, from written notes on lesson plans documenting student success to routine face-to-face meetings. The section stresses the importance of supervisors' formal and informal observation of paraeducators with sample forms to document those observations and highlights the opportunities feedback conferences offer to the process of collaboration even when the supervisor is not specifically charged with evaluating the paraeducators.

Section 4 gives supervisors tools to solve possible problems with paraeducators' performance and interpersonal relationships. Section 5 addresses the variety of

noninstructional roles paraeducators can perform and elements involved in supervision of these roles.

Standards and evaluation. Section 6 lays out a framework for professional development that begins with selection of personnel and moves on to orientation, ongoing skill development, and evaluation of job performance. This section gives the states established standards for paraeducators, referred to as competency areas, as well as forms to assist with the documentation of progress toward mastery of these standards. The requirement for mastery of each standard is evident with goal-specific knowledge and skill objectives. These standards are:

- philosophical, historical, and legal foundations of special education,
- characteristics of learners,
- assessment, diagnosis, and evaluation,
- instructional content and practice,
- supporting the teaching and learning environment,
- managing student behavior and social interaction skills,
- communication and collaborative partnerships, and
- professionalism and ethical practices.

Responding to research question 4. If only Connecticut, North Dakota, and Virginia's policies were examined, it would appear that question 4 is unnecessary. Using paraeducator standards to create supervision competencies as an exercise of this research would be redundant because these states have provided both. In particular, Connecticut's standards illustrate well that one set of standards can and should be related to the other (see Figure 3).

Table 2

Connecticut Standard Expectations for Paraeducators and Their Supervisors

Standards for Paraeducators	Standards for Teacher/Provider Supervisory Competencies
Assist teachers/providers with building and maintaining effective instructional teams.	To serve as leaders of program implementation teams and to supervise paraeducators.
Assist teachers/providers with maintaining learner-centered, supportive environments.	To ensure the paraeducators contribute to learner-centered, supportive environments.
Support teachers/providers with planning and organizing learning experiences.	To appropriately involve paraeducators in assisting with planning and organizing learning experiences.
Assist teachers/providers with engaging children and youth in learning.	To appropriately involve paraeducators in learning experiences.
Assist teacher/providers with assessing learner needs and progress and achievements.	To appropriately involve paraeducators in assessing the strengths and learning needs of children and youth.
Meet standards of professional and ethical conduct.	To ensure that professional and ethical standards connected with the supervision of paraeducators are met.

Compatible standards. There is a link between the skills expected of paraeducators and the skill a supervisor needs to guide paraeducators toward mastery of expected skill. Although the standards for paraeducators and supervisors are similar, the knowledge and skills necessary to meet these standards differ greatly. For example, in Connecticut’s Standard 1 for paraeducators (instructional teams) the first responsibility is to carry out team decisions as assigned by the teacher/provider or related service personnel. The knowledge paraeducators need to carry out this responsibility is an understanding of the distinctions in teacher/provider and administrator roles concerning their employment, as well as the necessary skill is to follow teacher’s/provider’s instructions. In contrast, the teacher/provider competencies knowledge under their Standard 1 is an understanding of the value of a team approach in the delivery of

services, and the skill competency is the ability to plan work assignments for paraeducators based upon the requirements of the programs and learning objectives for individuals and groups. Similar standard topics will not result in similar skills—only compatible ones.

Performance-based standards. A comparison of the competency standards of Connecticut, North Dakota, and Virginia (see Appendix D) shows a commonality of subject matter. The standards from each state can be charted to show this commonality, though the standards themselves are in many ways quite different. Darling-Hammond (2006) discussed the move toward performance-based standards in the field of teacher preparation. The focus becomes what an employee should know, what the individual should be able to do, and what attributes or qualities this person needs. Performance-based standards clarify the criteria for determination of competence, placing more emphasis upon abilities rather a personal attribute. Attributes are a significant variable in how one completes a responsibility, but they are difficult to measure. For example, the attribute of communication is an important component for supervisors, but having the personal characteristic of being a communicator is not a teachable skill. Knowing how to alter the infrastructure of the academic day to allow collaborative time and routine meetings is not only a teachable skill, but how often meetings are occurring can be measured. Performance-based standards are written in such a manner that what knowledge is needed, what action will show that knowledge, and last, what quality is needed to needed to complete that action is evident.

As illustrated in Appendix D, when the three states' competency standards are compared not only is the likeness with subject matter apparent, but also differences are

evident. Virginia's supervisors' standards seem to represent a listing of responsibilities. Clearly stated responsibilities are needed for supervisors, but these may be so narrowly defined that they will limit supervisors' ability to complete all of the responsibilities involved in supervision. North Dakota's supervision competencies, in contrast (see Appendix D), appear to be broader, but may be too open. Creating a list of responsibilities from these would be open to interpretation. For example, North Dakota's first standard, communication, is not a performance-based standard. The North Dakota competencies listing does explain communication with the following characteristics:

1. applies interpersonal skills,
2. demonstrates effective listening skills,
3. uses team-building skills, and
4. exhibits effective written and oral skills to provide team management.

This additional information does not define what one must do in order to be considered competent in communication when supervising paraeducators. Arguably, the attribute of communication would assist in completion of all responsibilities associated with supervision. For example, the expectation that a paraeducators' skill set includes knowledge of confidentiality concerns in education cannot be achieved without communication between supervisors and paraeducators. Communication is also needed to add instructional strategies to the paraeducators' knowledge base. Hence, standards that are limited to attributes cannot easily help supervisors know exactly what they need to know or what they need to do.

The Connecticut knowledge competencies are written in such a manner that they are neither too broad nor too narrow, and they are performance based. The competencies

show supervisors what they need to know, what to do, and what attribute is needed to connect knowledge with skill. Reflective educators could use these given knowledge and skill competencies to evaluate their own skill level. Administrators could measure supervisors' competencies from these standards and could use these standards to shape professional development offerings. An institution that prepares students to become teachers could use them to structure teacher preparation to become supervisors.

Comparison of Competency Listings

Seeking the answer to Question 5 led to a comparison between the responsibility listing for supervisors of paraeducators created that Wallace, Shin, Bartholomay and Stahl (2001) created for their study with those competencies evident in a state's policy. Although several states discuss supervisory responsibilities, Connecticut established a document to guide the supervisor with knowledge and skill standards. Because knowledge is the first step toward competency, only Connecticut's skill competences were used for comparison with the Wallace et al. study (see Figure 4). The arrangement of each competency skill within the areas established by Wallace et al. were based upon similar key words (e.g., model, plan, training) and were easily sorted within the areas established by their study. Although a few of Connecticut's skill competencies can fall within several of the areas of responsibilities, establishing a comparison of the two sets of competencies was quite easy. It must be noted that Connecticut does not list the Wallace et al. research in the manual's references, so it is possible that the state's skill competencies were built in isolation from that study. The authors of both documents define the roles of supervisors and paraeducators, establishing a collaborative relationship with paraeducators as part of the academic team and advocating specific responsibilities

for each. Using the study by Wallace et al. to establish supervision competencies is a useful tool that would benefit the any policy creator, whether at the state level or a local agency.

Table 3

Comparison of Connecticut's Skill Competencies with Study by Wallace, et al, 2001

	Wallace, Shin, Bartholomay, and Stahl (2001)
Communication with paraeducators (share student-related information, explain paraeducators' role),	S2.2.1 – Ability to share and/or reinforce information with paraprofessionals about federal, state, and local policies and procedures that ensure the safety, health, and well-being of children, youth, and staff.
	S4.2.1 – Ability to share information with paraprofessionals about characteristics and learning objectives for individual children and youth.
Planning and scheduling (coordinate schedules, establish goals, set plans, establish time for planning, match paraeducators' skills and interests with tasks),	S1.2.1 – Ability to plan work assignments for paraprofessionals based on program requirements and learning objectives for individuals and groups.
	S1.2.2. – Ability to appropriate delegate tasks to paraprofessionals based on their qualifications to carry out an assignment.
	S2.2.2 – Ability to plan paraprofessional activities that help to maintain supportive learner-centered environments and protect the safety, health, and well-being of children, youth, and staff.
Instructional support (provide regular feedback regarding paraeducators' work performance, support paraeducators that provide instruction to students, and direct paraeducators who work in independent capacities),	S1.2.4 – Ability to monitor the day-to-day performance of paraprofessionals and to provide principles/agency administrators with relevant information about the strengths and professional development needs of paraprofessionals.
Modeling for paraeducators (model to	S2.2.4 – Ability to model skills that demonstrate respect for the views, rights, and contributions of children and youth, families, and school/agency personnel.

paraeducators a caring and respectful manner of interacting with students),	S6.2.2 – Ability to model standards of professional and ethical conduct for paraprofessionals (i.e., maintaining confidentiality; respecting rights of children, youth, and families; and demonstrating sensitivity to diversity in culture, ethnicity, family structure, learning styles, and abilities.
Public relations (inform administrators, teachers, and parents of paraeducators’ role, advocate for paraeducators regarding training, leave time, and changes in responsibilities, and involve paraeducators in group decisions),	S2.2.3 – Ability to appropriately involve paraprofessionals in activities that engage families in their child’s learning experiences.
	S3.2.1 – Ability to appropriately involve paraprofessionals in planning of individualized learning experiences and organizing environments to promote learning
Training (on the job skill development), and	S1.2.5 – Ability to provide systematic on-the-job training and mentoring to paraprofessionals.
	S4.2.2 – Ability to provide on-the-job training to prepare paraprofessionals to follow learning plans developed by the teacher/provider and to use methods, materials, adaptive equipment, and assistive technology selected or developed by the teacher/provider.
	S5.2.2 – Ability to provide on-the-job training to prepare paraprofessionals to use functional (informal) assessment tools and to objectively share relevant information about learner strengths and needs.
	S5.2.3 – Ability to prepare paraprofessionals to assist with record-keeping activities based on district/agency policies and procedures.
Management of paraeducators (maintain positive and supportive interaction with paraeducators, contribute to the evaluation of paraeducators’ performance, and support skill improvement).	S5.2.1 – Ability to appropriately involve paraprofessionals in administering standardized achievement tests based on state/district/agency policies, the protocol for conducting the tests, and the paraprofessional’s qualifications to carry out the task.
	S6.2.2 – Ability to follow standards of professional and ethical conduct for the supervision, assessment and preparation of paraprofessionals established by the professional organization representing their discipline and/or state/district/agency.
	S6.2.3 – Ability to evaluate one’s own skills to improve paraprofessional supervision.

State Influence Upon Local Agencies

The last question guiding this study queried the effect upon a purposefully selected district of a state policy that addressed Questions 3, 4, and 5. The policy in Connecticut has answered Question 3, because standards for paraeducators were evident. Connecticut policy also offers an answer to Question 4 by providing standards for the supervisors of these paraeducators. Connecticut's supervisor standards were then used to compare with the Wallace et al. study to answer Question 5. Therefore, the school districts selected to address the concern of Question 6 must come from Connecticut.

The Connecticut Guidelines for Training & Support of Paraprofessionals is a very recent document, having been published in 2012. The document prior to this one was also fairly recent, put in place in 2004. Fullan (2001) stated that understanding the change process is elusive, full of complexity, and Payne (2010) cautioned that bureaucracy is often hostile toward change of any kind. Therefore, change at the local level due to the creation of this document will not be evident within the few months it has been available. Due to this, recommendations from the state level were requested to assist with the purposefully selected district limitation specified by Question 6. Districts that appeared to be embracing the guidelines motivated the recommendation, hence defining purposeful selection.

Demographics. Iris White, education consultant with the Connecticut Department of Education, was consulted as to recommendations at the local level. Two of the individuals recommended by Ms. White responded to electronic messages. One was the coordinator of special education for the elementary schools and preschools with Gilford Public Schools. This district posted its vision as the creation of a “professional

learning community where instruction invites effort and support academic rigor for all students and educators.” The district is made up of seven schools (one high school, two middle schools, and four elementary buildings). It is in the town of Gilford, New Haven County, and it is close to the coast. The U.S. Census (2000) reported that the population was 21,398 with a racial makeup of 96% White, 0.93% African American, 0.05% Native American, 1.65% Asian, 0.41% other races, and 0.93% from two or more races. Of the 8,151 households, 35.6% have children under the age of 18. The median income for a household in the town was \$76,843; the median income for a family was \$87,045. About 2.3% of families and 3.1% of the population were below the poverty line, including 3.4% of those under age 18.

The second individual who responded is the district supervisor of special education for PreK–5 for the South Windsor Public Schools. The district indicates that it provides a system structured around a common core of knowledge, skills, values, and a variety of educational experiences. It too is made up of seven schools (one high school, one middle school, and five elementary buildings). The district is in the city of South Windsor, Hartford County, and it is located in north-central Connecticut. The U.S. Census (2000) reported that the population is 24,412 with a racial makeup of 91.5% White, 2.95% African American, 0.18% Native American, 3.71% Asian, 0.03% Pacific Islander, 0.66% from other races, and 0.96% from two or more races. There were 8,905 households, of which 38.5% included children under the age of 18. The median income for a household in the town was \$73,990, and the median income for a family was \$82,807. About 1.5% of families and 1.8% of the population were below the poverty line, including 0.8% of those under age 18.

District implementation. Both representatives reported that the districts were using the state guidelines as guiding principles. Guilford is in the process of developing revised district practices and procedures for supervision of paraeducators. South Windsor created its own evaluation instrument for paraeducators and uses the same form with all paraeducators. Guilford created job descriptions grouped according to the defined role of paraeducators (e.g., supporting students in early childhood classes). South Windsor has a generic job description that is used for all paraeducators. Guilford has not created a district handbook, as suggested by the state, but South Windsor has. South Windsor considers the handbook to be a work in progress, to be edited yearly.

Guilford has trained all administrators concerning supervision of paraeducators, and these administrators are expected to work with teachers individually or in small groups to assist them in their supervision duties. The district plans to offer this professional development as a district-wide training to all teachers in the 2012–2013 school year. South Windsor’s model for professional development is similar, but without district-wide plans. Both district representatives indicated that the standards for supervision were used as guidelines for the evaluation policies used to measure paraeducators’ job performance growth. Furthermore, both individuals indicated that the state standards for paraeducators had been used to create the local evaluation processes and that this evaluation was a yearly event.

Summary of state influence. As stated earlier the Connecticut Guidelines are very recent, so its influence on the local agencies was expected to be minimal at this time. Both of these districts appear to have made vested efforts to not only use this document as a guideline, but to follow the recommendations contained therein. Both are in the

process of improving support for paraeducators by offering them a description of the job expectations, connecting standards to the job performance evaluation, and preparing teachers to master the standards of supervision in order to be competent supervisors. These positive indications were not anticipated and are continued signs of an encouraging trend concerning the supervision of paraeducators.

Conclusion

Reviewing the policies that concern the supervision of paraeducators has shown various patterns of state involvement. First was the indication of compliance with federally mandated regulations by all states; next were processes to certify paraeducators, as states attempted to improve the quality of employees in this position prior to or soon after hiring. Today, 16 states (Connecticut, Delaware, Georgia, Illinois, Iowa, Louisiana, Maine, Massachusetts, Minnesota, New Hampshire, New Mexico, New York, North Dakota, Ohio, Texas, and West Virginia) have a certification process, whereas fewer than 6 years ago only 10 states did. The certification process has been customized to meet the needs of each state, but the differences do not reduce the value of this trend.

The next pattern emerged from states that had added standards to their policies enabling them to measure paraeducators in some manner. First, standards were evident in states guiding the develop of assessments for paraeducators to take in their quest to become “highly qualified” per NCLB (Alaska, Minnesota, Montana, Pennsylvania, and Washington). Next, standards were evident in states needing a measurement tool for certification (Iowa, Massachusetts, New Hampshire, and Ohio). Two states used standards as a means of measuring the skills needed prior to being hired or the structure to guide professional development once employed (Rhode Island and Utah).

The last pattern emerged from states that included much more than standards in their policies. Inclusive resource guides were created by several states to assist the local agencies with supervision of paraeducators (Idaho, Connecticut, North Dakota, and Virginia). Idaho's guide addressed professional development for paraeducators with parallel development for those teachers supervising them. A measurement tool to document levels of job proficiency was the motivation for including standards in this document. Likewise, Connecticut, North Dakota, and Virginia addressed professional development for and evaluation of paraeducators, but went beyond professional development for supervisors to listing the responsibilities of supervision, addressing key duties of these responsibilities to the point of establishing standards or competencies for teachers.

Using Connecticut's policy, a comparison was conducted using the Wallace et al. (2001) study to confirm its similarity to the listing of supervision competencies. Last, an inquiry was conducted with a small sample of local schools to see what effect Connecticut's policy was having on districts within the state. The unexpected trend of positive improvement concerning the supervision of paraeducators marked this study from the influence of NCLB upon the individual states to the effect an inclusive policy can have upon the local agencies.

CHAPTER 5

Discussion and Recommendations

The number of paraeducators working within public schools is large and growing yearly (National Center for Education Statistics [NCES], 2009). The expectations of federal mandates combined with the ever-present shortage of teachers have forced greater use of uncertified personnel. Both the positive and the negative outcomes of the support that paraeducators offer students have occurred without sufficient study. This review indicates a positive trend is evident in those states that have developed policies concerning the employment of paraeducators. Perhaps the quality of support that paraeducators offer students will improve in the future with fewer negative outcomes than were evident in the past, provided this policy trend continues.

The term policy can be defined as a rule, but it can also be defined as a document; therefore, any state documents related to paraeducators were considered in this study. Some of the documents were clear statements of rules and contained obvious expectations for compliance. There were documents showing that the expectations of NCLB were written with authority and that fulfillment was imperative. Occasionally, documents reflecting compliance with NCLB were the only ones found in a state, but many states offered numerous other documents expressing either rules to be followed or guiding resources related to the employment of paraeducators to be used by local agencies. Positive indications of change were evident in both policy rules and guiding policy.

Positive Effect of Federal Mandates

Certification expectations. The federal mandate of NCLB was a law that addressed student supports, though the potential impact of its expectations for paraeducators seemed minuscule (limited to Title I buildings). The positive trend that resulted from this small mandated change could not have been predicted, but the response at the state level to NCLB has been notable. The fear that the least qualified are supporting students (Giangreco, Yuan, McKenzie, Cameron, & Fialka, 2005) is gradually decreasing. As explored in the Findings section, the first evidence that paraeducators are becoming more qualified was that some states have a mandated expectation for paraeducators to be certified. Sixteen states have certification processes (Connecticut, Delaware, Georgia, Illinois, Iowa, Louisiana, Maine, Massachusetts, Minnesota, New Hampshire, New Mexico, New York, North Dakota, Ohio, Texas, and West Virginia). Granted, the expectations of each state regarding what is necessary to become certified varies; yet, the number of states that have certification processes has increased from the 10 reported in a former policy study (Baber, 2005).

Expectations without certification. The certification process is a notable expression of this positive trend, but several states show evidence of increasing the qualifications of paraeducators without requiring certification. For example, the expectations of NCLB necessary to be considered highly qualified were addressed in North Carolina by directing all paraeducators, regardless of Title I status, to comply with these same expectations. Junior colleges, such as those in Colorado and Oregon, offer state-approved programs that guide the associate's degree. Some states, such as Connecticut, Hawaii, and Kansas, assign a level to the paraeducators that indicates their years of experience and participation in professional development, similar to what is

found in the certification process of several states. The federal mandate includes passing a local assessment as one of the options necessary to achieve highly qualified status; Kentucky expects all paraeducators to pass the Kentucky Paraeducator Assessment and offers a study guide to assist with this process. Another manner to possibly raise the qualifications of paraeducators is the professional development offered to them upon employment. Such states as Missouri give clear expectations (15 hours in the first year of employment and 10 hours every year after). Some states have raised qualification expectations for paraeducators working with specific populations. For example, Nebraska requires those working in the early childhood program to have completed 12 semester hours of credit in child development/early childhood education. States that were not presented in the Findings section (because they did not fit into overall patterns of growth) also appear to be making positive changes related to the supervision of paraeducators (see Appendix B).

Recommendations positive effect of federal mandates. Federal mandates change over time. The number of revisions the Elementary and Secondary Education Act (ESEA) has undergone since 1965 illustrates this truth. A blueprint to revise ESEA has been put into place by the Obama Administration, which has approved states for flexible application of ESEA provisions. At this point it is impossible to predict how revisions of the current ESEA will change those components that concern paraeducators. Due to the outcomes evident in this study, it is recommended that paraeducators continue to be included in the education reform of federal mandates. Yet more important, it is significant to continue to study the individual states' responses to federal stipulations. Will the positive trend of improvement continue without strong rulings from the federal

government? Or will the revising of ESEA cause an “implementation dip”—the dip in performance and confidence one encounters with innovation when new skills and new understandings are required (Fullan, 2001)? A continuous review of federal and state policies will not only show growth as it occurs, but scrutiny may motivate continued development.

Positive Effect of Normed Expectations

Defined roles. Paraeducators being required to learn on their own and work in isolation from teachers so that feedback related to needed skills is minimal (Downing, Ryndak, & Clark, 2000) suggests that the role of paraeducators was undefined initially. Undefined roles cannot be measured. Variations on the definition of paraeducator were evident in current state policies. Arizona defined a paraeducator as “a person employed to assist with the education of students who is not certified to teach by the Arizona Department of Education.” Colorado stated that paraeducators were “school employees who work under the supervision of a licensed professional and provide instructional, therapeutic or health and safety services to students.” Maine identified paraeducators as personnel that provided “supportive educational services to certified personnel in K-12 schools or to certified/credentialed personnel in early childhood educational or developmental programs from birth to school age 5 for children with disabilities.” In almost every state some definition was available within a policy document that established the basic role of paraeducators in that state. Once a position has been defined and the role of an employee declared, it is possible to measure how well one is performing that role.

Standards to measure. As presented in the Findings section, 15 states have created standards, though for varying reasons, to measure paraeducators knowledge and skills (Alaska, Connecticut, Idaho, Iowa, Massachusetts, Minnesota, Montana, New Hampshire, North Dakota, Ohio, Pennsylvania, Rhode Island, Virginia, Washington, and Utah). Commonalities were found when standards written to assist local agencies with creating an assessment to confirm “highly qualified” status were compared with those that are all-inclusive resource guides and performance-based standards. Two states can be used to illustrate that standards written for different purposes (Alaska’s standards guide assessment creation and Connecticut’s guide job performance) can have shared aims. Alaska’s standard, “Understands basic ethics and confidentiality issues,” and Connecticut’s standard, “Understands standards of professional and ethical conduct,” are quite similar; the knowledge and skills necessary to meet these standards would be the same.

The argument can be made that standards whose intent is to guide assessment creation could provide the foundation for creating standards meant to measure job performance. It is possible for local agencies to take these standards (without much elaboration) and use them as an outline to form their own standards as tools for evaluation. Of course, local districts will have their own approaches to defining the role and creating the standards to identify the knowledge and skills needed to complete it. The variability of paraeducators’ roles (from addressing diversity to providing student and family support for students who are at risk for failure) remains important, but it does not make the task of creating basic expectations impossible. It is considered a positive trend that states have created standards, regardless of the objective for their composition.

Any standards can provide local school districts with the tools to create their own policies.

Some states without standards still expect an evaluation to occur to show continuous improvement of paraeducators. For example, Florida Statutes, § 1001.30–1001.32 gives the Local Educational Agency school board authority to increase student-learning growth by improving the quality of instructional, administrative, and supervisory services. To support this purpose, annual performance evaluations are expected for all employees. Because the state expectations are that these evaluations be based upon sound educational practices, one can surmise that paraeducators' evaluations are based upon expectations of their responsibilities. Representatives from the following states reported that the local school district had the authority to determine the instrument used to evaluate of its employees (Alabama, Alaska, Arizona, Arkansas, California, Colorado, Georgia, Kansas, Kentucky, Louisiana, Maine, Michigan, Missouri, New Jersey, North Dakota, and Vermont). It is a positive sign that local agencies with the authority to provide evaluation have some resources (as mentioned in the Findings section) on which to base the process.

Recommendations of positive effect of normed expectations. The value of a policy, whether federal or state, is reduced if those it was written to regulate ignore the course of action. To replicate and broaden the sampling of districts from Connecticut (as presented in the Findings) into a full study is recommended. To better establish the effect states with established standards (in any form) have upon local district policies could provide meaningful feedback. This feedback could verify the application of the standards

upon local paraeducators. It could also provide information to those states beginning to improve their current policies to include standards.

A prescribed value must be applicable to be useful. Not all states used task forces to create their policies; some limited the input to that of experts. Scrutiny to establish the applicability of standards upon the quality of support paraeducators offer is necessary. If the expectations of the standards do not represent the responsibilities of paraeducators employed in a state, they have no value. It is recommended that research focus upon the policy of an individual state and establish the correlative evidence of its effect upon local agencies. Is there evidence in local agencies that state standards apply?

A second layer of recommended research on this topic is to review the policies at the local level to establish applicability to paraeducators' roles and responsibilities. In the event that states provide no guiding rule or documents, does the local agency exercise its authority to evaluate all personnel or are the paraeducators ignored and not associated with expectations of growth that will enhance student learning? If it can be shown what evaluation tools are being used locally, not only could other local districts benefit from the shared information, but the state could use this knowledge to create policy.

Positive Effects of Guiding Supervisors

Teacher standards. Identifying the teacher as the supervisor (a component of NCLB policy and even earlier in ESEA policy) created change at the state level. Internet searches at states' web sites for this study frequently revealed standards for teachers that included supervision of paraeducators. One example from the state of Arkansas, Standard 2, Evidence of Knowledge, states: "The teacher has knowledge of roles and responsibilities of paraeducators related to instruction, interventions, and direct service."

Another example of a standard for teachers can be found in the policy of state of Arizona, Standard 2,” Facilitates people working productively and cooperatively with each other.” These two examples, taken from an alphabetical listing of states, illustrate the common occurrence of such standards. The reluctance to supervise reported by several studies (Moshoyannis, Pickett, & Granick, 1999; Drecktrah, 2000; French, 2001) might be less evident today because the expectations for teachers now include supervision. Granted, the first example that explicitly used the term paraeducators applied to special education teachers only, but one can infer from the second example that all teachers are beginning to be expected to include supervision in their knowledge base. This positive trend of broadening the role of teachers to include supervision of paraeducators is encouraging and replication of these studies would show this.

Supervision competencies. More notable, several states have expanded standards for teachers with knowledge and skill expectations to a listing of competencies needed in supervision. These states, such as Connecticut and Virginia, have been reviewed in the Findings section. Yet other states are assisting teachers in defining their supervisory role, and noting the skills necessary to be a competent supervisor. The Colorado document, Quality Indicators for Assessing Individualized Services for Students (K–12) With Significant Support Needs, recommends that the supervisor, related service providers, and paraeducators establish a means to, but also build in time for, communication. Providing paraeducators with written lesson plans for students, information concerning the needs of specific students, and professional development to be able to work with students was clearly identified as responsibilities of the supervisor.

Recommendations of the positive effects of guiding supervisors. Studies from the past that showed teachers were not accepting their supervisory role need to be replicated. Has the addition of teacher standards that declared supervision as a component of teacher responsibilities changed teachers' perspectives? Are novice educators viewing supervision as a regular component of their job? Is the time given to supervision increasing due to acceptance of this duty? Replicating research like the Moshoyannis et al. (1999) study would show comparative data concerning teachers' willingness to be supervisors.

Although the listings reviewed in the Findings section seemed to correspond with the study conducted by Wallace et al. (2001) and the listings created by experts, no empirical study has been completed to verify their validity. Also missing are any studies that illustrate what professional development is necessary to assist teachers in acquiring these skills. It is recommended that research continue to address supervision to establish the responsibilities of this duty.

Conclusion

The recommendations regarding supervision competencies are numerous but are necessary to improve the positive support that paraeducators offer students. This study began with a singular intent (which states have a policy concerning how paraeducators are evaluated and whether these policies assist with the creation of competencies for supervisors), but ended with a collective review of any pertinent policies at the state level. It is apparent that collective review is necessary to truly tackle the issues associated with the use of paraeducators.

The following areas need further appraisal:

1. validity of increasing qualifying expectations to become a paraeducator through certification process,
2. application of standards to measure paraeducators' knowledge and skills,
3. advantage of having evaluation processes that shows growth toward these skills for paraeducators,
4. increasing the quality of supervision by establishing standards for supervisors, including a list of the skills needed, and
5. knowing how professional development can provide teachers with these competencies.

Research in each of these areas is a worthwhile goal. However, a collective review is necessary to reduce concerns as outlined by Giangreco et al. (2005):

1. The least qualified staff members are teaching students with the most complex learning characteristics.
2. Paraprofessional supports are linked with inadvertent detrimental effects.
3. Individual paraprofessional supports are linked with lower levels of teacher involvement.
4. Teachers, parents, and students may not be getting what they deserve and expect.
5. Providing paraprofessionals may delay attention to needed changes in schools (pp. 28–32).

The students of our public schools deserve no less than a collective solution for a problem this diverse.

References

- Acheson, K. A., & Gall, M. D. (1980). *Techniques in the clinical supervision of teachers: Preservice and inservice application*. New York, NY: Longman.
- Allen, M. & Ashbaker, B. Y. (2004). Strengthening schools: Involving Paraprofessionals in crisis prevention and intervention. *Intervention in School and Clinic, 39*(3), 139-146.
- Allor, J. H., Gansle, K. A., & Denny, R. K. (2006). The stop and go phonemic awareness game: Providing modeling, practice, and feedback. *Preventing School Failure, 50*(4), 23–30.
- Ashbaker, B. Y. & Morgan, J. (2001a). Growing roles for teachers' aides. *Education Digest, 66*(7), 60–64.
- Ashbaker, B. Y. & Morgan, J. (2001b). Paraeducators: A powerful human resource. *Streamlined Seminar, 19*(2), 1-5.
- Ashbaker, B. Y., & Morgan, J. (2004). Legal issues relating to school paraprofessionals. *A Legal Memorandum: Quarterly Law Topics for School Leaders* (pp. 1-7). Reston, VA: National Association of Secondary School Principals. Full text available in pdf format at <http://www.pincipals.org>
- Ashbaker, B. Y. & Morgan, J. (2006). *Paraprofessional in the classroom*. Boston, MA: Pearson Education, Inc.
- Baber, A. (2005). Instructional Paraprofessional Statistics and Trends: Paraprofessional database research navigator. Full text available in pdf format at the Education Commission of the States web site, <http://www.esc.org>
- Bereiter, C. & Scardamalia, M. (1993). *Surpassing ourselves: An inquiry into the nature and implications of expertise*. Peru, Illinois: Open Court.
- Bernstore, E. D. (2001). Paraprofessionals in music settings. *Music Educators Journal, 87*(4), 36-40.
- Bessett, K. K., & Wills, H. P. (2007). An example of an elementary school paraprofessional-implemented functional analysis and intervention. *Behavioral Disorders, 32*(3), 192–210.
- Bingham, M. A., Spooner, F., & Browder, D. (2007). Training paraeducators to promote the use of augmentative and alternative communication by students with significant disabilities. *Education and Training in Developmental Disabilities, 42*(3), 339–352.
- Bishop, T. (2008). Healthcare assistants – an under-valued resource. *Practice Nurse,*

38(8), 5-5.

Bishop, T. (2009). Healthcares assistants: it's about time for regulation. *Practice Nurse*, 38(8), 5-5.

Blacher, J., & Rodriguez, T. (2007). Holding on to their kitestrings: Paraprofessional support in inclusive settings, *The Exceptional Parent*, 37(10), 74-76.

Bolton, J., & Mayer, M. D. (2008). Promoting the generalization of paraprofessional discrete trail teaching skills, *Focus on Autism & Other Developmental Disabilities*, 23(2), 103-112.

Broer, S. M., Doyle, M. B., & Giangreco, M.F. (2005). Perspectives of students with intellectual disabilities about their experiences with paraprofessional support. *Exceptional Children*, 71(4), 415-430.

Brown, L., Farrington, K., Knight, T., Ross, C., & Ziegler, M. (1999). Fewer paraprofessionals and more teachers and therapists in educational programs for students with significant disabilities. *Journal of the Association for Persons with Severe Handicaps*, 24(4), 250-253.

Bugaj, S. J. (2002). Improving the skills of special education paraprofessionals: A rural school district's model for staff development. *Rural Special Education Quarterly*, 21(1), 16-25.

Byers-Kirsch, J. (2009). Idaho's design for paraeducators effectiveness. *School Administrator*, 66(3), 40-41.

Carnahan, C. R., Williamson, P., Clark, L., & Sorensen, R. (2009). A systematic approach for supporting paraeducators in educational settings. *Teaching Exceptional Children*, 41(5), 34-43.

Carroll, D. (2001). Considering paraeducators training, roles, and responsibilities. *Teaching Exceptional Children*, 34(2), 60- 64.

Carter, E. W., & Hughes, C. (2006). Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators. *Research & Practice for Persons with Severe Disabilities*, 31(2), 174-185.

Chopra, R. V., & French, N. K. (2004). Paraeducator relationships with parents of students with significant disabilities, *Remedial and Special Education*, 25(4), 240-251.

Chopra, R. V., Sandoval-Lucero, E., Argon, L., Bernal, C., Berg DeBalderas, H., & Carroll, D. (2004). The paraprofessional role of connector. *Remedial and Special*

- Education*, 24(4), 219-231.
- Chopra, R. V. & Ullery, C. (2007, Fall). Paraeducator supervision: What teachers need to know & why? Paper presented at the *Institute of the Colorado Consortium of Special Education*. Breckenridge, Colo.
- Cremin, H., Thomas, G., & Vincett, K. (2003). Learning zones: an evaluation of three models for improving learning through teacher/teaching assistant teamwork. *Support For Learning*, 18(4), 154-161.
- Daniels, V. I. & McBride, A. (2001). Paraeducators as critical team members: Redefining roles and responsibilities. *National Association of Secondary School Principals Bulletin*, 85(623), 66-74. Retrieved 02/07 from <http://bul.sagepub.com/content/85/623/66>
- Darling-Hammond, L. (2006). *Powerful teacher education*. San Francisco: Jossey-Bass.
- Davis, R. W., Kotecki, J. E., Harvey, M. W., & Oliver, A. (2007). Responsibilities and training needs of paraeducators in physical education. *Adapted Physical Activity Quarterly*, 24(1), 70-84.
- Devlin, P. (2005). Effect of continuous improvement training on students interaction and engagement. *Research & Practice for Persons with Severe Disabilities*, 30(2), 47-59.
- Dover, W. (2002). Instructional management of paraeducators in inclusive classrooms: The perspectives of the teachers. In *No Child Left Behind: The Vital Role of Rural Schools*. Symposium conducted at the meeting of *American Council On Rural Special Education (ACRES) 2002 Conference Proceedings*, Reno, NV.
- Downing, J. E., Ryndak, D. L., & Clark, D. (2000). Paraeducators in inclusive classrooms; Their own perceptions, *Remedial and Special Education*, 21(3), 171-182.
- Doyle, M. B. (2002). *The Paraprofessional's guide to the inclusive classroom*. East Peoria, Illinois: Versa Press, Inc.
- Drecktrah, M. E., (2000). Preservice teachers' preparation to work with paraeducators. *Teacher Education and Special Education*, 23(2), 157-164.
- Etscheidt, S. (2005). Paraprofessional services for students with disabilities: A legal analysis of issues. *Research & Practice for Persons with Severe Disabilities*, 30(2), 60-80.
- Evans, S. & Jolly, A. (2005). Teacher assistants move to the front of the class. *Journal of Staff Development*, 26(3), 8-13.

- Fitzell, S. G. (2007). *Paraprofessionals and teachers working together: highly effective strategies for inclusive classroom*. Manchester, NH: Cogent Catalyst Publications.
- Forster, E. M. & Holbrook (2005). Implications of paraprofessional supports for students with visual impairments. *RE:view*, 36(4), 155-163.
- Frank, A. R., Keith, T. Z., & Steil, D. A. (1988). Training needs of special education paraprofessionals. *Exceptional Children*, 55(3), 253–259.
- French, N. K. (1997). A case study of a speech-language pathologist's supervision of assistants in a school setting: Tracy's story. *Journal of Children's Communication Development*, 18(1), 103–110.
- French, N. K. (1998). Working together: Resource teachers and paraeducators. *Remedial and Special Education*, 19(6), 357–369.
- French, N. K. (1999a). Paraeducators and teachers shifting roles. *Teaching Exceptional Children*, 32(2), 69–73.
- French, N. K. (1999b). Paraeducators: Who are they and what do they do? *Teaching Exceptional Children*, 32(1), 65-69.
- French, N. K. (2000). Taking time to save time: Delegating to paraeducators. *Teaching Exceptional Children*, 32(3), 79-83.
- French, N. K. (2001). Supervising paraprofessionals: A survey of teacher practices. *The Journal of Special Education*, 35(1), 41-53.
- French, N. K. (2002a). Maximize paraprofessional services for students with learning disabilities. *Intervention in School and Clinic*, 38(1), 50-55.
- French, N. K. (2002b). Paraeducator supervision academy outreach project: *Final performance report*.
- French, N.K. (2003a). *Managing paraeducators in your school*. Thousand Oaks, California: Corwin Press, Inc.
- French, N. K. (2003b). Paraeducators in Special Education Programs, *Focus on Exceptional Children*, 36(2), 1–16.
- French, N. K. (2004). Introduction to the special series. *Remedial and Special Education*, 25(4), 203–204.
- French, N. K. (2008). *A guide to the supervision of paraeducators*. Port Chester, N. Y.: National Professional Resource, Inc.

- French, N.K. & Chopra, R.V. (1999). Parent perspectives on the roles of paraeducators. *The Association for Persons with Severe Handicaps*, 24(4), 259-271.
- French, N. K. & Chopra, R. V. (2006). Teachers as executives. *Theory Into Practice*, 45(3), 230–239.
- French, N. K. & Pickett, A. L. (1997). Paraprofessionals in special education: Issues for teacher educators. *Teacher Education and Special Education*, 20(1), 61-73.
- Freschi, D. F. (1999). Guidelines for working with one to one aides. *Teaching Exceptional Children*, 31(4), 42–45.
- Friend, M. & Cook, L. (2003). *Interactions: Collaboration Skills for School Professionals*. Boston, MA: Pearson Education, Inc.
- Frith, G. H. & Lindsey, J. D. (1982). Certification, training, and other programming variables affecting special education and the paraprofessional concept. *The Journal Of Special Education*, 16(2), 229–236.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gerber, S. B., Finn, J. D., Achilles, C. M., & Boyd-Zaharias, J. (2001). Teacher aides and students' academic achievement. *Educational Evaluation and Policy Analysis*, 23(2), 123-143.
- Gerlach, K. (2009). *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals*. National Education Association of the United States: Washington, D. C.
- Gerschel, L. (2005). The special educational needs coordinator's role in managing teacher assistants: The Greenwich perspective. *Support for Learning*, 20(2), 69-76.
- Ghere, G. & York-Barr, J. (2003). *Employing, developing, and directing special Education paraprofessionals in inclusive education programs: Findings from a multi-site case study*. Minneapolis, MN: Institution Community Integration (UCEDD) & Department of Educational Policy and Administration. Retrieved from <http://ici.umn.edu/products/spedpara/titlepage.html>
- Ghere, G. & York-Barr, J. (2007). Paraprofessional turnover and retention in inclusive programs. *Remedial and Special Education*, 28(1), 21-32.
- Giangreco, M. F. (2001). *Teacher Leadership: Working with paraeducators*. (Grant No. H325N980022). Burlington, VT: U.S. Department of Education, Office of Special education and Rehabilitation Services, Office of Special Education Programs.
- Giangreco, M. F. (2002). *Final report: Model for paraprofessional and supervisor*

training designed to meet the needs of students with disabilities in general education settings (Grant No. H325N980022). Burlington, Vermont: The United States Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs.

Giangreco, M. G. (2003). Working with Paraeducators. *Educational Leadership*, 61(2), 50–53.

Giangreco, M. F., Backus, L., ChchosikKelly, E., Sherman, P., & Mavropoulos, Y. (2003). Paraeducator training materials to facilitate inclusive education: Initial field-test data. *Rural Special Education Quarterly*, 22(1), 17–27.

Giangreco, M. F., & Broer, S. M. (2002). *The paraprofessional conundrum: Why we Need alternative support strategies*. University of Vermont: Center on Disability and Community Inclusion. Retrieved from <http://www.uvm.edu/~cdci/evolve/conundrum.html>

Giangreco, M. F. & Broer, S. M. (2005). Questionable utilization of paraprofessionals In inclusive schools: Are we addressing symptoms or causes? *Focus on Autism and Other Developmental Disabilities*, 20(1), 10-27.

Giangreco, M. F. & Broer, S.M. (2007). School-based screening to determine overreliance on paraprofessionals. *Focus on Autism and Other Developmental Disabilities*, 22(3), 149-158.

Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2001). Teacher engagement with students with disabilities: Differences between paraprofessional service delivery models. *The Association for Persons with Severe Handicaps*, 26(2), 75-86.

Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2002). Schoolwide planning to improve paraeducators supports: a pilot study. *Rural Special Education Quarterly*, 21(1), 13–20.

Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2002). “That was then, this is now!” Paraprofessional supports for students with disabilities in general education classrooms. *Exceptionality*, 10(1), 47-64.

Giangreco, M. F. & Doyle, M. B. (2002). Students with disabilities and paraprofessional supports: Benefits, balance, and band-aids. *Focus on Exceptional Children*, 34(7), 1–12.

Giangreco, M. F., Edelman, S. W., & Broer, S. M. (2001). *Respect, appreciation, and acknowledgment of paraprofessionals who support students with disabilities*. *Exceptional Children*, 67(4), 485-498.

Giangreco, M. F., Edelman, S. W., Luiselli, T. E., & MacFarland, S. Z. C. (1997).

- Helping or hovering? Effects of instructional assistant proximity on students with Disabilities. *Exceptional Children*, 64(1), 7–18.
- Giangreco M. F., Smith, C. S., & Pinckney E. (2006). Addressing the paraprofessional dilemma in an inclusive school: A program description. *Research & Practice for Personal with Severe Disabilities*, 31(3), 215–229.
- Giangreco, M. F., Suter, J. C., & Doyle, M. B. (2010). Paraprofessionals in inclusion-oriented schools: a review of recent research. *Journal of Educational & Psychological Consultation*, 20(1), 41–57.
- Giangreco, M. F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). “Be careful What you wish for...”: Five reasons to be concerned about the assignment of Individual paraprofessionals. *Teaching Exceptional Children*, 37(5), 28-34.
- Granger, J. D. & Grek, M. (2005). Struggling readers stretch their skills. *Journal of Staff Development*, 26(3), 32–36.
- Green, J. (1997). Will the real nurse please stand up? (RNs v unlicensed aides in hospital Staffing). *Hospitals and Health Networks*, 71(5), 41-42.
- Griffin-Shirley, N. & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE:view*, 36(3), 127–136.
- Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-hispanic students in early elementary school: A follow-up. *Journal of Special Education*, 36(2), 69–80.
- Harris, B. A. (2011). Effects of the proximity of paraeducators on the interactions of Braille readers in inclusive settings. *Journal of Visual Impairment & Blindness*, 105(8), 467–478.
- Hart, G. M. (1982). *The process of clinical supervision*. Baltimore, Maryland: University Park Press.
- Hauge, J. M. & Babkie, A. M. (2006). Develop collaborative special educator-paraprofessional teams: One para’s view. *Intervention in School and Clinic*, 42(1), 51–53.
- Hemmingsson, H., Borell, L., & Gustavsson, A. (2003). Participation in school: School assistants creating opportunities and obstacles for pupils with disabilities. *OTJR: Occupation, Participation and Health*, 23(3), 88–98.
- Hofmeister, A., Ashbaker, B. Y., & Morgan, J. (1996). *Paraeducators: Critical members of the rural team*. Utah: Utah State University.

- Hughes, M. T. & Valle-Riestra, D. M. (2008). Responsibilities, preparedness, and job satisfaction of paraprofessionals: Working with young children with disabilities. *International Journal of Early Years Education*, 16(2), 163-173.
- Jenkins, J. R., Vadasy, P. F., Firebaugh, M., & Proffitt, C. (2000). Tutoring first-grade struggling readers in phonological reading skills. *Learning Disabilities Research & Practice*, 15(2), 75–84.
- Katsiyannis, A., Hodge, J., & Lanford, A. (2000). Paraeducators: Legal and practice considerations. *Remedial and Special Education*, 21(5), 297–304.
- Keller, C.L., Bucholz, J., & Brady, M.P. (2007). Yes, I Can! Empowering paraprofessionals to teach learning strategies. *Teaching Exceptional Children*, 39(3), 18-24.
- Kendall-Raynor, P. (2010a). Regulation for support workers may take years to achieve – NMC. *Nursing Standard*, 24(27), 6.
- Kendall-Raynor, P. (2010b). Study reveals patients find HCAs more approachable than nurses. *Nursing Standard*, 24(31), 5.
- Kotkin, R. (1998). The Irvine paraprofessional program: Promising practice for serving students with ADHD. *Journal of Learning Disabilities*, 31(6), 556–564.
- Lacey, P. (2001). The role of learning support assistants in the inclusive learning of pupils with severe and profound learning difficulties. *Educational Review* 53(2), 157-167.
- Lane, H. (1976). *The wild boy of Aveyron*. Cambridge, Massachusetts: Harvard University Review.
- Lane, K. L., Fletcher, T., Carter, E. W., Dejud, C., & DeLorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at risk for reading and behavioral concerns. *Remedial and Special Education*, 28(5), 266–276.
- Lasater, M. W., Johnson, M. M., & Fitzgerald, M. (2000). Completing the education mosaic. *Teaching Exceptional Children*, 31(1), 46–51.
- Leblanc, M.P., Ricciardi, J.N., & Luiselli, J.K. (2005). Improving discrete trial instructional by paraprofessional staff through an abbreviated performance feedback intervention, *Education and Treatment of Children*, 28(1), 76-83.
- Lewis, S. & McKenzie, A. R. (2009). Knowledge and skills for teachers of students with visual impairments supervising the work of paraeducators. *Journal of Visual Impairment & Blindness*, 103(8), 481-494.

- Lewis, S. & McKenzie, A. R. (2010). The competencies, roles, supervision, and training needs of paraeducators working with students with visual impairments in local and residential schools. *Journal of Visual Impairment & Blindness* 104(8), 464-477.
- Maag, J. W., Vasa, S. F., & Reid, R. (1998). Frequency of interventions used by paraeducators with students with emotional and behavioral disorders. *Psychological Report*, 82(3), 1121-1122.
- Maggin, D. M., Wenby, J. H., Moore-Partin, T. C., Robertson, R., & Oliver, M. (2009). Supervising paraeducators in classrooms for children with emotional and behavioral disorders. *Beyond Behavior* 18(3), 2-9.
- Malmgren, K. W. & Causton-Theoharis, J. N. (2006). Boy in the bubble: effects of paraprofessional proximity and other pedagogical decisions on the interactions of a student with behavioral disorders. *Journal of Research in Childhood Education*, 20(4), 301-312.
- Malmgren, K. W., Causton-Theoharis, J. N., & Trezek, B. J. (2005). Increasing peer interactions for students with behavioral disorders via paraprofessional training. *Behavioral Disorders*, 31(1), 95–106.
- Marks, S. U., Schrader, C., & Levine, M. (1999). Paraeducator experiences in inclusive settings: Helping, hovering, or holding their own? *Exceptional Children*, 65(3), 315-329.
- McDonnell, J., Johnson, J. W., Polychronis, S., & Risen, T. (2002). Effects of embedded instruction on students with moderate disabilities enrolled in general education classes, *Education and Training in Mental Retardation and Developmental Disabilities*, 37(4), 363-378.
- McKenzie, B. (2011). Empowering paraprofessionals through professional development. *The Delta Kappa Gamma Bulletin*, 77(4), 38-41.
- McKenzie, A. R. & Lewis, S. (2008). The role and training of paraprofessionals who work with students who are visually impaired. *Journal of Visual Impairment & Blindness*, 102(8), 459–471.
- McNally, R. D., Cole, P. G., & Waugh, R. F. (2001). Regular teachers' attitudes to the need for additional classroom support for the inclusion of students with intellectual disability, *Journal of Intellectual & Developmental Disability*, 26(3), 257-273.
- Miller, S. D. (2003). Partners-in-reading: Using classroom assistants to provide tutorial assistance to struggling first-grade readers. *Journal of Education for Students Placed At-Risk*, 8(3), 333–349.
- Minondo, S., Meyer, L. H., & Zin, J. F. (2001). The role and responsibilities of teaching

- assistants in inclusive education: What's appropriate? *The Journal of the Association for Persons with Severe Handicaps*, 26(2), 114-119.
- Morgan, J. & Ashbaker, B. Y. (2001). *A teacher's guide to working with paraeducators and other classroom aides*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Morgan, J. & Ashbaker, B.Y. (2004). An interview with...Joyce Hinckley on the front line, *Intervention in School and Clinic*, 39(3), 168-171.
- Morgan, J., Ashbaker, B., & Forbush, D. (1998). Strengthening the teaching team: Teachers and paraprofessionals learning together. *Support for Learning*, 13(3), 115–117.
- Morgan, J., Ashbaker, B., & Young, J. R. (2001, March). *Teaming, supervision and evaluation: Teacher-paraeducators team perspectives of their teaching*. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education. Retrieved from ERIC database. (ED454200).
- Morgan, R. L., Forbush, D. E., Nelson, J., & Christensen, T. (2003). Special education teacher and paraprofessional training using live, internet-based courses delivered to four distant sites. *The Teacher Educator*, 38(2), 115–130.
- Morrisette, D., Morrisette, P. J., & Julian, R. (2002). *Paraeducators in education*. Retrieved from <http://www.usca.edu/essays/vol32002/morrisette1.pdf>
- Moshoyannis, R., Pickett, A. L., & Granick, L. (1999). *The evolving roles and education/training needs of teacher and paraprofessional teams in New York City public schools: Results of survey and focus group research*. New York: Paraprofessional Academy. Retrieved from ERIC database. (ED436827)
- Mostert, M. P. (1998). *Interprofessional collaboration in schools*. Needham Heights, MA: Allyn & Bacon.
- Mueller, P. H. (2002). Education 2002: The paraeducator paradox. *The Exceptional Parent*, 32(9), 64–67.
- Mueller, P. H. (2003). *Building capacity to attract, train, support and retain paraeducators*. Retrieved from Northeast Regional Resource Center web site: <http://www.wested.org/nerrc/>
- National Center for Education Statistics (NCES)
<http://nces.ed.gov/programs/coe/tables/table-scs-1.asp>
- Nevin, A., Malian, I., & Liston, A. (2008, April). *Paraeducator's profile in inclusive classroom: Analysis of national survey data and follow-up case study interviews*

- in California*. Paper presented at the N.R.C.P. 27th National Conference, Hartford, CT.
- O'Connor J. & French, R. (1998). Paraprofessionals' attitude toward inclusion of students with disabilities in physical education. *Perceptual and Motor Skills*, 86(1), 98.
- Page, D. R. & Page, D. S. (2001). *The Paraeducators in the Elementary School Classroom*. Landham, MD: Scarecrow Press, Inc.
- Parsons, M. B. & Reid, D. H. (1999). Training basic teaching skills to paraeducators of students with severe disabilities. *Teaching Exceptional Children*, 31(4), 48–54.
- Patterson, K. B. (2006). Roles and responsibilities of paraprofessionals: in their own Words. *Teaching Exceptional Children Plus*, 2(5), Article 1. Retrieved 08/09 from <http://escholarship.bc.edu/education/tecplus/vol2/iss5/art1>.
- Payne, C. M. (2010). *So much reform, so little change: The persistence of failure in urban schools*. Cambridge, MA: Harvard Education Press.
- Pickett, A. L. (1999a). *Paraeducators: Factors that influence their performance, development, and supervision*. Retrieved from <http://www.ericdigests.org/2000-4/factors.htm>
- Pickett, A. L. (1999b). *Strengthening and supporting teacher/provider-paraeducator teams: Guidelines for paraeducators roles, supervision, and preparation* (Guide – nonclassroom). New York, New York: City University of New York, NY. Center for Advanced Study in Education, ED440506.
- Pickett, A. L. (2002). Paraeducators: The evolution in their roles, responsibilities, training, and supervision. *Impact*, 15(2), 2–3.
- Pickett, A. L. & Gerlach, K. (Eds.), (2003). *Supervising paraeducators in educational settings: A team approach* (2nd ed.). Austin, Texas: Pro-Ed.
- Piletic, C., Davis, R., & Aschemeier, A. (2005). Paraeducators in physical education. *The Journal of Physical Education, Recreation, & Dance*, 76(5), 47-55.
- Quilty, K. M. (2007). Teaching paraprofessionals how to write and implement social stories for students with autism spectrum disorders. *Remedial and Special Education*, 28(3), 182–189.
- Riggs, C. G. (2001). Ask the Paraprofessionals: What are your training needs? *Teaching Exceptional Children*, 33(3), 78–83.
- Riggs, C. G. (2002). Providing administrative support for classroom paraeducators:

- What's a building administrator to do? *Rural special Education Quarterly*, 21(3), 10–14.
- Riggs, C. G. (2004). To teachers: What paraeducators want you to know. *Teaching Exceptional Children*, 36(5), 8-12.
- Riggs, C. G. & Mueller, P. H. (2001). Employment and utilization of paraeducators In inclusive settings, *The Journal of Special Education*, 35(1), 54-62.
- Rogan, P M. & Held, M. (1999). Paraprofessionals in job coach roles. *Journal for the Persons with Severe Handicaps*, 24(4), 273-280.
- Rosales, J. (2009). Para-teacher partnerships: What's the secret behind successful teacher-para relationships? *NEA Today*, 28(1), 23.
- Rudestam, K. E. & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process*. Thousand Oaks, California: Sage Publications, Inc.
- Schenker, R., Coster, W., & Parush, S. (2006). Personal assistance, adaptations and participation in students with cerebral palsy mainstreamed in elementary schools. *Disability and Rehabilitation*, 28(17). 1061–1069.
- Schepis, M.M., Reid, D.H., Ownbey, J., & Clary, J. (2003). Training preschool staff to promote cooperative participation among young children with severe disabilities and their classmates. *Research & Practice for Person with Severe Disabilities*, 28(1), 37-43.
- Schepis, M. M., Reid, D. H., Ownbey, J., & Parsons, M. B. (2001). Training support to embed teaching within natural routines of young children with disabilities in an inclusive preschool. *Journal of Applied Behavior*, 34(3), 313–327.
- Scott, G. (2009). HCAs must be regulated. *Nursing Standard*, 23(43), 1-1.
- Shyman, E. (2010). Identifying predictors of emotional exhaustion among special education paraeducators: A preliminary investigation. *Psychology in the Schools*, 47(8), 828–841.
- Skar, L. & Tamm, M. (2001). My assistant and I: Disabled children's and adolescents' roles and relationships to their assistants. *Disability & Society*, 16(7), 917–941.
- Skelton, K. J. (1997). *Paraprofessionals in Education*. Albany, New York: Delmar Publishers.
- Snow, T. (2010). Managers told to cut band 5 staff numbers and replace with HCSW. *Nursing Standard*, 24(24), 9-9.

- Sprick, R., Garrison, M., & Howard, L. (2000). *Para Pro: Supporting the Instructional Process*. Longmont, CO: Sopris West.
- Steckelberg, A. L. & Vasa, S. F. (1998). How paraeducators learn on the web. *Teaching Exceptional Children*, 30(5), 54–59.
- Steckelberg, A. L., Vasa, S. F., Kemp, S. E., Arthaud, T. J., Asselin, S. B., Swain, K. & Fennick, E. (2007). A web-based training model for preparing teachers to supervise paraeducators. *Teacher Education and Special Education*, 30(1), 52–55.
- Suter, J. C. & Giangreco, M. F. (2008). Numbers that count: Exploring special education and paraprofessional service delivery in inclusion oriented schools. *The Journal of Special Education*, 20(10), 1–13.
- Takala, M. (2007). The work of classroom assistants in special and mainstream education in Finland. *British Journal of Special Education*, 34(1), 50–57.
- Tillery, C. Y., Werts, M. G., Roark, R., & Harris, S. (2003). Perceptions of Paraeducators on job retention. *Teacher Education and Special Education*, 26(2), 118-127.
- Tobin, R. (2006). Five ways to facilitate the teacher assistant’s work in the classroom. *Teaching Exceptional Children Plus*, 2(6), article 4.
- Vadasy P. F., Jenkins, J. R., & Pool, K. (2000). Effects of tutoring in phonological and early reading skills on students at risk for reading disabilities. *Journal of Learning Disabilities*, 33(6), 579–591.
- Vadasy, P. F., Sanders, E., & Peyton, J. A. (2006). Code-oriented instruction for kindergarten students at risk for reading difficulties: A randomized field trial with paraeducator implementers. *Journal of Educational Psychology*, 98(3), 508–528.
- Vadasy, P. F., Sanders, E., & Tudor, S. (2007). Effectiveness of paraeducator-supplemented individual instruction: Beyond basic decoding skills. *Journal of Learning Disabilities*, 40(6), 508–525.
- Vasa, S. F., Steckelberg, A. L., & Bisbee, M. (2008). *Training resources for paraeducators and supervisors*. Paper presented at the meeting of Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, Mo.
- Wallace, T., Shin, J., Bartholomay, T., & Stahl, B. J. (2001). Knowledge and skills for teachers supervising the work of paraprofessionals. *Exceptional Children*, 67(4), 520-533.
- Werts, M. G., Harris, S., Tillery, C. Y., & Roark, R. (2004). What parents tell us about paraeducators. *Remedial and Special Education*, 25(4), 232-234.

- Werts, M. G., Zigmond, N., & Leeper, D. C. (2001). Paraprofessional proximity and academic engagement: students with disabilities in primary aged classrooms. *Education and Training in Mental Retardation and Developmental Disabilities, 36*(4), 424-440.
- Whitaker, S. D. (2000). Training needs of paraprofessionals in occupational education classes. *Career Development for Exceptional Individuals, 23*(2), 173–185.
- Young, B., Simpson, R., Myles, B. S., & Kamps, D. M. (1997). An examination of paraprofessional involvement in supporting inclusion of students with autism. *Focus on Autism & Other Developmental Disabilities, 12*(1), 31–34

APPENDIX A

Model Evidence Upon Paraeducator Supervision

Appendix A – Model Evidence Upon Paraeducator Supervision

Author and Year of Article	Personnel Selection	Supplemental Instruction	Initial Professional Development	On-going Observations Feedback
Allor, J. H., Gansle, K. A., & Denny, R. K. (2006)	Recruited and offered extra pay for participation in study	A daily game to reinforce phoneme segmentation fluency	Two hour group training workshop involving role-playing and feedback.	*Two additional sessions during the first week with more practice and feedback. *Observation/ Feedback 16 times during 10-week study.
Bessett, K. K. & Wills, H. P. (2007)	Selected by Principal	Functional analysis and implementation of functional-based intervention.	Three hour group workshop	*Daily access to review materials. *Observations with feedback for six days following initial professional development. *Observations 12 weeks later to check reliability
Bingham, M. A., Spooner, F., & Browder, D. (2007)	Volunteered to participate in study	Prompted use of augmentative communication systems with students	Two hour individualized instruction with role-playing & feedback.	*Self-evaluation feedback
Bolton, J. & Mayer, M. D. (2008)	Selection based upon job description	Use of discrete trial instruction with students	Three-hour small group workshop with modeling and feedback.	*Weekly observation with modeling feedback.
Causton-Theoharis, J. N. & Malmgren, K. W. (2005)	Recruited based upon job description	Increase peer interactions of students with severe disabilities	Four-hour individualized instruction with modeling and feedback.	*Pre and post baseline data compared. *Changes in data reinforced.
Granger, J. D. & Grek, M. (2005)	Selected by principal & teachers	Reading instruction using an explicit research-based curriculum	Two-day group workshop with practice and feedback.	* Continuous follow-up observations and feedback.

Author and Year of Article	Personnel Selection	Supplemental Instruction	Initial Professional Development	On-going Observations Feedback
Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002)	Hired from the school's community	Supplemental instruction in decoding skills for early elementary students	10 hour total – small group workshops with modeling and feedback	*Observation and feedback weekly x 4 weeks. *Twice monthly observations with feedback.
Jenkins, J. R., Vadasy, P. F., Firebaugh, M., & Profilet, C. (2000)	Recruited	Supplement first-grade classroom reading instruction	Six-hour workshop with modeling and feedback	*A reviewing checklist available. *3 hour review with modeling/feedback. *On-going support and scaffolding
Keller, C. L., Bucholz, J., & Brady, M. P. (2007)	District selected	Using original learning strategies with students	2-day workshop with modeling and feedback	*One and one-half week later, a workshop for skill scaffolding based upon fieldwork.
Lane, K. L., Fletcher, T., Carter, E. W., & DeJud, C. (2007)	Invited due to experienced-based skills	Supplemental early intervention for 1 st grade students	Two-hour individualized modeling/ practice/ feedback	*30-minute weekly meetings.
Leblanc, M.-P., Ricciardi, J. N., & Luiselli, J. K. (2005)	Selection based upon job description	Discrete trial instruction of children with autism	30 practice trials (10-15 min. each) of feedback	*Instructional skills checklist available. *Observations week 2, 4, 7, and 11.
Malmgren, K. W., Causton-Theoharis, J. N., & Trezek, B. J. (2005)	Selection based upon job description	Increasing peer interactions for students with behavioral disorders	3-hour individualized instruction, resulting in self-generated strategies	*Over 30 observations resulting in comparative data.
McDonnel, J., Johnson, J. W., Polychronic, S., & Risen, T. (2002)	Selection based upon job description	Embedded instruction for students with moderate disabilities	One-hour workshop with modeling and feedback	*Additional modeling practice & feedback session.
Miller, S. D. (2003)	Selected by principal & teachers	Tutorial reading assistance	Four half-day workshops of modeling/ practice/ feedback	*Weekly x 6 weeks observations/ feedback. *Every third week observations/ feedback thereafter.

Author and Year of Article	Personnel Selection	Supplemental Instruction	Initial Professional Development	On-going Observations Feedback
Parsons, M. B. & Reid, D. H. (1999)	Instructor provided professional development to supervising teachers, who selected paraeducators	Specific strategies for teaching students with severe disabilities	One day workshop consisting of instruction, observation, & feedback	*Frequency of follow-up observations with feedback based upon past-observed proficiency.
Quilty, K.M. (2007).	Selection based upon job description	Writing and implementing Social Stories for students with autism spectrum disorder	Two 1 ½ hour workshops consisting of instruction, modeling, practice, & feedback	*Guided implementation for three days with feedback. *Follow-up week six & nine.
Schepis, M. M., Reid, D. H., Ownbey, J. & Parsons, M. B. (2001)	Selection based upon job description	Embed teachings within natural routines of young children with disabilities	60 – 90 minute workshop, followed by modeling, practice, and feedback	*Observations twice weekly for two weeks with feedback.
Schepis, M. M., Reid, D. H., Ownbey, J., & Clary, J. (2003)	Selection based upon job description	To promote participation among young children with severe disabilities	90 minute individualized instruction with modeling and feedback.	*Three observations with feedback
Vadasy, P. F., Jenkins, J. R., & Pool, K. (2000)	Selection based upon job description	Phonological & early reading tutoring with students at-risk for failure	Eight hour workshop of modeling, role playing, & feedback	*Six hour follow-up workshop *Individually requested reviews or concerns
Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2006)	Selection based upon job description	Code-oriented supplemental instruction for kindergarten students	Four hour workshop of modeling, practice, and feedback.	*Reference handbook *Follow-up training with additional coaching to increase proficiency.
Vadasy, P. F., Sanders, E. A., & Tudor, S. (2007)	Recruited	Supplemented individual instruction	Three hour workshop	*Three hour review workshop mid-year and end.

Appendix B

Raw Field Notes

Alabama

- ❖ Alabama does not have any policies that reference paraeducators
- ❖ Bell, J., coordinator of leadership and evaluation, e-mail correspondence, February 17, 2012, jbell@alsde.edu - “Alabama no longer has an evaluation system that has a component strictly for paraeducators.”
- ❖ In effect since the 1970s, credentialing system applies to all paraeducators, requires a letter of approval with 30 hours of formal training (American Federation of Teachers), additional standards for knowledge and skills and training for special education paraeducators established
- ❖ (www.nrcpara.org/report/appendix3).
- ❖ <http://www.alsde.edu>

Alaska

- ❖ Alaska does not have any policies that reference paraeducators
 - “This is left for individual districts to create”, Dottie Knuth, Executive Secretary to the Board, 907-465-2800.
 - www.eed.state.ak.us/state_board/
 - www.eed.state.ak.us

Arizona

- ❖ Arizona does not have any policies that reference paraeducators.
 - “Arizona does not have policies regarding the evaluation of paraeducators (Hickman, Evelyn., Executive Assistant, Arizona State Board of Education, stateboardinbox@azed.gov).”
 - “We would suggest including the federal definition of a “teacher” that we have included in similar responses, tied to what the law/Framework requires: A teacher is defined as an individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teachers in an environment other than a classroom setting and who maintains daily student attendance records. While each LEA is free to include whomever they wish in their teacher & principal evaluation systems, for federal reporting purposes, you will need to adhere to the following definition (Karen Butterfield, Associate Superintendent of Highly Effective Teachers and Leaders, Arizona Department of Education).
 - Of the standards listed for teachers, only special educators have expectations regarding paraeducators. Standard 5, Learning Environments, Skill ICC5515, states, “Structure, direct, & support the activities of paraeducators, volunteers, & tutors. Standard 7, Instructional Planning, Knowledge ICC7K5, states,” Roles and responsibilities of the paraeducators related to instruction, intervention, and direct service.
 - Board of Education only includes a definition of paraeducators – “Paraeducator means a person employed to assist with the education of students but who is not certified to teach by the Arizona Department of Education. Alternate terms may include paraprofessional, teacher aide, instructional assistant or other similar titles.”
 - www.azed.gov/state-board-education/
 - www.azed.gov/

Arkansas

- ❖ Arkansas does not have any policies that reference paraeducators.
 - The standards for special educators include one statement. “The teacher has knowledge of roles & responsibilities of the paraeducators related to instruction, interventions, & direct service. This is a part of standard 2: plans curriculum appropriate to student, to the content, & to course objectives.
 - Spoke on the telephone with Phyllis Stewart, Program Administrator, 501-683-0205. “Evaluation of paraeducators is left to the individual districts. Arkansas has just begun a state policy concerning the evaluation of teachers. We have no policies concerning paraeducators at all.”
 - AFT Website Status of State Paraprofessionals and School Related Personnel, www.aft.org/issues/teaching/aracert/statelevelcert (2006). Indicates that training standards have been established for paraprofessionals in special education programs, but I did not find these. NRCP also reports this.
 - arkansased.org/

California

- ❖ California does not have any policies that reference paraeducators.
 - “The licensing of paraeducators in California is not within the jurisdiction of the California Department of Education (CDE). Furthermore, the CDE does not handle paraeducators supervision. However, federal requirements do apply to paraprofessionals who work directly with students in Title I programs” (Tom Toriakson, State Superintendent of Public Instruction, superintendent@cde.ca.gov).
 - www.ced.ca.gov/be
 - www.cde.ca.gov/index.asp

Colorado

- ❖ Colorado does not have a policy that concerns the evaluation of paraeducators.
 - A document entitled Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs contains 10 domains to consider for effective programs and paraeducators is one of those domains. This page defines paraeducators, “school employees who work under the supervision of a licensed professional and provide instructional, therapeutic or health and safety services to students” (retrieved 09/21/2010 from <http://www.nrcpara.org/report/appendix2>). This document specifies that paraeducators roles and responsibilities meet the following criteria:
 - Para and teacher roles and expectations are clearly defined.
 - There is an established means of communication between supervisor, related service providers and paras.
 - Time is built into the schedule for communication, collaboration, and feedback between para and supervisor.
 - Paras have written lesson plans for each student, each day.
 - Paras receive information to meet the specific needs of students (e.g. disability specific, IEP goals and objectives, accommodations).
 - Paras receive ongoing training in the use of:
 - Instructional methodologies and data collection,
 - Prompting and prompt fading strategies,
 - Assistive technology,
 - Implementing behavior support plans,
 - Use of time-out and restraint,
 - Non violent crisis intervention techniques (e.g. Crisis Prevention Institute (CPI), Therapeutic Crisis Intervention (TCI), Mandt System),
 - Teaching Independence,
 - Cardio Pulmonary Resuscitation (CPR), and
 - Physical and medical care of students.
 - Paras are assigned to a variety of students, not to a single student.
 - Fading para support is pre-planned, and
 - Plans are in place to give to substitute paras.
 - Called 303-866-6600 and was told by the operator that there was no policy in Colorado. Was then switched to the Educator Effectiveness officer where this was confirmed.
 - www.cde.state.co.us/index_sbe.htm
 - www.cde.state.co.us

Connecticut

- ❖ Connecticut has a policy, with evaluation recommendations, but no specific policy which concerns the evaluation of paraeducators.
- ❖ A fact sheet was available to explain the expectations set out by No Child Left Behind Act of 2001.
- ❖ www.sde.ct.gov/sde/cop/view.asp?a=2683&q=322228
- ❖ www.sde.ct.gov/sde/site/default.asp
- ❖ The following links were necessary to retrieve the information reviewed here. Quicklinks/Accountability & Improvement/Paraprofessionals/Regulations & Legislation, Fact Sheet 1, CREC, ?, & Guideline
- ❖ Thank you for the compliment regarding the paraprofessional resources. We recently updated the Connecticut Guidelines for Training and Support of Paraprofessionals to reflect changes in state legislation and also to include new resources. I've attached the older version of the guidelines if that's helpful. I've also attached the Teacher Supervisory Checklist that remains the same. Please feel free to email me with any questions Iris White, Education Consultant, Bureau of Accountability and Improvement, CT State Department of Education, 860-713-7035).
- ❖ The document, entitled Teacher Supervisory Checklist is dated 2007. It was written by the State Education Resource Center, developed by the State Advisory Committee (SAC) on Special Education and CT's Comprehensive System of Personnel Development Council. It contains both an Assessment Checklist for Paraprofessionals and a Teacher Supervisory Checklist. Both teacher and paraprofessional are defined. The standards found here are similar to those found in the next document.
- ❖ The document, entitled Guidelines for Training & Support of Paraprofessionals: Working with Students Birth to 21 is reviewed below.
 - Acknowledgment page (vi) – committee formed, 1989, defined paraprofessionals, listed minimum qualifications, created a career ladder, and recommended role responsibilities. In 1995 a subcommittee developed a framework for training paraprofessionals in the following roles: education, early intervention, related services, and personal care. By 2001 a task force created the original draft version of Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21. This was complete by 2004, and then revised for the current edition dated 2012.
 - Section 1: Terminology and Job Titles (p. 1 – 3).
 - Definition of paraprofessional – “An employee who assists teaches and /or other professional educators or therapists in the delivery of instructional and related services to students. The paraprofessional works under the direct supervision of the teacher or other certified or licensed professional. The ultimate responsibility for the design, implementation and evaluation of instructional programs, including assessment of student progress, is a collaborative effort of certified and licensed staff (p. 3)”.

- Role of supervisor and evaluator is defined.
 - “Supervisor: Teachers or other professional practitioners who are responsible for integrating paraprofessionals into the instructional team. This role has supervisory responsibilities that include planning, scheduling and assigning tasks for paraprofessionals based on their experience and training. It also requires directing and monitoring the day-to-day work of paraprofessionals, providing feedback, on-the-job coaching, and sharing information with principals about paraprofessional strengths and training needs (p. 2).”
 - “Evaluator: Those personnel who have the authority to make hiring and firing decisions based on evaluation (p. 2).”
- Section 2: Federal and State Legislation for Paraprofessionals (p. 4 – 10).
 - IDEA 2004, Federal legislation for paraprofessionals working with students with disabilities, No Child Left Behind Act of 2001, Federal legislation for Title I paraprofessionals, and Connecticut Legislation for Paraprofessionals working with student with disabilities was reviewed (section 2, p. 4 – 10).
- Section 3: Paraprofessional Data contains national and Connecticut data, as well as credentialing and paraprofessionals (p. 11 – 14).
 - Given data is related to numbers of paraprofessionals employed.
 - Rational for not establishing a credentialing system for paraprofessionals was the lack of a national model in other states (p. 14)
- Section 4: Roles and Responsibilities of Paraprofessionals contains information concerning the National Resource Center for Paraeducators Model, Paraprofessionals in the Connecticut Birth to Three System, Job Coach Competencies for paraprofessionals, and Paraprofessionals and Individualized Family Service Plans and Planning and Placement Team Meetings (p. 15 – 29).
 - The National Resource Center for Paraeducators Model (1999) was selected and modified as a framework in voicing key competencies for paraprofessionals. A flow chart is given that clearly states responsibilities, knowledge competencies, and skills for each level of paraprofessionals. This chart could be used to create an evaluation format, but no directions are given to connect these responsibilities, knowledge competencies, and skills to evaluation. The following responsibilities of paraprofessionals are listed:
 - Paraprofessionals assist teachers/providers with building and maintaining effective instructional teams.
 - Paraprofessionals assist teachers/providers with maintaining learner-centered, supportive environments.
 - Paraprofessionals support teachers/providers with planning and organizing learning experiences.
 - Paraprofessionals assist teachers/providers with engaging children and youth in learning.

- Paraprofessionals assist teachers/providers with assessing learner needs and progress and achievements.
- Paraprofessionals meet standards of professional and ethical conduct (p. 17 – 23).

The model also defines levels of responsibilities based upon paraprofessionals' training, experience and job requirements:

- ❖ Level 1 – entry-level, high school diploma, but little or no experience. Requires a high level of direct supervision.
- ❖ Level 2 – multiple years of experience and training, and has the knowledge and skills to work more independently in the same setting as the supervisor.
- ❖ Level 3 – has participated in some type of postsecondary training, usually with a focus on a specialized set of skills. This person may work more independently, such as in the community or a student's home (p. 16).
 - The appropriate roles for paraprofessionals follow the standards with further communication concerning level 2 and 3 paraprofessional responsibilities (p. 24 – 29). See figure for comparison with Wallace, Shin, Bartholomay, and Stahl (2001).
- ❖ Section 5: Hiring and Orientation of paraprofessionals (p. 30 – 35).
 - Recommendations for hiring, orientation and a job description for paraprofessionals are stated. Each district is recommended to create a handbook to assist with the orientation process. The specific contents of this handbook are suggested (p. 30 – 35).
 - Section 6: Supporting Paraprofessionals includes supervision and evaluation, effective use of paraprofessionals, staff development, and resources (p. 36 – 69).
 - Supervision and Evaluation (p. 37 – 39).
 - Definition of supervision is elaborated upon (p. 37).
 - Suggestions are given to administrators as to the questions to use when hiring new certified personnel to surmise the skill related to paraeducators' supervision (p. 37 – 38).
 - In-service training is suggested to include paraeducators' supervision for certified personnel.
 - Common time to begin the orientation process for paraprofessional and supervisor is recommended, as well as the following:
 - 15 minute meeting daily
 - 45 to 60 minute meeting weekly,
 - A monthly meeting to discuss student progress,
 - These meetings must occur when students do not need support,
 - A communication notebook is used by the teacher and paraprofessional,
 - Maximized time for preparation, and

- A floating substitute to provide release time for teachers and paraeducators.
 - Evaluations of paraprofessional are to be completed by an administrator yearly. Input from supervisors is considered helpful. It is recommended that the evaluation tool be created in conjunction with the job description and be based on the competencies required for the position. Reflective suggestions are given to use prior to beginning the process. The process of evaluation should include feedback from the paraprofessional to help identify training needs of both individual and the collective grouping of paraprofessionals (p. 38 – 39).
- Effective Use of Paraprofessionals (p. 40 - 42).
 - Cautions the use of paraprofessionals as the primary educators for students with significant needs
 - Guidelines are given in Appendix A to assist with the evaluation of using one-to-one paraprofessionals.
 - A walkthrough protocol approach is also available in Appendix L to examine the proximity and role of the paraprofessional within the academic setting.
- Staff Development (p. 43 – 46).
 - The following quote from Pickett and Gerlach (1997) is included. “Paraeducator training programs should be long-range, comprehensive and systematic. Often the impact of training is lessened because it is based on available speakers or the current ‘hot topic’ rather than on progressive development of an identified set of knowledge and skills.”
 - The following topics are suggested to develop better informed and more effective paraprofessional:
 - Instructional Support,
 - Behavior Management,
 - Roles and Responsibilities, and
 - Disability Specific Training.
- Sectional Resources (p. 47 – 69)
 - Standards for Teacher/Provider Supervisory Competencies cover six standards (see figure for comparison with Wallace, Shin, Bartholomay, and Stahl (2001) competencies (p. 48 – 53).
 - The Principal’s Role in Supporting Instructional Teams (p. 54).
 - Recruiting, interviewing, and hiring paraprofessionals
 - Assigning paraprofessionals to specific programs, teachers, classroom or educational teams
 - Developing appropriate job descriptions

- Developing appropriate policies for employment, training, and supervision of paraprofessionals
 - Evaluating paraprofessionals and their supervising teachers
 - Promoting effective teamwork in the building and within teacher-paraprofessional teams
 - Providing professional development opportunities for paraprofessionals and those who supervise them (p. 54).
 - The role is followed up with overall tips (p. 55).
 - Scheduling during the academic day to include the following:
 - Samples of evaluation tools from several districts within the state are given (p. 56 – 61).
 - The Connecticut State Department of Education Walkthrough Review is given as discussed in the Effective Use of Paraprofessional’s section (p. 62 – 69).
- Appendix A provides a copy of the LRE News, a newsletter provided by the State Department of Education that” aims to increase the number of placements of students with disabilities in general education classrooms and to promote access the general education curriculum for all students with disabilities regardless of setting” (p. 70 – 78).
- Appendix B provides the first copy of a series of documents entitled Paraprofessionals and SRBI. The intent is to provide guidance and support to districts in the implementation of the Scientific Research-Based Interventions (SRBI) (p. 79 – 84).
- Appendix C provides a copy of a document titled Connecticut Paraprofessional’ Guide to ELLs (p. 85 – 89).
- Appendix D is a copy of a document titled Connecticut Paraprofessionals’ Guide to Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) (p. 90 – 94).
- Appendix E shares the results of a survey that included 232 respondents. Participants identified their 6 top choices for paraprofessional professional development from a list of 16 (p. 95 – 98).
- Appendix F is a copy of the No Child Left Behind, Title I, Paraprofessionals, Non-regulatory Guidance (p. 99 – 112)
- Appendix G is the Legislative Program Review and Investigations Committee study report (p. 113 – 117).
- Appendix H is the Status of State Paraprofessional Certification put out by the American Federation of Teachers (New York) (p. 118120).
- Appendix I is a listing of community colleges, etc. that offer programs for paraprofessionals (p. 121 – 123).
- Appendix J provides a copy of the document Connecticut Paraprofessionals’ Guide to Challenging Behaviors (p. 124 – 129)
- Appendix K is Frequently Asked Questions About Paraprofessionals (p. 130 – 131).
- Resources (p. 132 – 134)
- References (p. 135 – 136).
 - Review of documents, Current Connecticut Paraprofessional Legislation:
 - Sec. 10-155j has to do with professional development for paraprofessionals that will be available at the state level to assist districts and schools.

- Sec. 10-155k creates a Paraprofessional Advisory Council made up of paraprofessionals that will meet quarterly.
- Public Act 08-169 requires the commissioners and the President of the state university to define autism with recommendations by a 2009 date that includes proper professional development for paraprofessionals.

Delaware

- ❖ Delaware does not have a policy that concerns the evaluation of paraeducators.
- ❖ Delaware has a permit for paraeducators. “In accordance with statute, regulations governing the Paraeducator Permit system were developed by the Professional Standards Board and approved by the State Board of Education ([Guidelines for Renewal of A Paraeducator Permit](#), p. 2).” This permit verifies an individual’s qualifications and training to serve as a Title I, instructional, or service paraeducators. Requires 15 clock hours of professional development that can be earned as college credit, planned school professional development, professional conference, and/or school, district, or state-sponsored committee participation. Permit is good for 5 years.
- ❖ <http://www.doe.k12.de.us/infosuites/ddoe/sbe/default.shtml>
- ❖ <http://www.doe.k12.de.us/default.shtml>

Florida

- ❖ Florida does not have a policy that concerns the evaluation of paraeducators.
- ❖ The following communication was received from LaTrell Edwards, Chief, Bureau of Federal Educational Programs of the Florida Department of Education.
 - Sections 1001.30, 1001.31, and 1003.02, Florida Statutes, give the Local Educational Agency (LEA) school board authority over the operation and control of K-12 public education. The scope of responsibilities for the LEA includes courses of instruction, as well as services and activities directly related to education under the direction of school officials so designated by the LEA. To learn more about these Florida Statutes you may wish to visit <http://flsenate.gov/statutes/>.
 - It is a federal requirement that all instructional paraprofessionals in Title I schools be highly qualified. The state of Florida requires that all paraprofessionals who provide direct instruction to students in Differentiated Accountability schools be highly qualified by 2011-2012, including those serving in non-Title I schools. One way that a paraprofessional can become highly qualified is to pass the Parapro Assessment with a score of 464. As indicated in the above statutes, an LEA can require that all paraprofessionals be highly qualified.
 - The purpose of the LEA evaluation systems is to increase student-learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state [Section 1012.34, Florida Statutes]. In support of this purpose:
 - A performance evaluation must be conducted for each instructional employee and school administrator at least once a year and twice a year for newly hired classroom teachers in their first year of teaching in the district.
 - District evaluation systems must be based upon sound educational principles and contemporary research in effective educational practices and must support continuous improvement of effective instruction and student learning growth.
 - Evaluation procedures for instructional personnel and school administrators shall be based on the performance of students assigned to their classrooms or schools, as appropriate. Student performance must be measured by the required state assessments as specified in Section 1008.22, Florida Statutes, and local assessments for subjects and grade levels not measured by the state.
 - For information and resources provided in support of the LEA work on development and continuing improvement of evaluation systems, you may wish to visit the following website <http://www.fldoe.org/profdev/pa.asp>.

- You may direct future inquiries regarding Title I Paraprofessionals to Cynthia Milton, Program Specialist, Bureau of Federal Educational Programs by telephone at (850) 245-9984, or via email at Cynthia.Milton@fldoe.org. For certificate types and requirements, you may contact the Bureau of Educator Certification, by using the Toll-Free Number, (800) 445-6739.
- ❖ www.fldoe.org/board
- ❖ www.fldoe.org/
- ❖ commissioner@fldoe.org
- ❖ we're.listening@fldoe.org

Georgia

- ❖ Georgia does not have a policy that concerns the evaluation of paraeducators.
 - ❖ The following message was received from Jacquelyne B. Carr, Education Administration Specialist of Georgia Department of Education.
 - In Georgia, the local school district has the authority to determine the evaluation instrument that is utilized for both certified and classified (paraprofessionals are classified employees). Moreover, all supervisory responsibilities are under the purview of the local school system, not this agency. I am sorry that I am unable to assist you.
1. [www.doe.k12.ga.us/External-Affairs-and-Policy/State-Board -of-Education/Pages/](http://www.doe.k12.ga.us/External-Affairs-and-Policy/State-Board-of-Education/Pages/)
 2. www.doe.k12.ga.us/Pages/Home.aspx
 3. 2 year licensure system applies to all paraeducators and includes guidelines for employment; LEAs are required to provide 30 clock hours of in-service training for tier 1 teacher aide; and 50 clock hours for tier 2 paraprofessionals, renewable after 3 years upon completion of 50 additional clock hours (www.nrcpara.org/report/appendix3).

Hawaii

4. Hawaii does not have a policy that concerns the evaluation of paraeducators.
5. The following policy was accessed at the department of education site. Standards of Practice for considering the need for personnel to lead and direct a paraprofessional.
 - 5.1. This is a checklist to be used as a tool for the school to determine the need for personnel to lead and direct a paraprofessional with yes/not boxes to respond in. The following 10 items make up this checklist:
 - 5.1.1. Has the procurement of a paraprofessional been authorized for school hours?
 - 5.1.2. List the time and settings where the paraprofessional will be working with the student during the day.
 - 5.1.3. Is the teacher unable to direct the paraprofessional during the school day on what is expected in terms of IEP G/Os to be worked on, classroom routine, strategies to use and data collection during the above mentioned time and settings?
 - 5.1.4. If the teacher cannot direct the paraprofessional, have other resources at the school, complex or district been deployed to support the teacher in providing this service?
 - 5.1.5. If the teacher is unable to direct the paraprofessional, what training will be provided for the teacher to build capacity to provide this service in the future?
 - 5.1.6. Has the procurement of a paraprofessional been authorized for non-school hours?
 - 5.1.7. List the time and settings where the paraprofessional will be working with the student during the non-school hours:
 - 5.1.8. Is the teacher unable to direct the paraprofessional during non-school hours on what is expected in terms of IEP G/Os to be worked on, strategies to use and data collection during the above mentioned time and settings?
 - 5.1.9. If the teacher cannot direct the paraprofessional during non-school hours, have other resources at the school, complex or district been considered to provide this service?
 - 5.1.10. Are these other resources unable to provide this service during non-school hours?
 - 5.2. A second document is available, entitled Standards of Practice for Considering Paraprofessional Support Services. This is a seven page document organized in a checklist fashion, and is to be used by a school to collect and analyze data, to discuss if more information is needed for the IEP team to determine the need for Paraprofessional Support Services for a specific student.
6. Hawaii has a 3-level training system for special education paraprofessional jobs with levels 1 & 2 training provided by the state, and level 3 provided at a community college.
7. www.hawaii.boe.net/Pages/Welcome.aspx
8. doe.k12.hi.us
9. doe_info@notes.k12.hi.us
10. 808-586-3230.

Idaho

- ❖ Idaho does have a policy that concerns the evaluation of paraeducators, it is not a requirement, but offered as a guide for districts within the state.
- ❖ Implementing the Idaho Paraprofessional Standards
 - Overview – established standards for paraprofessionals & defined how to qualify in Title 1 schools in 2002. Guide addresses training, supervision, monitoring, and evaluation to make sure paraprofessionals progress towards required competencies.
 - Directions – how districts may pursue implementation of the standards.
 - Each paraprofessional maintain a portfolio for standards and progress toward
 - Each supervising teacher maintain a binder to show training information and documentation of paraprofessional competency and skill progress
 - Orientation is useful to reach entry level knowledge and performance standards
 - Parallel teacher orientation will increase awareness of standard implementation process and documentation plan expectations
 - A plan for ongoing training is needed; a three year cycle is suggested.
 - Competency Documentation is provided to show proficiency or mastery of standards
 - Performance Rubrics are provided to assist supervisors to document standard progress
 - Make-up summer sessions will allow late hires to progress.
 - Rubric Definitions of advanced level, intermediate level, entry level, and needs improvement are given.
 - Qualifications of Paraprofessionals for Title 1 Programs – paraprofessionals hired after January 8, 2002 and working in programs supported by Title 1 funding must have a high school diploma and meet the following requirements:
 - Documentation of program completion,
 - Accumulate 32 credits as documented by a transcript from an institution of higher education, and
 - Pass a state paraprofessional test.
 - Paraprofessional Standards – 3 tiered system (entry level, intermediate, and advanced) with knowledge, disposition, and performance standards for each 10 principles:
 - Principle #1 – The Paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.

- Principle #2 – The Paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support their intellectual, social, and personal development.
- Principle #3 – The Paraprofessional knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.
- Principle #4 – The Paraprofessional understands and uses a variety of instructional strategies to assist the teacher/provider.
- Principle #5 – The Paraprofessional understands the impact of the educational environment on student learning, self-motivation, and positive social interaction and assists in creating a positive learning environment.
- Principle #6 – The Paraprofessional uses a variety of communication techniques including verbal, nonverbal, and media in and beyond the classroom.
- Principle #7 – The Paraprofessional implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8 – The Paraprofessional supports the teacher/provider in evaluating the intellectual, social and physical development of the student.
- Principle #9 – The Paraprofessional engages in continued professional improvement toward an identified goal.
- Principle #10 – The Paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well being.
- Competency Documentation for Personnel File – Same information as standards written in a documentation form that shows evaluation of paraprofessionals’ competencies, achievement levels (entry, intermediate, and advanced), date of standard achievement, and verification of how this standard was verified as mastered (class, interview, demonstration, and/or portfolio).
- Performance Rubrics (p. 27 – 91) – Repeat of standards with descriptors for each achievement level (entry, intermediate, advanced, or needs improvement). A Performance Rubrics Summary is provided for each Principle.
- Addenda (p. 92 – 102)
 - Addendum A (p. 93 – 94) – Breaks down the standards that apply to special education, Title I, and ESL paraprofessionals
 - Addendum B (p. 95 – 97) – Special education, Title 1, and ESL Paraprofessional evaluation form
 - Addendum C , Disposition Indicators (p. 98) – summarizes those standards that are philosophical, rather than skill based whereas paraprofessional realizes, recognizes, appreciates, values, believes,

respects, embraces and commits to (e.g., realizes that an application of learning as useful, values flexibility and resourcefulness, believes all students can learn, and embraces lifelong learning).

- Addendum D, Self-Assessment Disposition Checklist (p. 99)
- Addendum E, Paraprofessional Training Resources (p. 100 – 103).
- No Child Left Behind Act of 2001, Section 1119

❖ <http://www.boardofed.idaho.gov/>

❖ <http://www.sde.idaho.gov/>

❖ Nick Smith, Deputy Superintendent of Federal Programs, nwsmith@sde.idaho.gov

❖ Further communication with Marcia M. Beckman, Director, Elementary and Secondary Act Programs, Idaho Department of Education (mmbeckman@sde.idaho.gov) resulted in this communication:

- Special Education and Title I staff developed this document in 2002 and we required the completion of these competencies for para's for special education and NCLB. This was to bridge the gap from 2002 to 2006 when all teachers and paras were required by NCLB law to meet Highly Qualified.

At the time Idaho defined the requirements to meet the highly qualified definition to match the NCLB law wording. One requirement was that we establish a “rigorous” test. Idaho chose to use the Educational Testing Service (ETS) ParaPro Praxis Exam.

The department discontinued the competencies as a requirement, but we have always encouraged the districts to use this document as a guide for excellent professional development for paras.

Illinois

- ❖ Illinois does not have a policy concerning the evaluation of paraeducators
 - Policy, Section 5, Sec. 21 – 28, states that after July 1, 2002, the State Teacher Certification Board must certify any new paraeducators hired. Previously hired paraeducators are excluded. To become certified the paraeducators complete 30 credits of semester hours of approved study. A certified teacher must directly supervise the instructional and non-instructional duties and the paraprofessional duties are limited to:
 - Reviewing and reinforcing previously introduced learning,
 - Assisting in preparation of instructional and non-instructional materials,
 - Assist in student supervision, and
 - Providing classroom management function.

A Paraeducator II certificate may be issued if 60 hours of approved study has been completed. This level of paraeducators' duties can include:

- Introduction of new learning, preplanned in collaboration with certified teacher,
- Assisting with student instruction,
- Assisting with monitoring student assessments, and
- Performing short-term instruction and classroom management activities.

III certification may be issued if 90 hours of approved study has been completed. These duties include:

- ❖ Meeting with certified teacher to receive instruction or direction on a regular basis,
- ❖ Assisting teacher in maintaining the physical integrity of the learning environment,
- ❖ Assisting with parental contact,
- ❖ Supervising and documenting student instruction, behavior, and achievement.

IV certification may be issued to persons with a bachelor's degree. These duties include:

- ❖ Motivate and assist with non-supervised student instruction,
- ❖ Plan, prepare, and modify lesson plans, demonstrating an awareness of diversity among the children, families, and colleagues, with whom they work,
- ❖ Provide non-supervised individual and group instruction.

A certificate is valid for 5 years.

- www.isbe.state.il.us
- webprodl.isbe.net/contactis/be

Indiana

- ❖ Indiana does not have a policy concerning the evaluation of paraeducators.
- ❖ Attached document is the federal Title I NCLB regulations
- ❖ www.doe.in.gov/idoesboe
- ❖ www.doe.in.gov
- ❖ webmaster@doe.in.gov
- ❖ 317-232-6610

Iowa

- ❖ Iowa does not have a policy concerning the evaluation of paraeducators, but has standard mastery expectations for paraeducators' certificate.
 - Highly Qualified Paraeducator Requirements Under NCLB and Highly Qualified Paraeducator Requirements Under IDEA 2004 documents indicate compliance with federal policies.
 - Paraeducator Certification document indicates that a certification is not mandatory, but recommended. Three levels are identified: Level I Generalist, Level II with 5 specific areas of concentration, and Level II Advanced. A link leads from this site to a second for specific requirement and competencies for each certification. A second lead links certification institutions, and a third link provides a form to show completion of coursework to document completion of certification.
 - Appropriate Paraeducator Services Matrix is a 5 page document that clearly outlines duties that are appropriate and inappropriate for paraeducators to perform. On page 1 there is a listing that concerns administrator and teacher supports necessary to ensure appropriate paraeducator services. The teacher supports are:
 - Provide clear directions, appropriate training, and appropriate supports for paraeducator duties,
 - Provide appropriate supervision of paraeducators,
 - Communicate regularly with paraeducators regarding teacher and paraeducator roles, and
 - Communicate clear information to parents regarding roles and duties of paraeducators.
 - What's a Paraeducator? A document in brochure format that defines what paraeducators do, certification opportunities, beliefs concerning value of paraeducators, and explains why they are needed.
 - ESEA Paraprofessional Requirement for Iowa Schools is a 1 page document that defines paraprofessionals working with Title I, restating NCLB expectations.
 - Paraprofessional Requirements, No Child Left Behind Act (NCLB) is a 1 page document that charts at a glance the information presented in the prior document.
 - Guide to Effective Paraeducator Practices, Edition II, 2007 is a 66 page document that begins with the state's beliefs concerning the importance of paraeducators (this listing is also in the brochure, What's a Paraeducator?). The members of the state board of education, administrators, and support services personnel are listed. A task force was created in 2005 with the objective of revising the 1998 guide. The

following authors are listed: Carezza, G., Cleveland, C., Judd, J., Lynch, N., Plagge, B., Samson, D., and Simon, S.

- Paraeducators are defined: A paraeducator is an employee who works under the supervision of teachers or other licensed personnel. The ultimate responsibility for the design and implementation of education and related service programs belongs to the supervising teacher or other licensed personnel. The paraeducator is one whose position is either instructional in nature or who delivers other direct or indirect services to children, youth, and/or their parents. Synonyms for the term “paraeducator” include: paraprofessional, educational aide, instructional aide, or associate (p. 3).
- The role of the paraeducator is defined:
 - Support a safe, positive teaching and learning environment.
 - Assist in physical and intellectual development.
 - Support social, emotional, and behavioral development.
 - Establish positive and productive relationships
 - Integrate effectively technology to support student learning
 - Practice ethical and professional standards of conduct (p. 4 - 6).
- Separate suggestions given to paraeducators and then teachers of specific ways to improve teaming given (p. 7 – 14).
- Included in the teaming suggestions for teachers is a section concerning supervision. Major responsibilities for supervisors are listed as :
 - Planning the tasks the paraeducators will perform,
 - Defining the roles and responsibilities of the paraeducators,
 - Developing appropriate schedules for paraeducators based on their strengths, interests, and needs of the students,
 - Monitoring the performance of the paraeducators,
 - Providing meaningful ongoing feedback and training to the paraeducators,
 - Working with the building administrators on addressing paraeducators’ strengths and needs, and
- Modeling expectations for work by the paraeducators with students (p. 13 – 14). To support teachers supervising paraeducators, training in supervisory skills is necessary for teachers to become competent with:
 - Time management,
 - Effective communication and collaboration,

- Team work and team building,
 - Planning and delegation,
 - Role clarification,
 - Professionalism and ethics,
 - Problem solving, and
 - Providing feedback and evaluation of paraeducators (p. 14).
- Role of administrators regarding the teaming with teachers/paraeducators is outlined (p. 14 – 19).
- Roles of Families are discussed (p. 19 – 25).
- Paraeducator certification is described as a voluntary system, strongly recommended, whereas those certified demonstrate listed competencies (p. 25 - 29).
- ❖ Support a safe, positive teaching and learning environment including the following competencies:
 - Follow prescribed health, safety, and emergency school and classroom policy and procedures.
 - As directed, prepare and organize materials to support teaching and learning.
 - Use strategies and techniques for facilitating the integration of individuals with diverse learning needs in various settings.
 - Assist with special health services.
 - Assist in adapting instructional strategies and materials according to the needs of the learner in content areas including, but not limited to, reading, writing, and mathematics.
 - Assist in gathering and recording data about the performance and behavior of individuals.
 - Assist in maintaining a motivational environment.
 - Assist in various instructional arrangements (e.g., large group, small group, tutoring).
 - Demonstrate knowledge in the content areas of reading, writing, and mathematics.
- ❖ Assist in the development of physical and intellectual development including the following competencies:
 - Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.
 - Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
 - Actively communicate and support high expectations that are shared, clearly defined and appropriate.
 - Make and document observations appropriate to the individual with specific learning needs.
 - Use strategies that promote the learner's independence.

- Assist in monitoring progress and providing feedback to the appropriate person.
- ❖ Support social, emotional, and behavioral development including the following competencies:
 - Provide a supportive environment in which all children, including children with disabilities and children at risk of school failure, can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.
 - Assist in developing and teaching specific behaviors and procedures that facilitate safety and learning in each unique school setting.
 - Assist in the implementation of individualized behavior management plans, including behavior intervention plans for students with disabilities.
 - Model and assist in teaching appropriate behaviors as a response to inappropriate behaviors.
 - Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.
 - Assist in modifying the learning environment to manage behavior.
- ❖ Establish positive and productive relations including the following competencies:
 - Demonstrate a commitment to a team approach to interventions.
 - Maintain an open, friendly, and cooperative relationship with each child's family, sharing information in a positive and productive
 - Communicate with colleagues, follow instructions, and use problem-solving skills that will facilitate working as an effective member of the school team.
 - Foster respectful and beneficial relationships between families and other school and community personnel.
 - Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraprofessionals, professionals, and other support personnel.
- ❖ Integrate effectively the technology to support student learning including the following competencies:
 - Establish an environment for the successful use of educational technology.
 - Support and strengthen technology planning and integration.
 - Improve support systems for technical integration.
 - Operate computers and use technology effectively.
- ❖ Practice ethical and professional standards of conduct on an ongoing basis including the following competencies:
 - Demonstrate a commitment to share information in a confidential manner.
 - Demonstrate a willingness to participate in ongoing staff development and self-evaluation, and apply constructive feedback.
 - Abide by the criteria of professional practice and rules of the board of educational examiners.
- ❖ Standards for specific paraeducator roles (early childhood, special needs, English as a Second language, career and transitional, school library and prekindergarten) are listed (p. 29 – 33).
- ❖ The section, Challenging Situations, sets up scenarios of possible conflict with teams that include paraeducators and how to solve those conflicts (p. 34 – 38).
- ❖ Professional Development for Paraeducators reminds that development needs to match the specific job responsibilities and then lists possible topics to address in general (p. 39 –

- 43), and then topics necessary for specific duties (i.e. early childhood) (p. 43 – 55).
- ❖ Legislation serves as a review of the federal and state legislative requirements related to the supervision of paraeducators (p. 56 – 61).
 - ❖ Summary provides a chart that reviews concepts presented throughout the guide to be used as an easily accessible reference as to what paraeducators do and cannot do (i.e. may be left alone in the classroom, in a planned way when the supervising teacher is called away, but may not be sued as a substitute for certified teachers unless the paraeducators is specifically certified) (p. 63).
 - ❖ Comparison of supervising teacher and paraeducators duties is also in chart form (p. 64 - 65).
 - ❖ Effective Teaming charts Administrators' , teacher/service providers, and paraeducators' role (p. 66).
 - ❖ Board of Educational Examiners, Paraeducation Rules, Paraeducator certificates – restates the standards listed in the Guide to Effective Paraeducator Practices, Edition II, 2007 in the original legal format. This document ends with a chart showing offered programs by regions that have the authority to officially certify paraeducators.
 - ❖ www.educateiowa.gov/idex.php?option=com_content&view=article&id=166
 - ❖ www.educateiowa.gov/
 - ❖ Geri McMahan, 515-281-8323, geri.mcmahnon@iowa.gov
 - ❖ Two levels of paraeducator certification apply to all paraeducators, Level 1 is a generalist certification and requires completion of at least 90 clock hours of training, and level 2 requires paraeducators to have an associate degree or have 62 hours at an IHE, all level 2 paraeducators must complete two semester hours of coursework involving at least 100 hours of supervised practicum (www.nrpara.org/report/sppendix3).
 - ❖ New hires must complete inservice in first year of employment. LEAs must have staff development plan that includes paraprofessionals. Special education, preservice, and inservice requirements. Level 1 Certificate granted to those who complete a recognized paraprofessional preparation program with 90 clock hours of training. Level 2 Certificate granted to those who complete AA degree or 62 hours of college education and two semester hours of coursework with 100 hours of supervised practicum.

Kansas

- ❖ Kansas does not have a policy concerning the evaluation of paraeducators
- ❖ Document, Special Education Reimbursement Guide State Categorical Aid (p. 25 – 31) concerns paraeducators.
 - To be employed as a special education paraeducators:
 - High school graduate,
 - Complete an orientation session addressing confidentiality, the services to be provided, and the policies and procedures of the local education agency concerning special education.
 - Paraeducator duties:
 - Provide instructional or related services under the supervision of licensed or certified special education professionals in an accredited or approved special educator program
 - A list of 7 items states what paraeducators must not do.
 - Staff Development – each local agency must prepare and maintain documentation of the annual staff development that is required attendance for all paraeducators.
 - Tiered Paraeducator Inservice Requirement is based upon experiences and/or credentials.
 - Staff development hours are locally determined for paraeducators with a teacher’s license, KSDE certificate for NCLB requirements, related services (SLP, OT, PT, OTA, PTA, and LPN)
 - 20 hours required for all paraeducators that have been employed less than 3 years
 - 10 hours required for all paraeducators employed more than 3 years.
 - College credits may be substituted with each college hour = 20 staff development hours
 - A chart to show requirements for those employed a partial year is given.
 - Supervisor must be identified
 - Claimed on the personnel report for special education categorical aid, and
 - Responsible for the day to day job performance and evaluation.
 - Specific Paraeducator Assignments are listed (e.g., Behavior Specialist Paraeducator) with certification and/or supervision expectations.
 - NCLB expectations are stated
- ❖ You would need to check with your local board of education since the State Department of Education is not involved in the operation of the local school districts (Bertha Hackett, bhackett@ksde.org).
- ❖ www.ksde.org/Default.aspx?tabid=54
- ❖ www.ksde.org

Kentucky

- ❖ Kentucky does not have a policy that concerns the evaluation of paraeducators.
- ❖ Thank you for your interest in Kentucky's Paraeducator program. Our paraeducators program follows the guidelines set by Title I Part A, Public Law 107-10 No Child Left Behind. We are in the process of revising our program so we currently don't have any other study type material available but hope to have the revised study guide available soon. Under current NCLB policy all Title I funded educators must be under the direct supervision of a highly qualified educator. As far as evaluation of paraeducators, this is left up to the individual school districts. I have attached a copy of our Title I handbook which we make available to our districts, the section on paraeducators will give you a much more detailed description of our program. Hope this information is useful to you and if you need any other information please feel free to contact me (Neil Watts, Program Consultant, Division of Consolidated Plans and Audits, Kentucky Department of Education, Neil.watts@education.ky.gov, 502-564-3791).
- ❖ Attached Paraeducators, Title I, Part A, NCLB Section 119 is a restatement of federal expectations.
- ❖ Kentucky Paraeducator Assessment Study Guide is considered the initial step for professional development and prepares paraeducators to take the Kentucky Paraeducator Assessment. Paraeducators are allowed to take this test up to three times in order to pass it. Passing this assessment is necessary for all paraeducators not employed in a Title I building therefore do not need to meet NCLB requirements. The assessment covers the following subjects:
 - Literacy
 - Mathematics
 - Roles and Responsibilities, and
 - Instructional strategies.
- ❖ www.kde.state.ky.us/KDE/Administrative+Resources/Kentucky+Board+of+Education
- ❖ www.kde.state.ky.us/KDE/

Louisiana

- ❖ Louisiana does not have a policy that concerns the evaluation of paraeducators.
- ❖ The evaluation of paraeducators are not mandated under the state of Louisiana's new teacher/leader evaluation system, called Compass. Their evaluations are at the discretion of each district. There are some districts who are opting to have paraeducators follow the Non-tested grades and subjects process of evaluation by setting student learning targets. Please use the following link for NTGS information – http://www.louisianaschools.net/compass/sgn_nontested.html. I would recommend that you reach out to some of the districts to inquire about their process of evaluating paraeducators Katara A. Williams, Manager of Stakeholder Relations, Louisiana Department of Education
- ❖ Credentialing for Classroom Paraprofessionals – To become a paraprofessional credentials can be achieved by passing a test, taking 48 credit hours, earning a technical diploma, earning an associate degree, and/or earning a baccalaureate degree.
 - The PRAXIS Para Pro Test (Educational Testing Services) is used. If hired prior to 01/08/02 the WaorKeys Test can be taken instead.
 - To become a highly qualified paraprofessional (NCLB) paraprofessionals must earn 48 credit hours that support the academic classroom performance needed for their job.
 - A Technical Diploma is a program study that prepared a person for a particular career (e.g., Child Care), but the credits may not be transferable to other degrees.
 - An Associate Degree that carries the term APPLIED is designed for Workforce Preparation and not for college transfer, an Associate of Science will transfer into a baccalaureate degree, as well as an Associate Degree in General Studies.
 - A baccalaureate degree leads a paraprofessional to a different career, such as Headstart/Child Care Manager or certified teacher.
- ❖ Louisiana's Highly qualified definition for Paraprofessionals – states that the passing score on the Para-Pro assessment is 450, but all of the other information was already covered in the previously reviewed document.

Maine

- ❖ Maine does not have a policy that concerns the evaluation of paraeducators.
- ❖ I am attaching some documentation of the authorization (credentialing) of our educational technicians (paraprofessionals). Embedded within some of the requirements is information on the required supervision. This information, though, refers more to the day to day supervision requirements for these paraprofessionals. I wonder if you are referring more to employer-employee supervision standards. Evaluation of our paraprofessional varied from district and is usually part of a negotiated contract with the employing school district. I am not aware of a statewide law regulating this process (Mark A. Cyr, Certification Coordinator, Maine Department of Education).
- ❖ The attached document, Authorization of Educational Technicians, defines educational technicians
 - ...provide supportive educational services to certified personnel in K-12 schools or to certified/credentialed personnel in early childhood educational or developmental programs from birth to school age 5 for children with disabilities.
 - There are three levels of authorization for the increasing levels of responsibility for planning and supervision of students
 - Level I – Must hold a high school diploma or GED. Permitted responsibilities are to review and reinforce learning previously introduced material, perform non-instructional, non-evaluative functions, assist in instructional materials preparation, and provide classroom management functions. It is required to supervise level I personnel by a teacher when performing instructional duties and supervised by general administration when performing non-instructional student-related duties.
 - Level II – Document a minimum of 60 credits of approved study in an educationally related field, or document a minimum of two years of paid applied employment within the field of assignment. Permitted responsibilities defined by level I, but may also introduce new learning preplanned in collaboration with the classroom teacher or appropriate specialist. They too require supervision, so must meet with the teacher on a regular basis, if possible daily, and perform short-term instruction in small groups under the direction of a teacher.
 - Level III – Document a minimum of 90 credits of approved study in a educational related field, or document a minimum of three years of paid applied employment within the field of assignment. are permitted to perform all duties of I and II, plus introduce new material and supervise small groups of students in community-based programs. They are to meet with the teacher weekly, and can teach the small group classes with indirect supervision.
 - The term for technician authorization is 5 years. Renewal needs documentation of a minimum of three credits of approved study.
- ❖ <http://www.maine.gov/education/sb/index.html>
- ❖ www.maine.gov/doe

Maryland

- ❖ Maryland does not have a policy that concerns the evaluation of paraeducators.
- ❖ www.marylandpublicschools.org/SMDE/stateboard/Board_Members.htm
- ❖ www.marylandpublicschools.org
- ❖ 410-767-3085
- ❖ jsatterfield@msde.state.md.us
- ❖ Knowledge and skill standards established for all paraeducators (www.nrcpara.org/report/appendix3).
- ❖ State standards establish high school diploma as a baseline for employment. Paraprofessional certificate requires 15 hours of training and 750 hours of employment. Renewable every 5 years with completion of additional training. Certificate is not required for employment.

Massachusetts

- ❖ Massachusetts does not have a policy that concerns the evaluation of paraeducators.
- ❖ www.doe.mass.edu/boe/
- ❖ www.doe.mass.edu
- ❖ www.doe.mass.edu/contact/quanda.aspx
- ❖ Massachusetts Policies for Instructional Paraprofessionals in Title I Programs: Implementation of NCLB's Paraprofessional Requirements, July, 2003. This document was prepared by the Massachusetts Department of Education.
 - Document defines term and role, An instructional paraprofessional is an individual who provides instruction and support for classroom teachers. Aides, assistants, or tutors who engage in instructional support are considered to be instructional paraprofessionals as defined by NCLB. Responsibility listing and required qualifications are a recap of the ESEA specifications. The Massachusetts Department of Education selected the ParaPro Assessment and the WorkKeys Certificate of Proficiency as the formal state endorsed assessments. Those paraprofessionals hired prior to January 8, 2002 were allowed to take a formal, locally sponsored assessment that assessed literacy, numeracy, and general instruction. Districts were directed to create their own assessment following the guidelines for creating local assessment programs for Title I Paraprofessionals provided by the state. Districts were also instructed to develop a plan for professional development.
 - Section B were the guidelines for this local assessment creation as well as what system awards Training Points to document professional development. In order to be considered certified the paraprofessional must earn 360 points. These points are earned through undergraduate or graduate coursework, after school sessions, previous work experience outside of education, and/or in education. This training must be distributed evenly between literacy, mathematics, and instruction. Districts are encouraged to continue this professional development as an ongoing training
 - Section C contains the learning guidelines, written in a standards format. The literacy and mathematics domains will not be reviewed, as supervision of paraeducators providing instructional support is the limitation of this study. The instruction domain addresses curriculum planning, effective instruction, classroom climate and equity, professional responsibilities, and professional skills. Supervisor competencies could be drawn from these standards for paraeducators, the limitation to Title I paraeducators implies generational is unnecessary at this point.
 - Appendix A reviews the formal standardized assessments as well as gives locations these assessments are offered.

Michigan

- ❖ Michigan does not have a policy that concerns the evaluation of paraeducators.
- ❖ <http://www.michigan.gov/mde/>
- ❖ Michigan does not. We do not require certification for these people (John VanWagoner, Interim Assistant Director, Professional Preparation & Development Unit, Michigan Department of Education, VanwagonerJ@mi.gov .

Minnesota

- ❖ Minnesota does not have a policy that concerns the evaluation of paraeducators.
- ❖ Education.state.mn.us/mde/index.html
- ❖ Knowledge and skill standards for special education established in 1997. State law requires LEAs to ensure paraprofessionals in special education have sufficient skills and also requires LEAs to provide training opportunities (American Federation of Teachers).
- ❖ SEA developed knowledge and skill standards for special education paraeducators in 1997, state legislation enacted in 1998 requires LEAs to ensure that paraeducators employed in special education have sufficient skill to perform their assigned tasks and to provide training opportunities annually (www.nrcypara.org/report/appendix3).
- ❖ Some qualification requirements, exceed NCLB, and have implemented certification requirement for paraeducators with instructional duties (Baber, 2005).
- ❖ Require as part of licensure system that special education teachers be trained to supervise (Pickett & Gerlach, 2003, p. 67-68).
- ❖ Taken from 2011 Minnesota Statutes, 120B.363, Credential for education paraprofessionals
 - The board of teaching must adopt rules to implement statewide credentials. This credential qualifies a paraprofessional to be considered highly qualified. Passing a local assessment is necessary to earn this credential, and qualitative criteria is used to approve local assessments to assess paraprofessionals in reading, writing, math, and instruction. The state commissioner must approve of these local assessments.
 - Provisions that provide training must be considered. Training needs to be developed in the following areas: students' characteristics, teaching and learning environment, academic instructional skills, student behavior, and ethical practices.
 - Paraprofessionals, within the first 60 days of working with students, a district must provide each with initial training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline policies, roles and responsibilities, and building orientation.
- ❖ Document, Strategies for Meeting Title and Special Education Paraprofessional Requirement, was reviewed and revised January of 2012. It sites IDEIA, 2007 and NCLB, 2001 requirements. Minnesota's method of addressing these requirements are:
 - A passing score on a state approved assessment,
 - Demonstration of the core competencies through a portfolio validation: transferable work experience, college courses, workshops and conferences, Para eLink, or another curriculum that focuses upon competencies in reading, math and writing.
- ❖ Document, Statement of Need and Reasonableness, states that a credential for paraprofessionals is voluntary. The competencies to achieve this credential are:
 - Philosophical, historical, and legal foundation of education
 - Characteristics of students
 - Assessment, diagnosis, and evaluation
 - Instructional content and practice

- Supporting the teaching and learning environment
- Managing student behavior and social interaction skills,
- Communication and collaboration partnerships,
- Professionalism and ethical practices, and
- Academic instructional skills in math, reading, and writing.

Mississippi

- ❖ Mississippi does not have a policy that concerns the evaluation of paraeducators.
- ❖ www.mde.k12.ms.us
- ❖ Only a copy of the federal regulations is evident. Term used is instructional aide, but no policies save the NCLB is evident.

Missouri

- ❖ Missouri does not have a policy that concerns the evaluation of paraeducators.
- ❖ <http://dese.mo.gov/stateboard/>
- ❖ <http://deses.mo.gov/>
- ❖ Here's a link to the State Plan for special education:
<http://dese.mo.gov/dispeced/stateplan/StatePlan2010.html>. Regulation VI, section 15 describes the duties, qualifications and training requirements for paraprofessionals. There are no state regulations that I am aware of concerning their evaluations. Most Missouri school districts are members of the Missouri School Board Association (MSBA) which provides guidance on school policy issues. There may be some general policy guidance for personnel matters on the Department's web site through the Office of Governmental Affairs. Try the A to Z index on the Department's home page. From a compliance standpoint, we expect that paraprofessionals are providing their services under the direct supervision of a certified teacher (Bev Luetkemeyer, Compliance Supervisor, Office of Special Education, Department of Elementary and Secondary Education, Beverly.luetkemeyer@dese.mo.gov).
- ❖ Document, Qualification for Paraprofessionals restates federal expectations
- ❖ A copy of a newsletter, April, 2012, Focus on...Issues in Special Education, explains this better, offers a definition of paraprofessionals, states that professional development must be offered (15 hours the first year, and 10 hours thereafter), but does not expand the federal regulations.

Montana

- ❖ Montana does not have a policy concerning the evaluation of paraeducators, but has standard mastery expectations for paraeducators' certificate.
- ❖ <http://mt.gov/education/default.mcp>
- ❖ Paraprofessionals in Montana, A Resource Guide For Administrators, Educators, and Paraprofessionals, January, 2012.
 - Acknowledgements to the Montana Paraprofessional Task Force for creations of document and others for their input (Montana Special Education Advisory Panel & SCPD Council, Pickett, Gerlach, Hammeken, numerous states, Para²).
 - Definition of paraeducators – Constitute the largest number of “paraprofessionals.” These persons work alongside of and under the direction of educational professionals and/or related service providers responsible for the conduct and management of the classroom or program, including design, implementation, and evaluation of instructional programs and student progress. Paraeducators fulfill a complementary roles in special education, regular education, and in other federal programs. In contrast paraprofessionals are defined as The more inclusive term “paraprofessional refers to all of those “paras” working in the school setting, including the related services such as speech, occupational, and physical therapy and school health nurse aides (p. 3 – 4).
 - Section V. Legal Authority for Paraprofessionals in Montana’s Schools (p. 6 -9) list Montana’s Administrative Statutes and Rules. These rules make is quite clear that teachers supervise the paraprofessionals even to the point that a paraprofessional may not work in isolation away from the supervisor, nor can the supervisor have a duty that distances that teacher from supervision responsibilities. Federal statutes and regulations are also quoted in this section of the document.
 - Section VI. Suggested Paraprofessional Standards and Competencies (p. 10 – 13). 6 standards with knowledge and skill competencies. Only skill competencies will be listed here:
 - Standard 1 Preparation and Content Knowledge
 - S1.1 – Follow and carry out teacher/provider plans for strengthening academic skills (reading, writing, math) for school-age learners
 - Standard 2 – Instructional Strategies
 - S2.1 – Use developmentally and age-appropriate strategies, equipment, materials, and technologies as directed by teacher/provider
 - S2.2 – Use computers and other instructional technology in a purposeful manner to assist instructional and facilitate learning in areas of reading, writing, and math.
 - S2.3 – Use strategies as directed to facilitate effective integration

into various settings (e.g., libraries, computer labs, lunchrooms, playgrounds, and buses).

- S2.4 – Use adaptive equipment and assistive technology prescribed by teachers/providers and other professional practitioners.
- S2.5 – Assist teachers/providers with modifying learning materials and activities to meet the needs of individuals with different ability levels, learning styles, or language backgrounds (i.e., reading, writing, math).
- Standard 3 – Environment of Learning
 - S3.1 – Implement proactive behavior and learning strategies developed by teachers/ providers that maintain supportive and inclusive learning environments.
 - S3.2 – Develop and maintain effective interaction with a wide diversity of learners.
 - S3.3 - Carry out teacher/provider-developed proactive behavioral strategies
 - S3.4 Use teacher/provider-developed positive behavioral and instructional strategies and procedures that facilitate the learning of children and youth with challenging behaviors and diverse learning styles
 - S3.5 - Follow and use prescribed district/agency policies and procedures to ensure the safety, health, and well-being of learners and staff
 - S3.6 - Use universal health precautions for preventing illness and infections and proper body mechanics for lifting learners and heavy objects
 - S3.7 - Perform emergency first aid and CPR procedures
- Standard 4 – Student Assessment and Progress Monitoring
 - S4.1 - Use assessment instruments developed by teachers/providers to document and maintain data (reading, writing, math, behavior management programs)
 - S4.2 - Under the direction of teacher, assists with administration of standardized tests based on state/district/agency policies, the protocol for conducting the test, and the paraprofessional's qualifications for carrying out the task
 - S4.3 - Record relevant information about learners using graphs and charts to assist in the learning process (i.e., reading, writing, math)
- Standard 5 – Collaborative Relationships
 - S5.1 - Use copy machines, computers, technology and other equipment to prepare learning materials and resources
 - S5.2 - Follow teacher/provider instructions and carry out team decisions
 - S5.3 - Interact constructively with and demonstrate respect for learners, families, and other school/agency personnel
 - S5.4 - Contribute relevant objective information to

- teachers/providers to facilitate planning, problem solving, decision making, and engage in flexible thinking
 - S5.5 - Participate in program planning team meetings, i.e., school-wide planning meetings, school improvement plans
 - S5.6 - Demonstrate sensitivity to diversity in cultural heritages, lifestyles, and value systems among children, youth, and families (recognition of Indian Education for ALL)
 - Standard 6 – Professional Responsibilities
 - S6.1 - Perform assigned tasks under the supervision of teachers/providers in a manner consistent with professional and ethical guidelines established by the state or district/agency
 - S6.2 - Willingness to participate in professional and career development opportunities
 - S6.3 - Confer with principal/evaluator or supervising teachers/providers in a manner consistent with professional and ethical guidelines established by the state or district/agency
 - S6.4 - Maintain a high level of competence by participating in professional development and/or career development opportunities
- Section VII. Administrator, Teacher, and Paraprofessional Roles (p. 14 – 18). While each role is identified, only the teacher’s role will be noted here.
 - Special education/Title I Professional (Supervisor or certified teacher)
 - participate regularly on school-based support teams assisting in collecting, coordinating, and interpreting information about the students, plans and/or prescribing the learning environment for eligible students.
 - plan and implement instructional objectives based on the individualized program for students.
 - coordinate, consult, and/or collaborate with appropriate building and district personnel.
 - prepare and collaborate with the paraprofessional as to the specifics of the instruction.
 - monitor, supervise, and evaluate the paraprofessionals assigned to students.
 - involve parents in all aspects of the student’s education.
 - in the case of Special Education professionals, act as a case manager in directing and participating in the staffing team process which includes assuring the assessment of the student’s current level of function, identification of student needs, determination of disabling conditions, and clustering and
 - prioritizing of annual measurable goals and characteristics of service.
 - General Educator
 - participate regularly on school-based support teams assisting in collecting, coordinating, and interpreting information about the students, plans and/or prescribing the learning environment for eligible students.

- plan and implement instructional objectives based on the individualized program for students.
 - coordinate, consult, and/or collaborate with appropriate building and district personnel.
 - prepare and collaborate with the paraprofessional as to the specifics of the instruction.
 - monitor, supervise, and evaluate the paraprofessionals assigned to students.
 - involve parents in all aspects of the student's education.
 - in the case of Special Education professionals, act as a case manager in directing and participating in the staffing team process which includes assuring the assessment of the student's current level of function, identification of student needs, determination of disabling conditions, and clustering and
 - prioritizing of annual measurable goals and characteristics of service.
- Section VII. Educating the Paraprofessional (p. 19 – 39) is quite conclusive and guides all districts as to the subject matter to include in professional development for paraeducators. Only sub-headings will be listed here.
 - Orientation to the district, and to the building, generalized and specialized
 - Code of ethics
 - Communication in the classroom
 - Interaction of the Paraprofessional with team members
 - Section IX. Tips for Team Building, Communication, and Problem Solving (p. 40 – 46) presents the basic principles of collaboration
 - Section X. Tips for Instructional Tactics (p. 47 – 67), though not explained as such, appears to be an extension of section VII, professional development for paraeducators. The material is written in such a manner that it could be almost a self-teaching document, whereas a supervisor could assign sections to the paraeducators over time, and provide feedback to the paraeducators to enhance skill mastery.
 - Section XI. Health and Safety (p. 68 – 73) also appears to be a professional development extension with focus upon working with students with health care needs.
 - Section XII. Paraprofessional appendices (p. 74- 87)
 - Appendix A: Related Services Staff
 - Appendix B: Supervisor Responsibilities
 - State law restated
 - Supervisory Caseload – limited by tasks assigned to paraeducators, time limits, and time required providing services. Speech-language assistants supervisory needs are more clearly spelled out here.
 - Appendix C: Daily Schedule – a form supervisors could use to create paraeducators' schedule of student support.
 - Appendix D: Acronyms
 - Section XIII. Bibliography

- Section XIV. Resources – a number of professional development topics are listed here that are available from the state for supervisors to use as training for paraeducators. Subject matter ranges from instructional team work to secondary transition.
- ❖ Document, Paraprofessional Orientation Manual, December, 2004, was found on the web site using the given search. This guide is intended for administrators, educators, and paraprofessionals.
 - Orientation components listed are
 - Safety and emergency procedures,
 - School schedules,
 - Handbook,
 - Building and grounds map,
 - Building discipline manual,
 - Lunch and recess procedures,
 - Accessing assistance, and
 - Using building equipment (p. 4).
 - A checklist is provided to assist with orientation that encompasses more items (p.5).
 - A list of 20 questions is given to the paraeducators to ask during orientation process (p. 6).
 - University of Denver Para2 Center (French's) work style rubric follows (p. 7 – 9).
 - An activity is given that sets up situations and questions to increase participants knowledge and ease of using the Resource Guide (p. 10 – 12)
 - French's Professional Development Needs Inventory (p. 13 - 17). Montana's Paraprofessional Standards have been inserted in the corresponding places to personalize this inventory.

Nebraska

- ❖ Nebraska does not have a policy that concerns the evaluation of paraeducators.
 - <http://www.education.ne.gov/StateBoard/index.html/>
 - <http://www.education.ne.gov/federalprograms>
 - Nebraska State Board of Education, Bylaw and Policy Reference Manual, (p. 23 of 42) states that a background check is necessary and that paraprofessionals meet the requirements of the state and federal legislation. Section 79-802 states that a paraprofessional may be assigned non-teaching duties if the aide has been specifically prepared for such duties. The requirements of NCLB are stated here as well.
 - Title I, Part A Paraprofessional Requirements spells out more clearly the federal requirements and indicates which assessments have been approved in respect to the NCLB regulations (ParaPro, ParaEducator Learning Network, Workkeys, and Project Para).
 - Nebraska Approved Equivalency for Paraeducators in Early Childhood Programs document rule 11 of state requirements (12 semester hours of credit in child development/early childhood education or equivalent training or experience).

Nevada

- ❖ Nevada does not have a policy that concerns the evaluation of paraeducators.
- ❖ <http://nde.doe.nv.gov/BoardOfEd.html>
- ❖ <http://www.doe.nv.gov/>
- ❖ NRS 385.347 Nevada School and School District Annual Reports of Accountability Handbook, reporting for 2010 – 2011 School Year (p. 23) defines paraeducators
- ❖ “Paraprofessional” is defined by NRS 391.008 as a person who is employed by and assigned by a school district or charter school to:
 - Provide on-on-one tutoring for a pupil;
 - Assist with the management of a classroom, including, without limitation, organizing instructional materials;
 - Provide assistance in a computer laboratory;
 - Conduct parental involvement activities in conjunction with one or more duties set forth in this subsection;
 - Provide support in a library or media center;
 - Except as otherwise provided in subsection 2, provide services as a translator; or
 - Provide instructional services to pupils under the direct supervision of a licensed teacher
- The term —paraprofessional does not include a person who:
 - Is proficient in the English language and a language other than English and who provides services as a translator primarily to enhance the participation of children in programs that are financially supported pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 et seq.
 - Solely conducts parental involvement activities.
- Highly Qualified Paraprofessionals are:
 - Aides who work directly with children in classrooms, labs, and libraries. In order to satisfy the requirements of the federal No Child Left Behind (NCLB) Act, paraprofessionals must have a high school diploma or its equivalent, plus one of the following:
 - Completed at least 2 years (48 semester credits) at an accredited institution of higher education;
 - Obtained an associate’s (or higher) degree; or
 - Successfully completed a formal state or local academic assessment.

New Hampshire

- ❖ New Hampshire does not have a policy concerning the evaluation of paraeducators, but has standard mastery expectations for paraeducators' certificate.
- ❖ www.education.nh.gov/state_board/index.htm
- ❖ www.education.nh.gov/index.htm
- ❖ Changed from a voluntary certification and recertification of paraprofessionals in response to NCLB & IDEA to a two category certification.
- ❖ Forms are provided that list the necessary competencies needed to qualify for certification in each of the two categories.
- ❖ Competencies to earn Paraeducator I certification are as follows
 - Possess a high school degree or GED equivalent:
 - Meet the following requirements:
 - Demonstrate a knowledge of and the ability to assist in instruction as determined by the professional educator including areas such as reading, writing, mathematics, behavioral management, life skills and professionalism, or reading readiness, writing readiness, or math readiness, as evidenced by a formal assessment managed by the department and administered by the department's agent(s), or the local district, which shall consist of:
 - Qualifications for a Paraeducator shall include the following skills, competencies, and knowledge:
 - As relating to professionalism, the individual shall demonstrate ability for or knowledge of:
 - Appropriate social interactions in various group settings;
 - Participation in ongoing professional development and self-evaluation and application of constructive feedback;
 - A clear understanding of professional ethics, including the need to maintain confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;
 - Reflection on the effects of his or her choices and actions on students, parents and others in the community;
 - Following the health and safety protocols and practices established by a school district.
 - As relating to knowledge of reading and writing, the individual shall demonstrate ability to:
 - Read and comprehend passages written in English;
 - Identify key elements in a written passage;
 - As relating to knowledge of mathematics, the individual shall demonstrate ability to:
 - Use tables, graphs, diagrams, and charts to obtain or convey quantitative information;

- Use quantitative data to construct logical explanations for real-world situations;
- Express mathematical ideas and concepts orally and in writing;
- Apply mathematical concepts to real life situations.
- As relating to classroom skills relating to mathematics, the individual shall demonstrate ability to perform the following skills under the supervision of a professional:
 - Reinforce mathematical skills presented by the teacher;
 - Help students use manipulatives to express mathematical ideas;
 - Assist in the review and evaluation of students' work in mathematics;
 - Use technologies to help students create charts, graphs, and projects that express mathematical ideas;
 - Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills.
- As relating to supporting the classroom environment, the individual shall demonstrate knowledge:
 - Of the developmental stages through which children progress from birth to age 21;
 - That there are various risk factors that might prohibit or impede typical development;
 - That students have different learning styles;
 - Of the influence that families have on childhood learning and development;
 - Of a variety of teaching strategies that teachers may use;
 - Of the necessity to be sensitive to diversity in cultural heritages, lifestyle, and value systems among children, youth and families;
 - Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;
 - Of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning;
 - That student learning needs may be assessed in a variety of ways, including, but not limited to, observation, conversation, testing, and analysis of the work of students;
 - Of the various approaches to reading, writing, and mathematics that are used in schools.
- As relating to supporting the classroom environment, the individual shall demonstrate the ability, under the supervision of a professional, to:
 - Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures;
 - Use strategies and techniques for facilitating the integration of individuals with exceptional learning needs into various settings;
 - Prepare and organize materials to support teaching and learning;
 - Use strategies that promote students' independence;

- Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one’s own personal strengths and preferences;
 - Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students’ learning;
 - Use approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student’s behavior;
 - Use strategies that support students’ appropriate social skills;
 - Communicate, follow instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team;
 - Carry out assessment activities to collect and document objective information about the students’ strengths and needs;
 - Assist with maintaining student records including using any technology employed by the district;
 - Seek help from appropriate sources as necessary;
 - Support the instructional choices made for students.
- ❖ New Hampshire’s PARAEDUCATOR – II certification meets the requirements for paraprofessionals with instructional duties identified in Title I, as amended by the No Child Left Behind Act (2001) [section 1119 (c) (1) (C)]. NCLB includes higher standards in order to ensure that students who need the most help are taught by highly qualified teachers and paraprofessionals. Competencies outlined in (b)(2), (b)(3), (b)(4) and (b)(5) are designed to be identical to Option C of NCLB. The rubric below ensures that candidates meet the same rigorous standards detailed in NCLB.
- Ed 504.05 Certification as a Paraeducator-II. The following shall apply to the certification of a Paraeducator – II
 - To be certified as a Paraeducator-II, an individual shall meet the following entry level requirements relative to education and experience:
 - Possess a high school degree or GED equivalent; and
 - Meet one of the following requirements:
 - Hold an associates’ or higher degree from an institution of higher education;
 - Have a minimum of 2 years of study at an institution of higher education; or

- Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, or mathematics or reading readiness, writing readiness, or math readiness, as evidenced by a formal assessment managed by the department and administered by the department, the department's agent(s), or the local district, which shall consist of:
 - Submission of documentation demonstrating knowledge and teaching skills in each of the 3 areas of reading, writing, and mathematics at the second-year college level; or
 - Satisfactory completion of college coursework in any of the 3 areas of reading, writing, and mathematics at the second-year college level and submission of documentation demonstrating knowledge and teaching skills at the second-year college level in any of the 3 areas not covered by the college coursework.
- Qualifications for a Paraeducator - II shall include the following skills, competencies, and knowledge:
 - As relating to professionalism, the individual shall demonstrate ability for or knowledge of:
 - Appropriate social interactions in various group settings;
 - Participation in ongoing professional development and self-evaluation and application of constructive feedback;
 - A clear understanding of professional ethics, including the need to maintain confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;
 - Reflection on the effects of his or her choices and actions on students, parents and others in the community;
 - Following the health and safety protocols and practices established by a school district.

- As relating to knowledge of reading and writing, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for reading and writing competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:
 - Read and comprehend passages written in English;
 - Identify key elements in a written passage;
 - Use standard spoken English appropriately;
 - Communicate thoughts, ideas, information, and messages in writing;
 - Use language, style, organization, and format appropriate to the subject matter, purpose, and audience;
 - Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, usage, and punctuation;
 - Retrieve information from print and electronic resources;
- As relating to classroom skills relating to reading and writing, the individual shall demonstrate ability to:
 - Assist students to use study skill strategies;
 - Read aloud to children using appropriate phrasing and inflection;
 - Help students explore literature as a source for understanding their own experience and those of others;
 - Reinforce reading skills in small group or one-on-one settings;
 - Use a variety of technologies, including assistive technologies, to help students develop reading, writing, and learning skills;
 - Use several strategies to reinforce the learning of word study skills, including phonemic awareness, phonics, structures, vocabulary, context, and spelling.
- As relating to knowledge of mathematics, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for mathematics competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:
 - Perform computations using addition, subtraction, multiplication, and division;
 - Demonstrate the ability to estimate mathematical results;
 - Use tables, graphs, diagrams, and charts to obtain or convey quantitative information;
 - Choose appropriate techniques to approach mathematical problems;
 - Use quantitative data to construct logical explanations for real-world situations;
 - Express mathematical ideas and concepts orally and in writing;
 - Understand the role of chance in the occurrence and prediction of events;

- Demonstrate how manipulatives can represent mathematical concepts;
- Extract key elements from a word problem and translate the information into accurate mathematical expressions;
- Apply mathematical concepts to real life situations.
- As relating to classroom skills relating to mathematics, the individual shall demonstrate ability to perform the following skills under the supervision of a professional:
 - Reinforce mathematical skills presented by the teacher;
 - Help students use manipulatives to express mathematical ideas;
 - Assist in the review and evaluation of students' work in mathematics;
 - Use technologies to help students create charts, graphs, and projects that express mathematical ideas;
 - Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills.
- As relating to supporting the classroom environment, the individual shall demonstrate knowledge:
 - Of the developmental stages through which children progress from birth to age 21;
 - That there are various risk factors that might prohibit or impede typical development;
 - That students have different learning styles;
 - Of the influence that families have on childhood learning and development;
 - Of a variety of teaching strategies that teachers may use;
 - Of the necessity to be sensitive to diversity in cultural heritages, lifestyle, and value systems among children, youth and families;
 - Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;
 - Of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning;
 - That student learning needs may be assessed in a variety of ways, including, but not limited to, observation, conversation, testing, and analysis of the work of students;
 - Of the various approaches to reading, writing, and mathematics that are used in schools.
- As relating to supporting the classroom environment, the individual shall demonstrate the ability, under the supervision of a professional, to:
 - Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures;
 - Use strategies and techniques for facilitating the integration of individuals with exceptional learning needs into various settings;
 - Prepare and organize materials to support teaching and learning;
 - Use strategies that promote students' independence;

- Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences;
- Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning;
- Use approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student's behavior;
- Use strategies that support students' appropriate social skills;
- Communicate, follow instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team;
- Carry out assessment activities to collect and document objective information about the students' strengths and needs;
- Assist with maintaining student records including using any technology employed by the district;
- Seek help from appropriate sources as necessary;
- Support the instructional choices made for students.

New Jersey

- ❖ New Jersey does not have a policy that concerns the evaluation of paraeducators.
- ❖ www.state.nj.us/education/sboe
- ❖ <http://nu.gov/education/>
- ❖ Karen Campbell, Director, Office of Title I, New Jersey Department of Education, Karen.campbell@doe.state.nj.us
- ❖ New Jersey does not offer a certification of paraprofessionals. Thus, New Jersey's legislative and administrative code does not provide guidelines for the evaluation and supervision of paraprofessionals. We do monitor to ensure that paraprofessionals are working under the direct supervision of a certified teacher, but generally, the day-to-day supervision and evaluation of paraprofessional falls under the authority of the local school district.
- ❖ Document, New Jersey Department of Education Office of Title I Program Planning and Accountability, NCLB Requirement for Title I Paraprofessionals, Frequently Asked Questions, defines paraprofessionals as a non-certified instructional staff person who does not hold the position of teacher, but assists in the classroom under the guidance of a teacher. Sometimes paraprofessionals are called teacher aides or instructional aides. The duties of paraprofessionals may include the following:
 - Providing one-on-one or small-group tutoring for students
 - Assisting with classroom management
 - Providing instructional assistance in a computer lab
 - Conducting parental involvement activities
 - Providing instructional support in the library or media center
 - Acting as a translator
 - Providing instructional support to a student under the direct supervision of a teacher
- ❖ It is clear that New Jersey is compliant with the NCLB mandate.

New Mexico

- ❖ New Mexico does not have a policy that concerns the evaluation of paraeducators.
- ❖ <http://ped.state.nm.us/ped/index.html>
- ❖ [Ped.state.nm.us/ped/contact.php](http://ped.state.nm.us/ped/contact.php)
- ❖ Document, Memorandum from Denise Koscielniak, State Director of Special Education, October 16, 2007, IDEA regulations are reviewed with this conclusion, Paraprofessional and educational assistants cannot be used as a replacement for special education teacher or related services personnel, but can be used to assist the teacher or related service personnel under the teacher's or related services personnel's supervision. To provide special education and related services with only education assistants would be inconsistent with the IDEA.
- ❖ Document, Policies and Procedures for the Provision of Special Education Services for Students with Disabilities and Gifted Students, Chapter 8, General Administration, 11/07 (p. 17), defines paraprofessionals as:
 - Education assistants who assist a teacher in instruction and hold Level 3 education assistant licensure.
 - All persons who perform services as educational assistants ("EAs") in public schools or in those special state-supported schools within state agencies must hold valid, educational assistants licensure issued by the public education department ("PED"). EAs shall be assigned, and serve as assistants, to school staff duly licensed by the PED. While there may be brief periods when EAs are alone with and in control of a classroom of students, their primary use shall be to work alongside or under the direct supervision of duly licensed staff.
 - Persons seeking licensure in level 1 educational assistance pursuant to the provisions of this rule shall meet the following requirements:
 - high school diploma or equivalency; and
 - eighteen years of age; and
 - certification by the public school superintendent, state-supported school superintendent, charter school administrator or private school official that the educational assistant has satisfactorily completed an orientation session pertinent to his or her assignment.
 - Persons seeking licensure in level 2 educational assistance pursuant to the provisions of this rule shall meet the following requirements:
 - high school diploma or equivalency; and
 - eighteen years of age; and
 - certification by the public school superintendent, state-supported school superintendent, charter school administrator or private school official that the educational assistant has satisfactorily completed an orientation session pertinent to his or her assignment; and
 - certification by the public school superintendent, state-supported school superintendent, charter school administrator or private school official that the educational assistant has satisfactorily demonstrated the PED's educational assistant competencies.

New York

- ❖ New York does not have a policy that concerns the evaluation of paraeducators
- ❖ www.nyssba.org
- ❖ www.nysed.gov
- ❖ NYSEDP.12@mysed.gov
- ❖ Document from August, 2004 from Edward Placke, Assistant Commissioner for Special Education stated that the Board of Regents approved amendments to Part 200 of the Regulations of the Commissioner of Education to replace the term paraprofessional with the term “supplementary school personnel.” This designated the difference between Title I Paraprofessionals who provided instructional support and the personnel that did not provide instructional support.
- ❖ Document, Amendments to the Regulations of the Commissioner of Education, effective August 12, 2004 defined supplementary school personnel as:
 - a teacher aide or a [teacher] teaching assistant as described in section [80.33] 80-5.6(a) through (d) of this Title.
 - One designee will be assigned for each student to inform all personnel of the IEP requirements for the student
 - A school district must file with the state a plan of the professional development that will be offered to supplementary school personnel
 - The supplementary school personnel is to have an opportunity to review a copy of the student’s IEP, and ongoing access to it.
- ❖ Document, Subpart 50-5 Requirements Relation to Teaching Practice and Specialized Credentials, Section 50-5.6 Supplementary School Personnel states the following:
 - Teacher aide. A teacher aide may be assigned by the board of education to assist teachers in such nonteaching duties as:
 - (1) managing records, materials and equipment;
 - (2) attending to the physical needs of children; and
 - (3) supervising students and performing such other services as support teaching duties when such services are determined and supervised by teacher.
 - Teaching assistant.
 - (1) Description and duties.
 - (i) Description. A teaching assistant is appointed by a board of education to provide, under the general supervision of a licensed or certified teacher, direct instructional service to students.
 - (ii) Duties.
 - (a) Teaching assistants assist teachers by performing duties such as:
 - (1) working with individual pupils or groups of pupils on special instructional projects;
 - (2) providing the teacher with information about pupils that will assist the teacher in the development of appropriate learning experiences;

- (3) assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials;
 - (4) utilizing their own special skills and abilities by assisting in instructional programs in such areas as: foreign languages, arts, crafts, music and similar subjects; and
 - (5) assisting in related instructional work as required.
 - (b) Teaching assistants who hold the pre-professional teaching assistant certificate shall have the same scope of practice as other teaching assistants, in accordance with the duties prescribed in clause (a) of this subparagraph. Within that scope of practice, teaching assistants holding a pre-professional teaching assistant certificate may, at the discretion of the employing district, and while under the general supervision of a teacher, perform such duties as:
 - (1) working with small groups of children so the teacher can work with a large group or individual children;
 - (2) helping a teacher to construct a lesson plan;
 - (3) presenting segments of lesson plans, as directed by the teacher;
 - (4) communicating with parents of students at a school site or as otherwise directed by a teacher; and
 - (5) helping a teacher to train other teaching assistants.
- (2) Licensure and certification requirements.
 - (i) The requirements of this subparagraph shall be applicable in the event that an application has been submitted to the department on behalf of the candidate on or before February 1, 2004 for either the temporary license or continuing certificate, and upon application the candidate qualifies or has qualified for the credential; and for candidates who do not meet this condition, the requirements of subparagraph (ii) of this paragraph apply. Any such candidate employed as a teaching assistant shall hold one of the following credentials:
 - (a) Temporary license. Upon application of a superintendent of schools, a temporary license as a teaching assistant may be issued to a person having the qualifications defined in subclause (1) of this clause:
 - (1) Preparation. The candidate shall have completed a four-year high school program or its equivalent. Such study shall be supplemented by training and experience appropriate to the position in question.

- to maintain the continued validity of the certificate, except the commissioner may reduce the professional development requirement for a holder called to active duty in the Armed Forces so that the holder is not required to complete professional development for the time in active service.
- (d) Pre-professional teaching assistant certificate.
 - (1) Preparation. The candidate shall meet the requirements in each of the following items:
 - (i) Education. The candidate shall have attained a high school diploma or its equivalent, successfully completed a total of at least 18 semester hours of collegiate study acceptable toward meeting the requirements for an associate or baccalaureate degree, and be matriculated in a program registered as leading to teacher certification pursuant to section 52.21 of this Title, or its equivalent, or in a program with an articulation agreement with such a program.
 - (ii) Examination. The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State assessment of teaching assistant skills.
 - (iii) Experience. The candidate shall submit adequate evidence substantiating satisfactory employment as a teaching assistant for one school year under a level I teaching assistant certificate, a level II teaching assistant certificate, or a level III teaching assistant certificate, or under a temporary license or continuing certificate authorizing employment as a teaching assistant.
 - (2) Validity of certificate and renewal of certificate. The certificate shall be valid for five years from its effective date, at which time it must be renewed to be valid. In order to be renewed, the holder of the certificate shall demonstrate matriculation in a program registered as leading to teacher certification pursuant to section 52.21 of this Title, or its equivalent, or in a program with an articulation agreement with such a program, and completion during the five-year period in which the certificate is held of 30 semester hours of coursework in such a program. For individuals

called to active duty in the Armed Forces, the validity period for a pre-professional teaching assistant certificate and any renewal of such certificate may be extended by the commissioner for the time of active service and an additional 12 months from the end of such service.

North Carolina

- ❖ North Carolina does not have a policy that concerns the evaluation of paraeducators.
 - <http://www.ncpublicschool.org/stateboard>
 - www.ncpublicschools.org Org
 - Larry Simmons, 919-807-3364, lsimmons@dpi.state.nc.us
 - Document from the Human Resources section of the Department of Education's web site, Instructional & Implementation Guide, reviews the expectations of NCLP related to paraprofessionals. Previously hired paraprofessionals have several options to adhere to the NCLP employment criteria. Those hired after January 8, 2002 must complete a testing option or have 48 semester hours of college credit, or an associate's degree. The acceptable tests are:
 - COMPASS
 - ASSET
 - ACCUPLACER
 - Document, Class Specifications for Noncertified Public School Employees, was written by the School Personnel Support Section of the Division of Financial and Business Services of the State Board of Education, North Carolina defines the nature of work, gives illustrative examples of this work, lists knowledge, skills, and abilities of this work, and has suggested training and experiences for the following personnel:
 - Teacher Assistant,
 - Speech-Language Pathology Assistant,
 - School Health Assistant,
 - Physical Therapist Assistant,
 - Occupational Therapist Assistant,
 - Exceptional Children Data Manager, and
 - Distance Learning Instructional Assistant.

North Dakota

- ❖ North Dakota does not have a policy that concerns the evaluation of paraeducators but highly suggests necessary skills, professional development topics, and encourages a process for evaluation.
- www.dpi.state.nd.us
- Heidi Bergland, Hbergland@nd.gov, 701-328-2260
- Document, Resource Manual: The Implementation of Effective Paraeducator Practices in Educational Settings, acknowledge the North Dakota Department of Public Instruction Paraeducator Task Force (8 members listed). The manual was produced by the Office of Special Education, North Dakota Department of Public Instruction.
 - Historical aspects of using paraprofessionals in the state of North Dakota with a chart showing the numbers employed from 1976 to 1999. It is clearly stated that there is no state certificate, license, credential, or endorsement for paraeducators in North Dakota. Through a grant, North Dakota worked with Minot State University to create an Associate of Arts degree in Special Education. These training modules are taught by adjunct instructors throughout the state, and all paraeducators must complete the first four modules:
 - Roles and Responsibilities of Paraeducators,
 - Introduction to Disabilities and Effective Instruction,
 - Serving Students with Disabilities in Integrated Settings, and
 - Strengthening Behavior.
 - IDEA expectations are reviewed to explain necessity of training modules.
 - This manual is intended as a resource for general education teachers, special education personnel, related service personnel, administrators, and the paraeducators.
 - The term paraeducators is defined as:
 - a school employee whose position entails providing instructional support and who delivers other direct services to students under the supervision of a certified teacher or other licensed personnel. Professionals competent to supervise a paraeducator consist of special education teachers, general education teachers, licensed related service personnel, and administrators. The certified or licensed personnel have the ultimate responsibility for the design, implementation, and evaluation of educational and related service programs and student progress. The certified or licensed personnel coordinate and supervise the paraeducators in their role in helping students achieve the objectives in their individualized education programs (IEP) (p. 4).
 - State Policies of North Dakota are listed and explained (p 7 -12). Sentences quoted here are as they appear in North Dakota Guide I: Laws, Policies, and Regulations for Special Education for Exceptional Children.
 - **QUALIFICATIONS OF PARAEDUCATORS:** Paraeducators must work under the direct supervision of a licensed teacher. Although the licensed teacher may delegate specific tasks to the paraeducator, the legal and ethical responsibility to the student for all services provided or omitted cannot be delegated; it must remain the sole responsibility of the

supervising licensed teacher. A minimum of twenty (20) clock hours of inservice instruction must be provided to the paraeducator.

- A job description must be developed and maintained on file, with a copy maintained in the special education office, outlining the duties and skills to be performed by the paraeducator.
- Paraeducators must work under the direct supervision of a licensed teacher. The responsibility for students remains with the licensed supervisor. The supervisor may be a general education teacher, administrator, credentialed special education personnel, and/or related service personnel working within the context of the student's Individualized Education Program (IEP) team. Provided that the training, supervision, documentation, and planning are appropriate, the following tasks may be delegated to a paraeducator.
 - 1.2.1 Assist in the implementation of IEPs developed by the team, and under the direction of the supervising teacher in individual or small group settings.
 - 1.2.2 Assist in collecting student assessment and performance data or document student progress toward meeting IEP objectives and reporting to the supervising teacher
 - 1.2.3 Perform noninstructional duties such as preparation of materials, scheduling, and space/equipment maintenance and supervise student activities in the resource room or other various educational settings.
 - 1.2.4 Assist general education teachers in implementing student adaptations, modifications, and accommodations within the classroom settings
- Orientation for the paraeducator must be conducted within the first five (5) working days in which the paraeducator assumes assigned duties. Documented orientation must include a minimum of five (5) clock hours of training, including the following: expectations of the paraeducator; confidentiality of records and verbal information; introduction to assigned supervisor(s) and work areas; building routines; and reviewing the individual needs of students being served.
- Inservice for the paraeducator must be conducted within one year of employment in which the paraeducator assumes assigned duties. The training must consist of at least an additional fifteen (15) clock hours of instruction including three (3) hours in each of the following five topical areas:
 - 1.4.1 North Dakota Resource Manual: The Implementation of Effective Paraeducator Practices in Educational Settings
 - 1.4.2 Student Support Concepts
 - a) applicable laws
 - b) referral process including BLST and evaluation processes
 - c) procedural safeguards
 - d) IEP and LRE

- e) paraeducator involvement in the IEP process
- f) service delivery system
- g) preparation checklists for paraeducators
- h) communication and interpersonal relating skills
- 1.4.3 Human Growth and Development and the Impact of Disabilities
 - a) physical development including sensory and motor, cognitive, social and emotional, and communication and language
 - b) categories of disabilities
 - c) personal care concepts including seizure management, CPR, first aid, universal precautions, basic positioning and transferring, adaptive equipment care and maintenance, and toileting and self-care needs
- 1.4.4 Utilizing Effective Instructional Strategies to Serve Students with Disabilities in Integrated Settings
 - a) adult's role
 - b) task analysis and discrepancy analysis
 - c) instructional designs and data collection
 - d) teaching strategies, prompting, and fading
 - e) providing feedback to the students on task performance
- Indication of completion of twenty (20) hours of training by the paraeducator must be documented by a letter of verification, or certificate of completion signed by the person providing the training. The letter of verification, or certificate of completion; must be on file in the special education administrative office. (See Samples, Appendix E-1).
- A plan for the paraeducator for ongoing training, supervision, support, and consultation must be developed by supervisory personnel. The plan must include a minimum of four (4) clock hours of training per year, and the frequency of supervision and consultation as approved by the building and/or special education administrator.
- Administrators provide support for effective paraeducator practices.
 - 1.7.1 Administrators are well informed about how appropriate paraeducator services should be implemented and what situations require the assignment of a paraeducator.
 - 1.7.2 Administrators inform the school board of the roles and responsibilities of paraeducators.
 - 1.7.3 Administrators assume an active and substantive role in overseeing the participation of paraeducators in effective instructional programs.
 - 1.7.4 Administrators provide leadership to the teaming process which enables paraeducators to be partners in planning and delivering services.
 - 1.7.5 Administrators create a work schedule that provides time for regular, organized and systematic communication among the paraeducators and other members of the educational team.

- 1.7.6 Time, funding, and other resources are provided to enable paraeducators to participate in staff development, meetings, and other
- Guidance is given toward the supervision of paraeducators (p. 8):
 - Documentation that licensed teachers, related service personnel, and administrators received a minimum of two clock hours of training in the supervision of paraeducators prior to being assigned to direct, support, or supervise a paraeducator.
 - Documentation of content of training. Suggested topics include:
 - Interviewing skills
 - Mentoring
 - Communication
 - Problem solving
 - Motivation skills
 - Coordinating skills
 - Delegating skills
 - Feedback and evaluation skills
 - Learning and professional development skills
 - The supervisory assignment is in writing and has been clearly communicated to both the supervising teacher and the paraeducator.
 - Specific procedures, which outline the structured, systematic management, supervision, and performance evaluations of paraeducators have been established.
 - Paraeducators receive similar content training, ideally at the same time, as licensed teachers, related service personnel, and administrators.
 - The policy and procedures address providing supervision that supports the professional growth of the paraeducator. These would include opportunities for self-evaluation and input by the paraeducators.
- Roles and responsibilities of the paraeducators are clearly listed (p. 13 – 15). The chart on page 14 contrasts the duties performed by teachers with the paraeducators duties, but this duty list for the teachers does not include the supervision of the paraeducators.
- Professional development paraeducators need is covered (p. 16 – 22). These could be standards, yet they are not presented as such. Twelve essential skills are listed as needed by paraeducators, and then sections explain what that skill is. The skill of confidentiality (the 1st skill) and code of ethics (not listed as a skill, but connected to confidentiality) is covered explicitly.
- Roles and responsibilities of supervisors (p. 23 – 26) list the following duties:
 - Planning,
 - Directing and assigning tasks,
 - Delegating, and
 - Observing.

While these roles would be helpful to read, and would guide a supervisor, they do not easily translate into a list of duties to complete. They are told in general concepts, rather than a listing of responsibilities.

- Job Performance Evaluation, Ensuring Paraeducator Involvement in the Evaluation Process (p. 27 – 32) does recommend that supervisors observe their paraeducators on a regular basis, several times a week. Incidental and formal observations are explained. Feedback is recommended following the observations. Making corrections of the paraeducators is discussed within this section concerning feedback, but using feedback as an extension of professional development is not indicated. The instrument used in evaluation should be comprised of three parts:
 - Criteria to be evaluated
 - Response system to be completed by the evaluator, and
 - The supporting information requested in the form of concerns, suggestions for improvement, strengths, etc.

Local districts are recommended to create their own evaluation format, therefore the three parts are explained clearly.

- Appendix A – Glossary of terms and Abbreviations
- Appendix B – Suggestions for Administrators. This is presented in a checklist format. Orientation tips are also included. Forms are included to have the paraeducators sign following a specific training to acknowledge and show understanding of specific concepts (i.e., confidentiality agree).
- Appendix C – Suggestions for Supervisory Personnel lists the following competencies
 - ❖ Interviewing skills
 - ❖ Mentoring
 - ❖ Communication
 - ❖ Problem solving
 - ❖ Motivation skills
 - ❖ Coordinating skills
 - ❖ Delegating skills
 - ❖ Feedback and evaluation skills
 - ❖ Learning and Professional development skills.
- ❖ Appendix D – Job Performance evaluation, 4 sample forms given
- ❖ Appendix E – Paraeducator portfolio, 3 sample forms
- ❖ Appendix F – Sample job descriptions for paraeducators, 10 samples given
- ❖ Appendix G – Resources
- ❖ Appendix J – Information for paraprofessionals working with students who have visual impairments.

Ohio

- ❖ Ohio does not have a policy that concerns the evaluation of paraeducators.
 - www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=584
 - www.ode.state.oh.us
 - Contact.center@ode.state.oh.us
 - Document, Educational Paraprofessional, Associate Degree, Ohio Standards, September, 2002, for the Educational Paraprofessional Associate License, was created to be compliant with ESEA NCLB mandates. If a paraprofessional follows this documents guidance they will have a 5 year educational Paraprofessional Associate License. Any other route will result in an credential. While standards have been written for those following the associate degree route, and documentation is necessary to provide evidence that the standard has been met, this is not an evaluation of the paraeducators' on the job performance.

Oklahoma

- ❖ Oklahoma does not have a policy that concerns the evaluation of paraeducators.
- ❖ [Ok.gov/sde/newsblog/2012-02-04/Oklahoma_state_board_education_meeting_highlight](http://ok.gov/sde/newsblog/2012-02-04/Oklahoma_state_board_education_meeting_highlight)
- ❖ <http://ok.gov/sde/>
- ❖ Document, Memorandum, from Gayle Castle, Team Leader, Office of Grants Management, State Superintendent of Public Instruction, State of Oklahoma reviews the NCLB definition and expectations concerning paraprofessionals.
- ❖ Document, Title I, Part A Paraprofessional Requirements – Frequently Asked Questions also reviews the NCLB mandate
- ❖ Document, Title I, Part A, State Department of Education, again reviews the NCLB mandate, but does establish that Title I paraeducators must pass the Parapro test or the Oklahoma General Education Test.

Oregon

- ❖ Oregon does not have a policy that concerns the evaluation of paraeducators.
- ❖ www.ode.state.or.us/seagrch/results/?id=144
- ❖ www.ode.state.or.us/home/
- ❖ Document, Para Educator Certificate Programs, lists the community colleges that offer a state approved certificate program
- ❖ Document, When Are Paraprofessional Required to be Under the Supervision of a Highly Qualified Teacher?, quotes the NCLB mandate, creates example scenarios and applies the law to each case.
- ❖ Document, Paraprofessional, Section 119 of No Child Left Behind, reviews NCLB expectations especially concerning assessments, but does not establish an assessment guideline.
- ❖ Document, Division 37, Educational Assistants, indicates that it is for all paraeducators, not limited to Title I/NCLB specifications
 - defines the following:
 - Educational assistant, paraprofessional, and instructional aide (have the same meaning),
 - Title I-A educational assistant
 - Qualifications are the same NCLB has established
 - The supervision of the educational assistant is defined as the teacher who makes plans for the instructional activities that the educational assistant carries out, evaluates the achievement of the students, provides a supervision plan to regularly monitor the assistant, and is in close proximity of the paraeducators.
 - Providing training is the districts responsibility
- ❖ Document, Paraprofessional HQ, does establish WorkKeys and the Parapro assessments as the alternative pathway to meeting the highly qualified status.

Pennsylvania

- ❖ Pennsylvania does not have a policy that concerns the evaluation of paraeducators, but has standards that could assist with the process.
 - www.education.state.pa.us/portal/server.pt/community/state_board_of_education
 - www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237
 - Donald McCrone, dmccrone@pa.gov, 717-783-6788
 - Document, Title I Paraprofessional Standards of Quality for Local Assessment Programs, Commonwealth of Pennsylvania Department of Education, restates the expectations of NCLB of Associates degree or pass a local assessment. Standards are given, yet explained as guidelines rather than law to be used by local agencies and higher education facilities.
 - Criteria # 1 – Characteristics of Learners
- Essential Knowledge (K):
 - K1 - Impact of differential characteristics on the student's life and family in the home, school, and community.
 - K2 - Indicators of abuse and neglect that put students at risk.
 - K3 – Knowledge of basic educational terminology regarding students, programs, roles, and instructional activities.
- Essential Skills (S):
 - S1 - Demonstrate sensitivity to the diversity of individuals and families.
- ❖ Criteria # 2 – Assessment and Evaluation
- Essential Knowledge: (K)
 - K1 - Rationale for assessment.
- Essential Skills (S):
 - S1 - Demonstrate basic data collection techniques.
 - S2- With direction from a professional, make and document objective observations appropriate to the student.
- ❖ Criteria # 3– Instructional Content and Practice
- Essential Knowledge: (K)
 - K1 - Demands of various learning environments on students' learning needs.
 - K2 - Basic instructional and remedial methods, techniques, and materials.
 - K3 - Basic technologies appropriate to learning needs.
- Essential Skills (S):
 - S1 - Establish and maintain rapport with students.
 - S2 - Use developmentally and age-appropriate strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.
 - S3 - Assist in adapting instructional strategies and materials according to the needs of the student.
 - S4 - Follow written plans, seeking clarification as needed.
- ❖ Criteria # 4 – Supporting the Teaching and Learning Environment
- Essential Skills (S):
 - S1 - Assist in maintaining a safe, healthy learning environment that includes

- following prescribed policy and procedures.
 - S2 - Use basic strategies and techniques for facilitating the integration of students in various settings.
 - S3 - Prepare and organize materials to support teaching and learning, as directed by a certified/licensed professional,
 - S4 - Use strategies that promote the students' independence.
- ❖ Criteria # 5 – Managing Student Behavior and Social Interaction Skills
 - Essential Knowledge (K):
 - ❖ K1 - Rules and procedural safeguards regarding the management of behaviors.
 - Essential Skills (S):
 - ❖ S1 - Demonstrate effective strategies for the management of behavior.
 - ❖ S2 - Use appropriate strategies and techniques to increase the student's self-esteem, self-awareness, self-control, self-reliance, and self-advocacy.
 - S3 - Assist in modifying the learning environment to manage behavior.
 - S4 - Collect and provide objective, accurate information to professionals, as appropriate.
 - S5 - Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.
- ❖ Criteria # 6 – Communication and Collaborative Partnerships
 - Essential knowledge (K):
 - K1 - Characteristics of effective communication with children, youth, families, and school and community personnel.
 - K2 - Common concerns of parents.
 - K3 - Roles of students, parents, teachers, paraeducators, and other school and community personnel in planning programs.
 - K4 -Ethical practices for confidential communication.
 - Essential skills (S):
 - S1 - Use constructive strategies in working with students, parents, and school and community personnel in various learning environments, under the direction of a certified/licensed professional
 - S2 - Follow the instructions of the professional.
 - S3 - Foster respectful and beneficial relationships between families and other school and community personnel.
 - S4 - Use appropriate basic educational terminology regarding students, programs, roles, and instructional activities.
 - S5 - Demonstrate sensitivity to diversity in cultural heritages, lifestyles, and value systems among children, youth, and families.
 - S6 - Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques, and analyze one's own personal strengths and preferences.
- ❖ Criteria # 7 – Professionalism and Ethical Practices
 - Essential Knowledge (K):
 - K1 - Personal cultural biases and differences that affect one's ability to work effectively with children, youth, families, and other team members.
 - K2 - The paraeducator as a role model.

Essential Skills (S):

- S1 - Demonstrate commitment to assisting students in achieving their highest potential.
- S2 - Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraeducators, professionals, and other support personnel.
- S3 - Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraeducator.
- S4 - Demonstrate respect for the culture, religion, gender, and sexual orientation of individuals.
- S5 - Promote and maintain a high level of competence and integrity.
- S6 - Exercise objective and prudent judgment.
- S7 - Demonstrate proficiency in oral and written communication skills.
- S8 - Engage in activities that promote paraeducators' knowledge and skill development.
- S9 - Accept and use constructive feedback.
- S10 - Practice within the context of the code of ethics and other written standards and policies of the school or agency where they are employed.

Rhode Island

- ❖ Rhode Island does not have a policy that concerns the evaluation of paraeducators, but has standards that could assist with the process.
- ❖ www.ride.ri.gov/Regents/Default.aspx
- ❖ <http://www.ride.ri.gov>
- ❖ Web document, Office of Educator Quality and Certification,
 - Rhode Island law (RIGL 16-11.2) establishes requirements related to the employment, training and use of teacher assistants. As required by this law, the RI Department of Education (RIDE) has established state standards that identify pre-employment requirements related to preparation required for all entry-level teacher assistants.

In addition to state legal requirements, in January 2002, federal legislation, the No Child Left Behind Act, was signed into law. This law establishes requirements for the qualifications of teacher assistants in certain roles.

- A Teacher Assistant is someone (no matter the job title) who provides instructional or other direct services related to the schools curriculum to students (and/or their parents/legal guardian) under the supervision and direction of the classroom teacher or other appropriately certified professional staff. This includes those who:
 - Provide one-on-one instructional reinforcement (referred to as tutoring in Title I programs) if such is scheduled at a time when a student would not otherwise receive instruction from a teacher,
 - Assist with classroom management, such as by organizing instructional materials,
 - Provide instructional assistance in a computer laboratory,
 - Provide instructional support in a library or media center,
 - Provide instructional assistance along with acting as a translator, or
 - Provide instructional support services under the direct supervision of a highly qualified teacher.
- Requirements to Become Employed as an Instructional Teacher Assistant NOTE: The RI Department of Education does not certify individual teacher assistants, but sets minimum qualifications that school districts must follow in hiring TAs. School districts may choose to have hiring requirements that are stricter than these minimum state qualifications.
 - Be of good character;
 - Have a high school diploma or general equivalency diploma;
 - Completion of a Teacher Assistant Pre-Employment Training Program approved by the RI Department of Education (RIDE). Three (3) exceptions to this particular qualification:
 - Those hired before January 1, 1999
 - Those with certification as a TA in another state,
 - Those with an associates degree or bachelors degree AND who have completed coursework or other training consistent with the

teacher assistant program standards. It is a district's decision whether coursework or other training is consistent with the teacher assistant program standards.

- Meet one (1) of the following requirements:
 - Successfully pass the ParaPro Assessment OR
 - Complete at least 2 years of study at an institution of higher education OR
 - Obtain an associates or higher degree.
- Applicants should always check with the district(s) where they want to apply to learn about their specific employment requirements. These are minimum requirements, and districts have the right to make their requirements more stringent.

○ Pre-Employment Training

All instructional and non-instructional TAs hired after 1/1/99 must complete a RIDE Approved TA Training Program (as well as meeting other qualifications) prior to employment. Following is a list of currently approved Teacher Assistant Pre-Employment Training Programs. Please contact each program for information on schedules, cost, and registration.

▪ ParaPro Assessment

One requirement for instructional teaching assistants hired after 2001 is to demonstrate, through a formal State or local academic assessment

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

- In RI, the assessment designated to meet this requirement is the ParaPro Assessment. The RI Board of Regents for Elementary and Secondary Education recognizes a score of 461 or better as passing the ParaPro Assessment.
- The ParaPro Assessment is developed and scored by Educational Testing Service. Their website contains information on the skills covered in the ParaPro, preparation materials, both free and available for purchase, and information on registration for the written version of the test. Information is also available on their site for people with disabilities that might need special accommodations. The ParaPro is available in two versions a written version and an internet-based version.

- ❖ Document, RIDE Standards for Teacher Assistants, RIDE standards and indicators identify the knowledge and skills that must be covered in a RIDE approved Teacher Assistant Training Program. Those who hold an associate's degree or higher and have completed coursework or other training that covers the knowledge and skills as listed in RIDE TA Standards may be exempt from taking the pre-employment training class.

○ Standards and Indicators for ALL Teacher Assistants:

- Standard 1. Teacher assistants demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.

- 1.1 exhibit an understanding of the differentiated staffing patterns that exist in the learning environment and the distinctions among the roles and responsibilities of professional and paraprofessional personnel.
- 1.2 demonstrate an understanding of school policies and procedures.
- 1.3 exhibit attributes of reliable attendance, promptness, and dependability.
- 1.4 use a cooperative approach.
- 1.5 respect confidentiality and other professional ethics.
- 1.6 exhibit sensitivity and understanding of individual and cultural differences.
- 1.7 provide an appropriate role model for children in areas of dress, language, and behavior.
- 1.8 use effective communication skills (spoken, written and non-verbal):
 - to plan with team members
 - to review student needs and concerns
 - to report student performance
- 1.9 select and use the appropriate channels for resolving concerns.
- 1.10 demonstrate a knowledge of the legal and human rights of children and youth and their families.
- 1.11 demonstrate an awareness of standards-based education reform in RI
- Standard 2. Teacher assistants support teachers by participating in instructional opportunities.
 - 2.1 use appropriate strategies and techniques developed by teachers and other professional staff to support individual students' needs.
 - 2.2 use age and developmentally appropriate instructional procedures and reinforcement techniques.
 - 2.3 assist the teacher in planning, modification, and implementation of curriculum, instruction, and assessment.
 - 2.4 gather and maintain data about the performance and behavior of individual students.
 - 2.5 demonstrate awareness of basic educational technology.
 - 2.6 demonstrate an understanding of and respect for cultural diversity.
 - 2.7 assist the teacher in providing instruction in reading, writing and mathematics or reading readiness, writing readiness, and mathematics readiness
- Standard 3. Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

- 3.1 follow discipline guidelines in accordance with school policy and legal requirements.
 - 3.2 implement positive behavioral supports.
 - 3.3 maintain and monitor compliance with classroom rules, procedures and behavior standards.
 - 3.4 serve as an appropriate behavior role model.
 - 3.5 motivate and assist students in acquiring interpersonal skills, increased self-esteem, and independence.
 - Standard 4. Teacher assistants exhibit knowledge of health, safety, and emergency procedures of the learning environment.
 - 4.1 demonstrate knowledge of universal health care precautions.
 - 4.2 demonstrate knowledge of lifting techniques.
 - 4.3 participate in sustaining a clean, healthy, and safe learning environment.
 - 4.4 recognize indicators of abuse (substance, physical, sexual, emotional) and demonstrate knowledge of Rhode Island reporting laws.
- ❖ Standards have also been written for the following teacher assistants:
- Who Support Students with Diverse Academic Needs
 - Assisting with Community-Based Instruction
 - Who Support Students with Behaviors that Interfere with Learning and/or Relationships
 - Working under the Supervision of a Classroom Teacher with Student with Speech/Language Impairments
 - Working with Students Who have English as a Second Language

South Carolina

- ❖ South Carolina does not have a policy that concerns the evaluation of paraeducators
- ❖ <http://ed.sc.gov/agency/stateboard/>
- ❖ <http://ed.sc.gov>
- ❖ Document, NonProfessional/Paraprofessional Personnel Positions, Qualifications and Duties, constitutional and statutory provision 43-209 indicates that Paraprofessional personnel positions are to be available for:
 - Each teacher of trainable, orthopedically, emotionally, or visually disabled pupils in a self-contained classroom model shall have a paraprofessional full time, provided that the class has a minimum membership of four pupils.
 - Each teacher of a kindergarten unit shall have a paraprofessional full time.
 - Paraprofessional Personnel Qualifications and Duties
 - Paraprofessionals helping with classroom instruction or programs shall meet the following requirements:
 - All instructional paraprofessionals must be at least 18 years of age.
 - All instructional paraprofessionals must have at least a high school diploma or state equivalency certificate.
 - Instructional paraprofessionals who work in a Title I school or a Title I targeted assistance program and who were hired after January 8, 2002, must either
 - hold a two-year associate's degree from an accredited institution, or
 - have completed two years (60 semester hours) of college coursework from an accredited institution, or
 - have passed a state-approved examination of content knowledge and pedagogy.
 - Instructional paraprofessionals who work in a Title I school or a Title I targeted assistance program and who were hired before January 8, 2002, must meet the requirements listed in C.1.c. by January 8, 2006.
 - All instructional paraprofessionals must work under the direct supervision of a certified teacher.
 - All instructional paraprofessionals must participate in preservice and inservice training programs for instructional paraprofessionals.
- ❖ Web document, Paraprofessionals, addresses only Title I requirements
 - Requirements for Paraprofessionals
 - According to the Title I of the Elementary and Secondary Education Act (ESEA), all instructional paraprofessionals in Title I schools or targeted assistance programs must complete at least one of the following three requirements:

- At least two years of study (60 semester hours) at an accredited institution of higher education; or
 - An associate's degree (or higher); or
 - An approved state or local academic assessment that measures the paraprofessional's knowledge of and ability to assist in instruction of the following subjects at the appropriate level:
 - reading, writing and mathematics; or
 - reading readiness, writing readiness, and mathematics readiness.
- To meet this assessment requirement, paraprofessionals may choose one of the following state approved tests:
- **ParaPro Assessment (ETS).** The minimum passing score on this test is 456.
 - **WorkKeys (ACT).**
 - **The following four areas are required:**
 - reading,
 - writing,
 - mathematics, and
 - an inventory survey.
 - **The minimum passing score on the required assessments are as follows:**
 - Applied Mathematics – 4
 - Reading for Information – 4
 - Writing or Business Writing – 3
 - Instructional Support Inventory - 3

South Dakota

- ❖ South Dakota does not have a policy that concerns the evaluation of paraeducators.
- ❖ www.doe.sd.gov/board/index.aspx
- ❖ www.doe.sd.gov/
- ❖ www.doe.sd.gov/Contact/index.aspx, 605-773-3134
- ❖ South Dakota adheres to the NCLB rules for paraprofessionals. Evaluations are determined at each of the individual school districts (Steve Fiechtner, Office of Learning and Instruction, South Dakota State Department of Education).
- ❖ Web document, Paraprofessional Certification, defines paraprofessionals as:
 - A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and not-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.
 - REQUIREMENTS
 - No Child Left Behind gives all paraprofessionals working in Title I programs until the end of the 2005-06 school year to meet the highly qualified requirement in one of three ways:
 - Earning an associate's degree or higher;
 - Earning a minimum of 48 college credits; or
 - Passing the designated Parapro state test.
 - Please note that this does not apply to paraprofessionals newly hired into Title I programs; such paraprofessionals must meet one of the qualification requirements before they are hired. Each fall, the department of education will automatically grant certificates to paraprofessionals who are currently working in a Title I programs if they have met the above-listed qualifications during the past year. If a paraprofessional is NOT working in a Title I program but has met the above-listed qualifications, or if the paraprofessional achieves the "qualified" status during the school year but after the PRF data collection has been completed in the fall, send the paraprofessional's name, Social Security Number, and proof of the qualification that has been met to [Pam Hoepfer](#) and a certificate will be granted to the paraprofessional.
 - PASSING SCORE
 - The South Dakota Department of Education has set 461 as the official passing score for the ParaPro exam that determines whether a paraprofessional meets the "qualified" requirements of No Child Left Behind.
 - South Dakota adopted the ParaPro test for paraprofessionals as its official state test. A standards-setting event was convened by the vendor, Educational Testing Service (ETS) on April 29, 2003, in Pierre, for the purpose of determining a recommended cut score for South Dakota. A panel of South Dakota paraprofessionals and supervising teachers participated in the process. ETS analyzed the judgments of the panel and recommended a cut score to state officials.

Tennessee

- ❖ Tennessee does not have a policy that concerns the evaluation of paraeducators
- ❖ www.tn.gov/sbe
- ❖ www.tn.gov/education/
- ❖ Stephen M. Smith, 645-741-1111
- ❖ Document, Local Options: Assessment of Paraprofessionals under NCLB, February, 2006, restates the expectations of NCLB.
 - Tennessee accepts all three options to become a Title I Highly Qualified personnel, therefore local assessment is also acceptable in Tennessee. The following is used to evaluate local academic assessments:
 - Reading knowledge
 - Ability to assist in reading instruction
 - Math knowledge
 - Ability to assist in math instruction
 - Writing knowledge, and
 - Ability to assist in writing instruction.
 - A rubric is part of this document to use on local assessments to ensure that they meet the criteria NCLB established for assessments.
 - An attachment to this document lists the skills, knowledge, and application standards for reading, math, and writing.

Texas

- ❖ Texas does not have a policy that concerns the evaluation of paraeducators
- ❖ www.tea.state.tx.us/index3.aspx?id=1156
- ❖ www.tea.state.tx.us
- ❖ Web document, Requirements for Highly Qualified Paraprofessionals, states the expectations of NCLB.
- ❖ Document, Determining “Highly Qualified” Status, Title I Paraprofessionals, is a form that allows the local agency to check the option used to become highly qualified as a Title I paraprofessional.
- ❖ Document, Guidance for the Implementation of Paraprofessional Requirements Under Title I, Part A, Division of NCLB Program Coordination, Texas Education Agency, July 1, 2008 presents a series of questions and answers to explain the NCLB requirements.

Utah

- ❖ Utah does not have a policy that concerns the evaluation of paraeducators, but has core competency guidance that could assist in the creation of competencies for supervisors.
- ❖ <http://www.schools.utah.gov/board>
- ❖ <http://www.schools.utah.gov/main>
- ❖ Document, Utah Paraeducator Handbook is large (76 pages) and written explicitly for paraeducators. Pages 5 – 50 cover the standards in depth, with only references and appendix to follow. These standards were created by the Utah Paraprofessional Consortium (20 people). The Consortium divided the standards into two sections, core and supporting knowledge and skill competencies. The Core competencies are common to all roles, based on NCLB, IDEA, and state approved Special Education standards. The supporting competencies describe additional knowledge and skills that might apply to all paraeducators, or may only apply to specific paraeducators roles.
 - STANDARD 1 - Support instructional opportunities: (Competencies required to meet NCLB criteria)
 - Core Competencies:
 - Have knowledge and proficiency¹ in
 - basic reading/reading readiness
 - basic math/math readiness
 - basic writing/writing readiness
 - Have knowledge of strategies, techniques, and delivery methods of instruction
 - Assist in delivering instruction according to supervisor's* lesson plans
 - Demonstrate the ability to record relevant information/data about learners
 - Organize material and be prepared to support learning and the instructional process
 - as determined by individual school districts
 - Supporting Competencies:
 - Demonstrate the ability to use assessment instruments specified by supervisor* to document and maintain data
 - Demonstrate the ability to use strategies to facilitate effective integration into various settings (e.g. libraries, computer labs, learning centers, playgrounds, community, and assorted modes of transportation)
 - Use basic educational technology
 - Use basic interventions to adapt to learner needs, learning styles, and ability
 - Assist in providing objective documentation for observations and functional assessments
 - STANDARD 2 - Demonstrate professionalism and ethical practices:
 - Core Competencies:

- Have knowledge of and adhere to the distinctions in the roles and responsibilities of teachers/ providers, paraprofessionals, administrators, families, and other team members
 - Carry out responsibilities in a manner consistent with all pertinent laws, regulations, policies and procedures
 - Supporting Competencies:
 - Respect confidentiality
 - Have a positive attitude and contribute to a positive work environment
 - Have reliable attendance, punctuality, and dependability
 - Exhibit sensitivity to cultural, individual differences and disabilities
 - Adhere to the civil, and human rights of children, youth and their families
 - Have knowledge of health, safety, and emergency procedures and learning opportunities
 - Pursue and participate in staff development
 - STANDARD 3 - Support a positive learning environment:
 - Core Competencies:
 - Use proactive management strategies to engage learners
 - Support the supervisor's* behavior management plan
 - Supporting Competencies:
 - Demonstrate knowledge of learner characteristics and factors that influence behavior
 - Assist in maintaining an environment conducive to the learning process
 - Assist in teaching children and youth social skills
 - Assist learners in using self control and self management strategies
 - Assist in monitoring learners and make appropriate decisions while coaching or tutoring in different settings
 - Assist in providing medical care and/or teaching self care needs
 - STANDARD 4 - Communicate effectively & participate in the team process:
 - Core Competencies:
 - Serve as a member of an instructional team
 - Use effective communication skills (written, verbal, nonverbal)
 - Supporting Competencies:
 - Provide relevant feedback and make recommendations regarding learner performance and programming to supervisor*
 - Participate in instructional team** meetings
 - Use appropriate channels for resolving concerns or conflicts
 - Participate in conferences with families or primary care givers when requested
 - Foster beneficial relationships between agency/school, families, children/youth, and community
- ❖ Document, R277-524 received final approval by the Utah state board of education on May 3, 2012 amending rules related to paraeducators programs, assignments, and qualifications.
- Defines the following terms used in NCLB:

- “Direct supervision of a licensed teacher” means:
 - the teacher prepares the lesson and plans the instruction support activities the paraprofessional carries out, and
 - the teacher evaluates the achievement of the students with whom the paraprofessional works; and
 - the paraprofessional works in close and frequent proximity with the teacher.
 - “paraeducator” means
 - an individual who works under the supervision of a teacher or other licensed/certificated professional who has identified responsibilities in the public school classroom.
 - Paraprofessionals may:
 - provide individual or small group assistance or tutoring to students under the direct supervision of a licensed teacher during times when students would not otherwise be receiving instruction from a teacher.
 - assist with classroom organization and management, such as organizing instructional or other materials;
 - provide assistance in computer laboratories;
 - conduct parental involvement activities;
 - provide support in library or media centers;
 - act as translators;
 - provide supervision for students in non-instructional settings.

Vermont

- ❖ Vermont does not have a policy that concerns the evaluation of paraeducators
- ❖ www.education.vermont.gov/new/html/mainboard.html
- ❖ Education.vermont.gov/new/html/maindept.html
- ❖ DOE-EdInfo@atate.vt.us, 802-828-5114
- ❖ Document, Highly Qualified Paraprofessional Requirements & Frequently Asked Questions, covers the NCLB regulations.
- ❖ Used phone number to check. Forwarded to policy and law department, then on to licensing department. Both confirmed that there are no certificate expectations, no standards, or any regulations concerning paraeducators as it is left to the discretion of the local agencies.

Virginia

- ❖ Virginia does not have a policy that concerns the evaluation of paraeducators, but has a guide for supervisory skills that could be used to create competencies for supervisors.
- ❖ www.doe.virginia.gov/boe
- ❖ www.doe.virginia.gov/index.shtml
- ❖ Document, Fast Fact, Paraprofessionals: Instructional Team Members, April, 2010 states, In Virginia, there are no state certification or licensing requirements for paraprofessionals. There is, however, a state requirement for local educational agencies (LEA) when employing paraprofessional, which requires all paraprofessionals to have a secondary school diploma or its recognized equivalent. This document continues with the additional requirements of NCLB, defining the difference between instructional assistants and non-instructional individuals, but restating that all assistants (instruction or non-instructional) must meet the state's requirement of a diploma.
- ❖ Web document, Highly Qualified Paraprofessionals, establishes the ParaPro assessment to meet the 3rd option, outlined by NCLB, to become highly qualified. If a local assessment is used, that paraprofessional is then considered highly qualified only in that district, and is not recognized in the state as such. A score of 455 is necessary to earn this highly qualified status within the state of Virginia.
- ❖ Document, State Qualifying Score for the ParaPro Assessment....., April 4, 2003, states what is on the web document reviewed above.
- ❖ Document, The Virginia Paraprofessional Guide to Supervision and Collaboration with Paraprofessionals: A Partnership, June, 2005, clearly states in the introduction that the intent of this document is to guide and assist with the building of supportive teams. It was completed in compliance with NCLB expectations concerning training for and supervision of paraprofessionals. Topics in the manual are supported by literature search, stakeholders' discussion, and 1999 surveyed data from Virginia.
 - Section 1 – The Paraprofessional and Supervision, recognizes the need for teachers to redefine their role to include supervision, and establishes that teachers may have many roles that are similar to this role (mentoring, coaching, instructional modeling). Supervision is defined as a personal process that is an on-going and proactive. The result of supervision is change, so the personalized nature will evolve, making supervision an ever changing process. An educator-supervisor of a paraprofessional is expected to:
 - Orient the paraprofessional to the school;
 - Train the paraprofessional to use instructional and management approaches;
 - Schedule and plan the assignments for the paraprofessional's day;
 - Communicate regularly with the paraprofessional;
 - Delegate tasks and direct their implementation;
 - Provide skill development opportunities, and
 - Provide feedback of the paraprofessional's job performance.
 - Section 2 – Team Building: Working with a Paraprofessional begins with the orientation process, listing the topics to cover at this time (p. 10 – 13). How to

establish mutual goals, believe in the benefits of working as a team, and identifying roles backs up to processes prior to orientation. Teachers are encouraged to be a part of the interview process with guidance concerning the practice of interviewing the paraprofessional. Both expectations for the paraeducators and the role need to be established from the beginning (p. 16 – 19). Roles of the teacher in contrast to the paraprofessional are illustrated and a form from Pickett, 1997, is given to assist with role definition. Recognizing work styles also uses one of Pickett's resources (p. 20 – 21). How to encourage collaboration by using the paraprofessional's skills and interests affects the collaborative process. While it is the teacher's role to plan academic instruction for students the paraprofessional may respond best to co-planning, separate instructional roles (direct/supplementary), clerical/organizational, or a combination of. Creating a schedule is necessary for these defined roles to occur.

- Section 3 – Communication, Observation, and Feedback presents communication from a collaborative point of view whereas listening and communicating strategies are needed. Some format to enhance ongoing communication is needed (logs, progress data sheets, and face to face meetings. Weekly, bi-monthly, or monthly meets are necessary, with agendas to guide the process. Directives are given in how one provides collaborative feedback and its importance in improving job performance (p. 31 – 33). Forms are given to encourage the feedback process to constructive build the skill of the paraprofessional Evaluation is presented as a local agencies responsibility where teachers may or may not be involved.
- Section 4 – Solving Performance and Interpersonal Problems draws from the collaborative material that teaches how to handle conflict and contains forms to enhance this.
- Section 5 – Related Services Paraprofessionals covers those non-instructional roles paraprofessionals fulfill:
 - Health Aides,
 - Speech-Language Pathology Assistants, and
 - Occupational and Physical Therapy Assistants.
- Section 6 – Framework for Professional Development is a framework to assist supervisor-educator paraprofessional teams to identify the knowledge and skill base needed to build a strong partnership. This framework might be used in several ways:
 - comprehensive professional development program for paraprofessionals that includes a multi-step process from personnel selection to accountability;
 - A supervision and feedback tool that may be used formally or informally to provide constructive feedback and encouragement regarding job performance and new knowledge to increase the competency level;
 - An orientation tool that identifies key knowledge and skills needed by the paraprofessional, or
 - A skills and knowledge inventory for paraprofessionals to identify professional development needs.

A list of standards follows organized under several areas for competency:

- Philosophical, historical, and legal foundations of special education
 - K1: Knowledge of purposes of programs for individuals with exceptionalities
 - K2: Knowledge of beliefs, traditions, and values across cultures and their effect on the relationships among children, families, and schooling
 - K3: Knowledge of rights and responsibilities of parents and children/youth as they relate to individual learning needs
 - K4: Knowledge of the distinctions between roles and responsibilities of professionals, paraeducators, and support personnel.
 - S1: Perform responsibilities under the supervision of a certified/licensed professional in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.
- Characteristics of Learners
 - K1: Knowledge of impact of differential characteristics of individuals with exceptionalities on the individual's life and family in the home, school, and community
 - K2: Knowledge of indicators of abuse and neglect that put students at risk
 - S1: (None in addition to the required knowledge and skills for all beginning special education teachers.)
- Assessment, Diagnosis, and Evaluation
 - K1: Knowledge of the rationale for assessment.
 - S1: Demonstrate basic data collection techniques.
 - S2: With direction from a professional, make and document objective observations appropriate to the individual with exceptional learning needs.
- Instructional Content and Practice
 - K1: Knowledge of demands of various learning environment on individuals with exceptional learning needs
 - K2: Knowledge of basic instructional and remedial methods, techniques, and materials
 - K3: Knowledge of basic technologies appropriate to individuals with exceptional learning needs
 - S1: Establish and maintain rapport with learners
 - S2: Use developmentally and age-appropriate strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives
 - S3: Assist in adapting instructional strategies and materials according to the needs of the learner
 - S4: Follow written plans, seeking clarification as needed

- Supporting the Teaching and Learning Environment
 - K1: (None in addition to the required knowledge and skills for all beginning special education teachers.)
 - S1: Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures
 - S2: Use basic strategies and techniques for facilitating the integration of individuals with exceptional learning needs in various settings
 - S3: As directed by a certified/licensed professional, prepare and organize materials to support teaching and learning
 - S4: Use strategies that promote the learner's independence
- Managing Student Behavior and Social Interaction skills
 - K1: Knowledge of rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs
 - S1: Demonstrate effective strategies for the management of behaviors
 - S2: Use appropriate strategies and techniques to increase the individual's self-esteem, self-awareness, self-control, self-reliance, and self-advocacy
 - S3: Assist in modifying the learning environment to manage behavior
 - S4: Collect and provide objective, accurate information to professionals, as appropriate
 - S5: Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills
- Communication and Collaborative Partnerships
 - K1: Knowledge of characteristics of effective communication with children, youth, families, and school and community personnel
 - K2: Knowledge of common concerns of parents of individuals with exceptionalities
 - K3: Knowledge of roles of individuals with exceptionalities, parents, teachers, paraeducators, and other school and community personnel in planning an individualized program
 - K4: Knowledge of ethical practices for confidential communication about individuals with exceptionalities
 - S1: Under the direction of a certified/licensed professional, use constructive strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments
 - S2: Follow the instructions of the professional
 - S3: Foster respectful and beneficial relationships between families and other school and community personnel
 - S4: Participate as requested in conferences with families or primary caregivers as members of the educational team

- S5: Use appropriate basic educational terminology regarding students, programs, roles, and instructional activities
- S6: Demonstrate sensitivity to diversity in cultural heritages, lifestyles, and value systems among children, youth, and families
- S7: Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques, and analyze one's own personal strengths and preferences
- Professional and Ethical Practices
 - K1: Knowledge of personal cultural biases and differences that affect one's ability to work effectively with children, youth, families, and other team members
 - K2: Knowledge of the paraeducator as a role model for individuals with exceptional learning needs
 - S1: Demonstrate commitment to assisting learners in achieving their highest potential
 - S2: Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities the ability to separate personal issues from one's responsibilities as a paraeducators
 - S3: Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraeducators
 - S4: Demonstrate respect for the culture, religion, gender, and sexual orientation of individual students
 - S5: Promote and maintain a high level of competence and integrity
 - S6: Exercise objective and prudent judgment
 - S7: Demonstrate proficiency in academic skills including oral and written communication
 - S8: Engage in activities that promote paraeducators' knowledge and skill development
 - S9: Engage in self-assessment activities
 - S10: Accept and use constructive feedback
 - S11: Practice within the context of the CEC Code of Ethics and other written standards and policies of the school or agency where they are employed

Washington

- ❖ Washington does not have a policy that concerns the evaluation of paraeducators, but has a policy in compliance with NCLB that could easily apply to all and could assist with evaluation processes.
- ❖ www.sbe.wa.gov
- ❖ www.k12.wa.us
- ❖ Document, Washington State Paraeducator Guidelines, Title I Requirements of No Child Left Behind (NCLB) Act of 2001, begins by reviewing NCLB requirements (p. 1-2) and the offers Washington's interpreting of NCLB (p. 3) by defining paraprofessionals and the roles of both teachers and paraeducators. The pre-established core competencies for paraeducators do not comply with NCLB expectations, therefore this document is intended as a replacement.
 - Washington accepts all three options for becoming a highly qualified paraeducators outlined by NCLB but the formal assessment option must be based upon these replacement knowledge and skill requirements. A chart illustrates clearly the steps needed to be considered highly qualified regardless of the chosen option followed by several pages that explain in depth the steps necessary (p. 7 – 37). If the chosen option is a formal assessment then these 4 assessments can be chosen from
 - ParaPro Assessment,
 - Paraeducator Portfolio Assessment,
 - School District Paraeducator Assessment, or
 - Paraeducator Apprenticeship Program
 - The set of knowledge and skill requirements are the commonality for these four formal assessment options.
 - Washington Paraeducator Knowledge and Skill Requirements for Reading and Assisting with Instruction in Reading
 - Knowledge of Reading - The ability to understand and apply reading skills to interpret and analyze a wide range of text; including information, literary, and graphic text.
 - Assist with Instruction - Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in reading readiness and reading:
 - The elements of specific instructional techniques to support:
 - Reading Readiness (developmentally appropriate, prerequisite skills) includes:
 - Oral language development – vocabulary, syntax, listening, comprehension, discourse/conversation
 - Phonological awareness

- Alphabetic principle
 - Print awareness and concepts
 - Book knowledge and appreciation
- Reading includes:
 - Phonemic awareness instruction (EALR 1)
 - Building fluency to aid comprehension (EALR 1)
 - Vocabulary building strategies (EALR 1)
 - Know how to use text features/components in various kinds of text to aid comprehension (EALR 2)
 - Understanding organizational structures of text and how to use that knowledge to find information in a text and organize it (EALR 2)
 - Text comprehension instruction (EALR 2)
 - Research-based comprehension strategies (EALR 2)
 - Literacy elements and story structure (EALR 2)
 - How to assist students in reading different materials for a variety of purposes (EALR 3)
 - How to assess strengths and needs for improvement (EALR 4)
- Washington Paraeducator Knowledge and Skill Requirements for Writing and Assisting with Instruction in Writing
 - Knowledge of Writing - The ability to understand the components and processes of writing and apply them as working knowledge to develop a topic or theme in a variety of forms for different audiences and purposes, using:
 - Knowledge of the writing process, i.e., prewriting, drafting, revision, and editing
 - Knowledge of the components of good writing, i.e., idea development, organization, voice, a variety of sentence structures and lengths, and word choice
 - Knowledge of conventions
 - Understand that writing changes for different audiences and purposes
 - Individual and group editing techniques
 - Assist with Instruction - Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in writing readiness and writing:

- The elements of specific instructional techniques to support:
 - Writing Readiness (developmentally appropriate, prerequisite skills) includes:
 - Purpose of writing: What print is used for?
 - Composing: How to put ideas into print; using play, scribbles, pictures, dictation, and print to express ideas.
 - Structure: How letters, words, and text are organized; letter shapes, names, organizing pictures and scribbles, and print on paper.
 - Sound letter links: How to link sounds to letters.
 - Writing includes:
 - How to use appropriate conventions, i.e., spelling, punctuation, capitalization, usage, paragraphing, and complete sentences (EALR 1)
 - How to assist students to develop and focus and organize their ideas, make effective word choices, and vary sentence structures (EALR 1)
 - How to write for different audiences and purposes, choosing appropriate forms and voice (EALR 2)
 - □How to use the steps of the writing process effectively (EALR 3)
 - How to assist students to analyze and evaluate their own written work as well as the works of others (EALR 4)
- Washington Paraeducator Knowledge and Skill Requirements for Mathematics and Assisting with Instruction in Mathematics
 - Knowledge of Mathematics - The ability to understand mathematical concepts and apply them as working knowledge to abstract and real-life situations in the areas of:
 - Number Sense
 - Measurement
 - Geometry
 - Data Analysis, Probability, and Statistics
 - Algebra
 - Assist with Instruction - Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington’s Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in mathematics readiness and mathematics:

- Mathematics Readiness (developmentally appropriate, prerequisite skills) include:
 - Number and operations: writing and ordering, grouping and place values, composing and decomposing adding to/taking away equal (fairness)
 - Geometry: Shapes, transformations and symmetry (slides, flips, turns), visualizations and spatial reasoning (size, position), locations, directions
 - Measurement : Attributes, units techniques and tools
 - Algebraic thinking (patters and descriptions), data analysis (describing information using visual representations such as charts and graphs), predictions
 - Number Sense – number and numeration, computation and estimation (EALR 1)
 - Geometric Sense – properties and relationships and locations and transformations (EALR 1)
 - Probability and Statistics – probability, statistics, and prediction and inference. (EALR 1)
 - Algebraic Sense – patterns, representations, and operations (EALR 1)
 - Measurement – attributes and dimensions, approximation and precisions, and systems and tools. (EALR 1)
 - □Problem Solving - investigate situations; formulate questions and define the problem, construct solutions (EALR 2)
 - Mathematical Reasoning – analyze information from a variety of sources; predict results, and make conjectures; draw conclusions and verify results. (EALR 3)
 - Communication (related to mathematics) - gather information; organize and interpret information; represent and share information (EALR 4)
 - □Connections – understand how mathematical ideas connect within mathematics, to other subject areas, and to real- life situations (EALR 5)
 - Forms are available to assist with the evidence of mastery for all possible paths to be considered highly qualified.
- ❖ Web document available within the special education section lists these extra competencies:

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

West Virginia

- ❖ West Virginia does not have a policy that concerns the evaluation of paraeducator.
- ❖ wvde.state.wv.us/boe
- ❖ wvde.state.wv.us/
- ❖ Laura Kiser, Paraprofessional Certification, lliser@access.k12.wv.us, 1-304-558-7010
- ❖ Document, Title 126, Legislative Rule, Board of Education, Series 136, Minimum requirements for the licensure of professional/paraprofessional personnel
 - Paraprofessional Certificate. – The Paraprofessional Certificate may be issued to an individual who meets prescribed academic or equivalent standards and/or experience to work in a support capacity to assist in the facilitation of instruction and supervision of pupils while under the direction of a professional educator. An educator who holds a valid Professional Certificate and is employed as a paraprofessional does not need to hold a Paraprofessional Certificate.
 - Paraprofessionals (includes persons classified as Aide I, II, III, IV, and paraprofessional). – The NCLB requires all paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) providing instructional support in a program or school receiving Title I funds to be qualified by the end of the 2005-2006 school year.
 - Salary Classifications. – The Aide I, II, III, IV and Paraprofessional classification identified in W. Va. Code §18A-4-8 are included in the NCLB definition of paraprofessional. Consequently, all Aides I, II, III, IV and Paraprofessionals in West Virginia working in a program or school receiving Title I funds must meet the definition of qualified paraprofessional found in NCLB.
 - Title I Program or School. – All Aides I, II, III, IV and paraprofessionals working in a Title I schoolwide program must be qualified, as defined in the NCLB, by the end of the 2005-2006 school year, regardless of the funding source for his/her position. All Aides I, II, III, IV and paraprofessionals, whose positions are funded by Title I funds, working in a Title I targeted assistance school must meet the definition of qualified paraprofessional found in NCLB.
 - Qualified Paraprofessional (includes persons classified as Aide I, II, III, and IV). - Criteria for being considered a qualified paraprofessional, as defined in the NCLB, require the completion of at least one of the following:
 - College Coursework. – The applicant must have completed at least two years (48 semester hours) of study at an accredited institution of higher education, as defined in §126-136-4.5; OR
 - College Degree. – The applicant must have obtained an associate degree or higher from an accredited institution of higher education, as defined in §126-136-4.5; OR
 - WVBE Program. – The applicant must have completed the 36 semester hour program as identified in §126-136-12.1.3 and passed the current state competency exam for classroom aides developed pursuant to W. Va. Code §18A-4-8e; OR

- Basic Skills. – The applicant must have completed at least nine semester hours of college/university credit or its equivalent in reading, writing and mathematical computations. Three semester hours of coursework can be credited by passing the respective Pre-Professional Skills Tests, hereinafter PPST, in reading, writing and mathematics or meeting one of the exceptions identified in §126-136-10.1.2.c.F. A valid Apprenticeship for Child Development Specialist certificate issued by the US Department of Labor for those who entered the program during/after Fall 2002 satisfies the reading requirement. Equivalent training may be obtained from in-service programs or adult technical education programs delivered/approved by county school systems or RESAs, or WVDE provided the equivalent training for the Paraprofessional License reflects the distribution of requirements specified in §126-136-12.1.3. Fifteen clock hours of in-service or adult technical education equals one semester hour of college/university credit; AND
- General Studies. – The applicant must have completed at least six semester hours of college/university credit or its equivalent from the humanities, fine arts, and/or physical, biological or social sciences. A valid Apprenticeship for Child Development Specialist certificate issued by the US Department of Labor for those who entered the program during/after Fall 2002 satisfies all six semester hours of course requirements; AND
- Computer Literacy. – The applicant must have completed at least three semester hours of college/university credit or its equivalent in computer literacy; AND
- Special Education. – The applicant must have completed at least three semester hours of college/university credit or its equivalent in special education. Documentation of a minimum of two years of successful experience which included special needs children and a minimum of ten clock hours of in-service training directly related to special education may be substituted for the college/university credit provided that such experience is acquired in the public education classroom setting while the applicant is under direct supervision of a licensed public educator; AND
- Classroom Management. – The applicant must have completed at least three semester hours of college/university credit or its equivalent in classroom management acquired in the public classroom setting. Documentation of a minimum of two years of experience in

the successful use of classroom management skills may be substituted for college/university credit provided that such experience is acquired in the public education classroom setting while the applicant is under direct supervision of a licensed public educator; or hold a valid Apprenticeship for Child Development Specialist certificate issued by the US Department of Labor for those who entered the program during/after Fall 2002; AND

- Human Growth and Development. – The applicant must have completed at least three semester hours of college/university credit or its equivalent in human growth and development or psychology, or hold a valid Apprenticeship for Child Development Specialist certificate issued by the US Department of Labor for those who entered the program during/after Fall 2002; AND
 - Electives. – The applicant must have completed nine semester hours of electives related to public instruction or its equivalent. A valid Apprenticeship for Child Development Specialist certificate issued by the US Department of Labor for those who entered the program during/after Fall 2002 satisfies one elective course requirement; AND
 - Academic Assessment. – The applicant must have met a rigorous standard of quality and demonstrate, through a formal state approved academic assessment which includes a measurement of: 1) knowledge of, and the ability to assist in instructing, reading, writing and mathematics; and 2) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. Paraprofessionals must meet WVBE requirements for the Paraprofessional Certificate. Paraprofessionals who have taken and passed the current state competency exam for aides developed pursuant to W. Va. Code §18A-4-8e have satisfied this requirement; OR
 - Recommendation of the Superintendent. – Receive the recommendation of the county superintendent.
- 12.2. Licenses for Paraprofessional Educators – Educational Interpreter.
 - 12.2.1. Initial Paraprofessional Certificate-Educational Interpreter.
 - General Criteria.- Beginning school year 2008-09 an Initial Paraprofessional Certificate-Educational Interpreter may be issued to a person meeting the requirements specified in §126-136-12.1.1 and §126-136-12.1.3. or equivalent. A passing score on the Educational Interpreter Performance Assessment-Written Test (EIPA-WT) satisfies the general conditions for issuance for the following;

- One semester hour of reading; AND
 - Three semester hours each of special education, human growth and development or psychology and social studies; AND
 - Nine semester hours of electives.
 - Specific Conditions of Issuance. – The applicant for the Initial Paraprofessional Certificate-Educational Interpreter must submit evidence of satisfying the following criteria:
 - A minimum score of 3.0 on the Educational Interpreter Proficiency Assessment (EIPA); OR
 - Valid National Association of the Deaf (NAD) Certification-Level III or higher; OR
 - Valid Registry of Interpreters for the Deaf (RID) Certification; OR
 - Valid National Interpreter Certification (NIC). – The NIC test/certification will be available 2008.
- 12.2.2. Renewal of the Initial Paraprofessional Certificate-Educational Interpreter. – The applicant for licensure must provide evidence of satisfying the following criteria:
 - Professional Development Activities. – Complete a minimum of 15 clock hours of WVDE approved professional development activities.
 - Recommendation of the Superintendent. – Receive the recommendation of the county superintendent.
- 12.2.3. Permanent Paraprofessional Certificate-Educational Interpreter.
 - General Criteria. – Beginning school year 2010-11, a Permanent Paraprofessional Certificate - Educational Interpreter may be issued to an applicant meeting the requirements specified in §126-136-12.1.1 and §126-136-12.1.2.
 - Validity Period. – The Permanent Paraprofessional Certificate-Educational Interpreter shall continue to be valid unless surrendered, suspended or revoked.
 - Specific Conditions for Issuance. – The applicant for the Permanent Paraprofessional Certificate-Educational Interpreter must submit evidence of satisfying the following criteria:
 - A minimum score of 3.5 on the Educational Interpreter Proficiency Assessment
 - Three semester hours each of special education, human growth and development or psychology and social studies; AND
 - Nine semester hours of electives.

- Specific Conditions of Issuance. – The applicant for the Initial Paraprofessional Certificate-Educational Interpreter must submit evidence of satisfying the following criteria:
 - A minimum score of 3.0 on the Educational Interpreter Proficiency Assessment (EIPA); OR
 - Valid National Association of the Deaf (NAD) Certification-Level III or higher; OR
 - Valid Registry of Interpreters for the Deaf (RID) Certification; OR
 - Valid National Interpreter Certification (NIC). – The NIC test/certification will be available 2008.
- 12.2.2. Renewal of the Initial Paraprofessional Certificate-Educational Interpreter. – The applicant for licensure must provide evidence of satisfying the following criteria:
 - Professional Development Activities. – Complete a minimum of 15 clock hours of WVDE approved professional development activities.
 - Recommendation of the Superintendent. – Receive the recommendation of the county superintendent.
- 12.2.3. Permanent Paraprofessional Certificate-Educational Interpreter.
 - General Criteria. – Beginning school year 2010-11, a Permanent Paraprofessional Certificate - Educational Interpreter may be issued to an applicant meeting the requirements specified in §126-136-12.1.1 and §126-136-12.1.2.
 - Validity Period. – The Permanent Paraprofessional Certificate-Educational Interpreter shall continue to be valid unless surrendered, suspended or revoked.
 - Specific Conditions for Issuance. – The applicant for the Permanent Paraprofessional Certificate-Educational Interpreter must submit evidence of satisfying the following criteria:
 - A. A minimum score of 3.5 on the Educational Interpreter Proficiency Assessment



Wisconsin

- Wisconsin does not have a policy that concerns the evaluation of paraeducators,
- ❖ www.wisconsin.gov/state/core/education.html
- ❖ <http://dpi.wi.gov>
- ❖ Web document, FAQ, Teacher Aides and Assistants, states there is no license for regular education classroom aides or paraprofessionals, but a license is required for special education aides. The employing school district must request a license for the special education aide.
- ❖ Web document, Information Update Bulletin 10.05, begins with a definition
 - “aides” - school employee who works under the direct supervision of a licensed teacher in a district or school whose responsibilities include, but are not limited to, supporting the lesson plan of the licensed teacher, providing technical assistance to the teacher, helping with classroom control or management, and other duties as assigned.
 - Special education aides must have a license which is obtained by filling out the license application from the state.
 - Aides in Title I buildings must qualify to do so by NCLB requirements.
- ❖ Web document, Wisconsin Special Education Paraprofessionals restates ESEA and NCLB requirements.
- ❖ Application requires several pages of questions to be address, but they are legal in nature rather than standards that apply to education.

Wyoming

- ❖ Wyoming does not have a policy that concerns the evaluation of paraeducators.
 - Wyoming does not have a policy that concerns the evaluation of paraeducators.
 - edu.wyoming.gov/stateboardofeducation.aspx
- ❖ edu.wyoming.gov
- ❖ Document, Reference Guide: Highly Qualified Providers of Special Education, November, 2009, restate NCLB expectations without any state adaptations.

Appendix C

Certification Review

Appendix C - Certification Review

State	Certification	Qualification Levels	Compliance Requirement	Compliance Options	Length	Renewal Requirements
CT	Regulations Section 10-145d-401	Only those not directly supervised in the delivery of instructional services	The following courses are offered: Introduction to paraeducator, learner strategies to assist specific students, and an on-site classroom internship	State has partnered with Charter Oak State College to offer an on-line certificate program		
DE	A Paraeducator Permit system developed by the Professional Standards Board	Service paraeducator	*All must have a high school diploma & 15 clock hours of professional development	College credit, planned school professional development, professional conference, and/or school, district, or state-sponsored committee participation	5 years	15 clock hours of continued professional development
		Title I and instructional	Compliant with NCLB			
GA	A licensure system, issued by the Professional Standards Commission	non-instructional	*High school diploma & 30 clock hours of professional development with 10 hours occurring during 1 st 30		5 years	*6 semester hours of college course work, or *10 credits of Georgia Professional Learning

			days			Units, or *10 credits of Continuing Education Units, or *10 credits based on U.S.D.O.E. Teacher- To-Teacher Workshops , or *worked for 1 year in another state with a valid certificate
		instructional	Compliant with NCLB			
IL	Policy, Section 5, Sec. 21 – 28 states that the State Teacher Certification Board must certify all hired after 2002	Paraeducator I	30 credits of semester hours of approved study		5 years	
		Paraeducator II	60 hours of semester hours of approved study			
		Paraeducator III	90 hours of semester hours of approved study			
		Paraeducator IV	Bachelor's degree			
IA	Strongly Recommended Voluntary Certification System from the Iowa Department of Education	Level I Generalist PK-12	Specific Institutions offer programs that have been approved by the State Board of Education for	Recognized area education agency, local education agency, community college, or institution of higher	5 years	Completion of coursework totaling 3 units in any combination of the following: *1 unit towards a
		Level II				
		*Early Childhood PK-3				
		*Special Needs PK- 12				

		<p>*English as a Second Language PK-12</p> <p>*Career and Transition Programs: Grades 5-12</p> <p>*School Library Media PK-12</p> <p>*Advanced PK-12</p>	<p>each of the listed categories. Upon completion of a program, the institution recommends the certificate from the state using provided forms.</p>	<p>education approved by the state board of education whose program adheres to standards established by the board of educational examiners.</p>		<p>new level, *1 unit towards improving reading, writing, or mathematic , *1 unit that supports a building or district's career development plan, and/or *1 unit of college credit. + completion of an approved child & dependent adult abuse-training course.</p>
LA		Title I Para.	<p>One of the following: *PRAXIS Para Pro Test, score of 450, *48 credit hours, *earn a technical diploma, *associate degree, and/or *baccalaureate degree.</p>			

ME	Authorization of Educational Technicians document	Level I	High School Diploma		5 years	3 credits of approved study
		Level II	60 credits of approved study in an educationally related field, or 2 yrs. prior employment in position			
		Level III	90 credits of approved study in an educational related field, or 3 yrs. of prior employment in position			
MN	Minnesota Statutes, 120B.363 requires the board of teaching to adopt statewide credentials & qualitative criteria for approving local assessments, therefore credential is voluntary at this time	Not involved with Title I	Meet state approved local assessment & training within the 1 st 60 days of employment in set topics			
		Title I	NCLB expectations + show competencies through portfolio			
NH	Changed from a voluntary certification to a two category system after NCLB	Para. 1	High School Diploma & local agencies indication of met competencies	Workshops, conferences, seminars, symposia, in-service training, college course(s),	3 yrs.	50 continuing education units (or clock hours) during 1 st 3 yrs. of

				research, professional reading, writing professional articles, travel, curriculum/p rogram development, or observation		employ- ment
		Para. 2	Meet NCLB requirements through completion of portfolio assessment form			50 continuing education units (or clock hours)
NM	NMAC 6.63.9.7 & 6.63.9.8	Level I Educational Assistant	High School Diploma, 18 yrs. of age, & certification by a superintende nt verifying satisfactory completion of orientation pertinent to assignment		1 year	
		Level II Educational Assistant	Meet requirements of Level I + certification by a superintende nt of satisfactory demonstratio n of local agency competencies			
		Level III Paraprofessi onal	Meet NCLB requirements			
NY	Subpart 50- 5.6, Supplementar y School Personnel	Temporary License	H. S. Diploma & completed application to commiss- ioner		Valid 1 year	
		Continuing	6 semester			

		certification	hours of appropriate collegiate study in related to school service		years	
		Level I	Pass state assessment of teaching assistant skills		3 years, renewed once	
		Level II	Completed 6 semester hours towards degree, pass state assessment, & 1 year experience as Level I		3 years, no renew	
		Level III	Completed 18 semester hours toward degree, pass state assessment, & 1 year experience as Level I or II		Continuously valid	If meeting professional development requirement
N.D.	Administrative Rule 67-11-14 specifies a Certificate of Completion for both Title I and Special Education paraeducators		NCLB expectations plus completion of 20 contact hours of in-service training conducted within 1 calendar year with specific topics listed.			
OH	OAC 3301-25-01 to 25-	Entry Level one-year	Superintendent request		1 year	

	08	Permit	and recommendation provided applicant is deemed to be of good moral character, has a high school diploma, evidence of appropriate skills, and would benefit from professional development			
		One-year Renewal Permit	Maintained expectations of initial, plus has attended professional development.		1-year	
		4-year Permit	Same as one-year renewal		4-years	
		ESEA Qualified + existing permit	Compliant with NCLB expectations			
TX	Title 19, Part 7, Chapter 230, Subchapter S, Rule § 551 - 559	Educational Aide I	*high school diploma *experience working with children, superintendent approved			
		Educational Aide II	same as I, + 1 of the these: *2 years experience as Aide I, *15 semester			

			credit hours of college credit with detailed emphasis, *proficiency in a specialized skill area as determined by district			
		Educational Aide III	Same as I, plus one of the following: *3 years experience as Aide I or II, *completion of 30 semester credit hours of college credit with detailed emphasis			
WV	Board of Education, Services 136	Paraprofessional	NCLB requirements of 36 semester hours but course of study is specified		Continuously valid	

Appendix D

Standard Expectations Comparison - Paraeducators/Supervisors

Appendix D - Standard Expectations Comparison - Paraeducators/Supervisors

State	Standards for Paraeducators	Standards for Teacher/Provider Supervisory Competencies
Connecticut	Assist teachers/providers with building and maintaining effective instructional teams.	To serve as leaders of program implementation teams and to supervise paraeducators.
	Assist teachers/providers with maintaining learner-centered, supportive environments.	To ensure the paraeducators contribute to learner-centered, supportive environments.
	Support teachers/providers with planning and organizing learning experiences.	To appropriately involve paraeducators in assisting with planning and organizing learning experiences.
	Assist teachers/providers with engaging children and youth in learning.	To appropriately involve paraeducators in learning experiences.
	Assist teacher/providers with assessing learner needs and progress and achievements	To appropriately involve paraeducators in assessing the strengths and learning needs of children and youth.
	Meet standards of professional and ethical conduct.	To ensure that professional and ethical standards connected with the supervision of paraeducators are met.

State	Standards for Paraeducators	Standards for Teacher/Provider Supervisory Competencies
North Dakota	*Group Management	Interviewing Skills
	*Confidentiality *Planning and Preparation of Activities *Use of Instructional Strategies *Use of Instructional Materials *Group Management	Mentoring
	*Confidentiality *Planning and Preparation of Activities *Use of Instructional Strategies *Use of Instructional Materials *Group Management	Communication
	*Planning and Preparation of Activities *Use of Instructional Strategies *Group Management	Problem Solving
	*Use of Instructional Activities *Group Management	Motivation Skills
	*Planning and Preparation of Activities *Use of Instructional Strategies	Coordinating Skills
	*Planning and Preparation of Activities *Use of Instructional Strategies *Use of Instructional Materials *Group Management	Delegating Skills
	*Confidentiality *Planning and Preparation of Activities *Use of Instructional Strategies *Use of Instructional Materials *Group Management	Feedback and Evaluation Skills
	*Confidentiality *Planning and Preparation of Activities *Use of Instructional Strategies *Use of Instructional Materials *Group Management	Learning and Professional Development Skills

State	Standards for Paraeducators	Standards for Teacher/Provider Supervisory Competencies
Virginia	<ul style="list-style-type: none"> *Philosophical, historical, and legal foundations of Special Education *Characteristics of Learners 	Orient the paraprofessional to the school.
	<ul style="list-style-type: none"> *Characteristics of Learners *Assessment, Diagnosis, and Evaluation *Instructional Content and Practice *Managing Student Behavior and Social Interaction Skills *Professionalism and Ethical Practices 	Train the paraprofessional to use instructional and management approaches.
	<ul style="list-style-type: none"> *Supporting the Teacher and Learning Environment 	Schedule and plan the assignments for the paraprofessional's day.
	<ul style="list-style-type: none"> *Communication and Collaborative Partnership 	Communicate regularly with the paraprofessional.
	<ul style="list-style-type: none"> *Instructional Content and Practice *Managing Student Behavior and Social Interaction Skills 	Delegate tasks and direct their implementation.
	<ul style="list-style-type: none"> *Assessment, Diagnosis, and Evaluation *Instructional Content and Practice *Managing Student Behavior and Social Interaction Skills 	Provide skill development opportunities.
	<ul style="list-style-type: none"> *Characteristics of Learners *Assessment, Diagnosis, and Evaluation *Instructional Content and Practice *Managing Student Behavior and Social Interaction Skills *Professionalism and Ethical Practices 	Provide feedback of the paraprofessional's job performance.