K-12 Education Paraeducator Development

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I.   EXECUTIVE SUMMARY

Introduction

During the 2014 legislative session the Professional Educator Standards Board (PESB) via Substitute Senate Bill 6129 (SSB6129) was directed to convene a work group tasked with recommending:

> *1) Specific minimum employment standards for paraeducators who work in programs that assist in English language learners programs, transitional bilingual instructional programs, federal limited English proficiency programs, the learning assistance program, Title I, Special Education and Basic Education Programs*
>
> *2) Professional development and education opportunities that support these standards,*
>
> *3) A paraeducator career ladder that encourages paraeducators to pursue advanced education, professional development and increased instructional responsibility,*
>
> *4) An articulated pathway for teacher preparation and certification, and*
>
> *5) Professional development for certificated employees that focuses on maximizing the use of paraeducators in the classroom.*
>
> *6) State Board of Community and Technical Colleges will create an articulated pathway for teacher preparation and certification that includes: Paraeducator certificate and apprenticeship programs that offer course credits that apply to transferrable associate degrees and are aligned with the standards and competencies for teachers adopted by the professional educator standards board;*
>
> > *(a) associate degree programs that build on and do not duplicate the courses and competencies of paraeducator certificate programs, incorporate field experiences, are aligned with the standards and competencies for teachers adopted by the professional educator standards board, and are transferrable to bachelor's degree in education programs and teacher certification programs,*
> >
> > *(b) Bachelor's degree programs that lead to teacher certification that build on and do not duplicate the courses and competencies of transferable associate degrees,*
> >
> > *(c) Incorporation of the standards for cultural competence developed by the PESB under RCW 28A.410.270 throughout the courses and curriculum of the pathway, particularly focusing on multicultural education and principles of language acquisition and*
> >
> > *(d) Comparing the current status of pathways for teacher certification to the elements of the articulated pathway, highlighting gaps and recommending strategies to address those gaps.*

The Paraeducator Work Group was directed to submit its first report to the education committees of the Legislature by January 10, 2015 to cover above items 1-6. The charge of the Paraeducator Work Group for the 2016 Legislative session was to craft a final report detailing minimum employment standards for basic education and special education paraeducators and appropriate professional development and training to meet the employment standards.

The Paraeducator Work Group began tackling this work on July 21, 2014, submitted its first report in January 2015, and concluded its work on January 10, 2016. The Paraeducator Work Group was selected from the required representative groups outlined in SSB 6129. The Paraeducator Work Group determined it would be necessary to establish the following six subcommittees in order to meet the timeline requirements expressed in the legislative bill. In year one, Subcommittees 1-4 were convened to provide the content for

recommendations in Report I; and Subcommittees 5-6 were convened in the second year to provide the content for recommendations in the final report:

- Subcommittee 1 - Employment Standards and Professional Development for ELL, Transitional Bilingual Instructional Programs, and Federal Limited Proficiency Paraeducators;
- Subcommittee 2 - Employment Standards and Professional Development for Title I and LAP Paraeducators;
- Subcommittee 3 - Career Ladder;
- Subcommittee 4 - Professional Development for Certificated Employees;
- Subcommittee 5 – Employment Standards and Professional Development for Basic Education Paraeducators;
- Subcommittee 6 – Employment Standards and Professional Development for Special Education Paraeducators

The Paraeducator Work Group and Subcommittees accomplished the legislative charge through the engagement of paraeducators, teachers, parents, administrators, community-based organizations, and representatives from both community and technical colleges and universities.

The following members were selected and agreed to serve as the Paraeducator Work Group beginning July 1, 2014, and ending January 10, 2016:   * indicates a replacement member added in May 2015
                                         ** indicates a replacement member added in September 2015

Chair—**Damien Pattenaude**, Chief Academic Officer, Renton School District, Professional Educator Standards Board Member, WASA Member
Project Facilitator—**Jonelle Adams**, Ed.D., Consultant
Bernal Baca, Lobbyist, American Federation of Teachers of Washington
Brandon Deyarmin, Assistant Principal, Central Valley School District, AWSP Member
Rich DuBois, Superintendent, Lake Quinault School District, WASA Member
Larry Fazzari, Title I Part A Supervisor, Office of Superintendent of Public Instruction (OSPI)
Kelly Garza, Assistant Superintendent, Human Resources, Yakima School District, WASA Member
Kent Gerlach, Ed.D., Professor and Consultant, Pacific Lutheran University
Carrie Basas Director, Office of Education Ombuds **
Jennifer Karls, Parent, Vice President, Bellevue Special Needs PTA and Bellevue PTSA Council
Tim Knue, Executive Director, Washington Association for Career and Technical Education
Darci Ladwig, Parent, Spokane County Parent Coalition

Sally Holloway , Director of Early Childhood Education, Whatcom Community College *
Jane Robb-Linse, Director of K-12 Services, Puget Sound Educational Service District
Kathy Goebel, Policy Associate, State Board of Community and Technical Colleges *
Keshia Porcincula, Equity in Education Coalition *
Doug Nelson, Government Relations Director, Public School Employees of Washington (PSE)
Janice Tornow, Program Review and Program Supervisor, Special Education, OSPI *
Helene Paroff, Assistant Executive Director, Washington Association of School Administrators (WASA)
Jan Byers-Kirsch, Assistant Professor, Central Washington University **
Jaime Wells, Director, Center of Excellence for Careers in Education, Green River Community College
Lucinda Young, Chief Lobbyist, Washington Education Association (WEA)

A Special Message from the Paraeducator Work Group:

We believe paraeducators are an integral and necessary part of the instructional process of the public school system and must be recognized as partners in the quest for an equitable education for all students.

As such, funding to build the Paraeducator Professional Development System is critical and must come first from the state. Once paraeducators meet the proposed categories of employment standards and complete the proposed professional development, compensation and the associated costs must be addressed at the state and district level. In light of the recent McCleary decision, those costs must become part of the definition of basic education and, therefore, funded by the state.

Overview of Recommendations from Paraeducator Work Group Report II- January 10, 2016

The following recommendations emerged from the Work Group's 2015 research and discussions:

Recommendation 1

Adopt new Employment Standards recommended by the Paraeducator Work Group as foundational standards for Basic Education (which includes Title I and Learning Assistance Programs) with additional specialized standards adopted for paraeducators serving English Language Learners and Special Education. All school districts would be required to adopt these minimum employment standards for all current paraeducators and future paraeducators.

Rationale: Adopting new Employment Standards will better address the skills, knowledge, and competencies a paraeducator must possess and exhibit in order to meet the varied needs of each student.

Action Required: State-provided funding will be required for school districts to implement new standards and provide professional development to all paraeducators.

Recommendation 2

Adopt the following standard definition of a "paraeducator" to be used statewide and required for reporting fiscal data on the S-275.
"*A paraeducator is a school employee who works under the supervision of a certificated/licensed staff member to support and assist in providing instructional and other services to children and youth and their families. The certificated/licensed staff member remains responsible for the overall conduct and management of the classroom or program including the design, implementation, and evaluation of the instructional programs and student progress.*" (Adapted from Pickett and Gerlach, 2003)

Rationale: A standardized statewide definition of what a paraeducator does will better define a paraeducator's role within a school community and provide a consistent way to define certain "duty codes" for reporting fiscal data on the S-275 for OSPI.

Action Required: OSPI will need to change coding for school districts to accurately report paraeducator data on the S-275.

Recommendation 3

Provide statewide funding to establish a permanent Paraeducator Advisory Board, under the auspices of OSPI, to oversee the development and implementation of a statewide Paraeducator Professional Development System and "Certificate of Completion" for:

1) Basic Education, (which includes Title I and LAP)

2) Specialty endorsement for paraeducators working with English Language Learner students
3) Specialty endorsement for paraeducators working with Special Education students

Rationale*: Several recommendations in this report will require funding and a regulatory body or entity to develop, implement, and monitor results. It is important to establish an entity with full-time staff and budget. Representation on the Paraeducator Advisory Board should come from various stakeholders: union representatives, paraeducators, teachers, principals, parents, central office administrators, HR directors, OSPI, and Community Based Organizations (CBO).*

Action Required: *Funding for OSPI to: establish Advisory Board with ongoing support; staff and budget to develop and implement statewide Paraeducator Professional Development System; implementation of a Paraeducator Certificate of Completion for Basic Education and specialty endorsements for English Language Learners and Special Education Paraeducators.*

Recommendation 4
Provide state funding to develop and implement a statewide Paraeducator Professional Development System that would lead to Certificates of Completion for Basic Education paraeducators with specialty endorsements in English Language Learner and Special Education. OSPI would establish a cost effective statewide tracking system (or utilize current e-certification system) to support required course work completed by paraeducators.

Rationale: *Paraeducators are an integral and necessary part of the instructional process of the public school system and must be appropriately trained and developed to meet the varied needs of each student.*

Action Required: *Funding for OSPI to: develop statewide Paraeducator Professional Development System; establish cost effective system (or utilize current e-certification system) to track required course work completed by paraeducators and issue final Certificate of Completion and specialty endorsements for paraeducators working with English Language Learners and Special Education students.*

Recommendation 5
Over a five year timeline, implement and fund new paraeducator Employment Standards and Certificate of Completion for Basic Education paraeducators (which includes Title I and LAP) and specialty endorsements for paraeducators working with English Language Learner students and Special Education students.

Currently employed paraeducators should be held harmless so they can continue in their current assignments but they will be required to complete specific professional development course work to meet the new employment standards and should be given adequate time and compensation to complete these new requirements. Each district's collective bargaining agreement will determine how to cover the costs associated with paraeducator professional development.

Rationale: *Implementing new Employment Standards and Certificate of Completion with specialty endorsements for paraeducators will require adequate time and <u>funding</u> to develop a statewide Paraeducator Professional Development System and give school districts an opportunity to plan accordingly.*

Action Required: Districts will require additional funding to cover the new professional development required for all employed paraeducators regardless of their funding source (e.g., local, state, or federal).

Recommendation 6

Ensure a focus on "lifelong learning" by requiring ongoing professional development for all paraeducators. As part of this focus, the Paraeducator Advisory Board will establish a certificate renewal process to be completed every five years. Paraeducators shall have equal and equitable access to the statewide Paraeducator Professional Development System through approved providers (e.g.,school districts, Educational Support Districts, Community and Technical Colleges, Universities and other interested entities). Districts would establish multiple pathways to support career advancement and greater levels of responsibilities. Consideration should be given to minimizing costs to paraeducators.

Rationale: Implementing a certificate renewal process will: ensure paraeducators are continually updating knowledge and skills for supporting student sucess; allow school districts to provide training to meet district specific requirements; provide opportunities for teachers and paraeducators to attend training together for joint clock hour or credits sessions; and offer recognition to paraeducators as professionals continually striving to improve their skills.

Action Required: Funding for OSPI to: establish a Certificate of renewal process; maintain and provide cost effective and equitable access to the statewide Paraeducator Professional Development System through a variety of approved providers.

Recommendation 7

Develop a statewide template for a <u>Paraeducator Handbook</u> that districts can download and customize.

Rationale: Having a statewide template for school districts to download and customize to meet specific school district needs would help ensure that paraeducators across the state receive prerequisite adequate knowledge about job responsibilities, professional code of conduct, applicable laws and regulations, and district policies and procedures around ethical behavior and confidentiality

Action Required: OSPI and Paraeducator Advisory Board will develop and provide a statewide template for Paraeducator Handbook.

Recommendation 8

PESB will continue to incorporate appropriate and effective use of paraeducators into the knowledge and skill standards required for **ALL** teacher and principal/program administrator preparation programs and into the career benchmarks for teacher and principal/program administrator continuing education.

Rationale: State education agencies and/or other state agencies responsible for developing and administering teacher credentialing systems must collaborate with institutions of higher education to establish standards of licensure to ensure teachers and principals/program administrators have the knowledge and skills required to supervise and utilize paraeducators effectively.

Action Required: *PESB is currently incorporating appropriate knowledge and skills on how to effectively utilize and work with paraeducators into the career benchmarks for teacher and principal continuing education and is collaborating with institutions of higher education to ensure teacher and principal/administrator credentialing programs include content around effective use of paraeducators.*

Recommendation 9

Provide and fund statewide professional development modules for current teachers, principals, and other administrators through an online learning system designed to update skills in effective planning, collaboration, and supervision of paraeducators.

Rationale: *There are few policies, standards, or systems for improving the performance and productivity of paraeducators, teachers, and principals as a united and collaborative educational team. Policies, standards, and guidelines need to be adopted to prevent paraeducators from being used inappropriately or trained insufficiently.*

Action Required: *Funding for OSPI to work with approved entities to develop suggested learning modules for current teachers and principals with* <u>*additional funding*</u> *for school districts to implement the training.*

In the final analysis, schools cannot adequately function without paraeducators and paraeducators cannot adequately function in schools that lack the infrastructure that supports and respects them as viable and contributing members of the instructional teams.

-District Administrator

II. Identifying the Need, Work Group Members, and Subcommittees

Despite the 1997 requirement of IDEA, the Reauthorization of IDEA in 2004, and the 2001 No Child Left Behind Act (section 1119), Washington State still **lacks**:

- State and local policy regarding the role of paraeducators and their supervisors;
- Statewide employment standards for paraeducators;
- Requirements for credentialing or certificates; and
- Adequate professional development for paraeducators.

In order to address these issues Substitute Senate Bill 6129 directed PESB to convene a Paraeducator Work Group that would:

1) *Design program specific minimum employment standards and appropriate professional development opportunities that support paraeducators who work in English language learner programs, transitional bilingual instruction programs, and federal limited English proficiency programs, Learning Assistance Programs and federal disadvantaged programs;*

2) *Recommend a career ladder that encourages paraeducators to pursue advanced education and professional development as well as increased instructional ability and responsibility;*

3) *State Board of Community and Technical Colleges(SBCTC) will create an articulated pathway for teacher preparation and certification that includes: Paraeducator certificate and apprenticeship programs that offer course credits that apply to transferrable associate degrees and are aligned with the standards and competencies for teachers adopted by the professional educator standards board*

   a. *associate degree programs that build on and do not duplicate the courses and competencies of paraeducator certificate programs, incorporate field experiences, are aligned with the standards and competencies for teachers adopted by the professional educator standards board, and are transferrable to bachelor's degree in education programs and teacher certification programs,*

   b. *Bachelor's degree programs that lead to teacher certification that build on and do not duplicate the courses and competencies of transferable associate degrees,*

   c. *Incorporation of the standards for cultural competence developed by the professional educator standards board under RCW 28A.410.270 throughout the courses and curriculum of the pathway, particularly focusing on multicultural education and principles of language acquisition.*

4) *Recommend professional development for certificated employees that focus on maximizing the use and success of paraeducators in the classroom; and*

5) *Compare the current status of pathways for teacher certification to the elements of the articulated pathway, highlighting gaps and recommending strategies to address the gaps by January 10, 2015.*

The Legislature also required a second and final report to be delivered in January 2016 that would address:

1) *Minimum employment standards for basic education and special education paraeducators, and*
2) *Appropriate professional development and training to help paraeducators meet the employment standards.*

The Paraeducator Work Group met monthly to review and discuss the findings and recommendations of the subcommittees. The following parameters helped guide the work: 1) work smart—know what already exists and what is being developed; 2) divide the work between subcommittees, experts, and current practitioners using research-based practices; 3) learn to deal with ambiguity while seeking clarity; 4) document issues in current practices and seek solutions to improve the system; and 5) be realistic, think through the ramifications, and work for maximum impact so the recommendations will **"build for the ideal."**

In addition to the Paraeducator Work Group, six subcommittees were established during the last 18 months to work on the specific requirements outlined in SSB 6129, thus dividing the work among experts in the field and current practitioners. A set of criteria for nominating subcommittee candidates was established so members would be a representative mix of paraeducators, teachers, parents, administrators, and professionals from OSPI and higher education establishments.
The subcommittees were organized around **six Focus Areas**:

1) Developing employment standards and professional development that support paraeducators who work in English Language Learners Programs, Transitional Bilingual Instructional Programs, and Federal Limited English Proficiency;
2) Developing employment standards and professional development that support paraeducators who work in Title I and Learning Assistance Program;
3) Developing Career Ladder models to encourage paraeducators to pursue advanced education and professional development; and
4) Reviewing and enhancing professional development for certificated staff with a focus on maximizing the use and success of paraeducators in the classroom.
5) Developing employment standards and professional development that support paraeducators working in Basic Education programs;
6) Developing employment standards and professional development that support paraeducators working in Special Education programs;

Special attention was paid to ensure members were representative of the ethnic and cultural diversity of our state, including members from urban, suburban, and rural school districts from both eastern and western Washington.

Subcommittees 1 and 2

These subcommittees (see the following page for tables of members) were established to research **Focus Areas 1 and 2**, namely the development of employment standards for paraeducators working in the following programs: ELL, Transitional Bilingual Instructional Programs, Federal Limited English Proficiency, and Title I and LAP. Members worked with OneAmerica and the Equity in Education Coalition to ensure the proposed Standards adequately addressed any issues related to racism and/or equity while aligning with PESB's teacher standards focused on cultural competency and performed the following tasks:

1. Studied paraeducator standards considered to be "best practices of highest quality" in the United States;
2. Reviewed articles, books, and other materials from national experts specializing in paraeducator issues;
3. Conducted web-based analyses of other states' paraeducator certification or licensing practices;
4. Reviewed standards from the Washington Paraeducator Skill Standards Development Process of 1999 and from Washington State Special Education Recommended Core Competencies for Paraeducators;
5. Received feedback and incorporated the standards of PESB's cultural competency under RCW.28A.410.270 with guidance from OneAmerica and the Equity in Education Coalition; and
6. Completed mapping process of the recommended standards to research-based references, literature/theory-based references, and practice-based references (see Appendices II and X).

PESB Paraeducator Subcommittee #1
ELL, Transitional Bilingual Instructional Programs, and Federal Limited English Proficiency

	Project Facilitator, **Jonelle Adams**
1	**Argentina Black**, Multilingual Services Manager, Puget Sound Educational Service District
2	**Raquel Crowley**, Commissioner, Commission on Hispanic Affairs
3	**Judi Jensen**, Special Programs Coordinator, ESD 171, Wenatchee
4	**Yohannes Kidane**, Paraeducator, Seattle School District, WEA Member
5	**Janice Lawrence**, Parent, Seattle Children's Hospital
6	**Lupe Ledesma**, Program Supervisor, Migrant Education, OSPI
7	**Mandy Manning**, ELL Teacher, Spokane School District, WEA Member
8	**Linda Lou Montalvo**, Instructional Facilitator, Yakima School District, WEA Member
9	**Glenda Orgill**, Faculty, Education Department Chair, Yakima Valley Community College
10	**Maria Pittson**, Interpreter and Tutor, Arlington School District, PSE Member
11	**Marla Rasmussen** ,Paraeducator, Seattle School District, WEA Member

PESB Paraeducator Subcommittee #2
Employment Standards and Professional Development for Title I, and LAP

	Project Facilitator, **Jonelle Adams**
1	**Kyla Crawford**, Parent and Paraeducator, Tukwila School District, WEA Member
2	**Britta Dionne**, Paraeducator, Lake Stevens School District, PSE Member
3	**Nancy Keaton**, Program Manager MERIT, Centralia College
4	**Ian Linterman**, Special Services Coordinator, Mount Baker School District
5	**Patricia Marcum**, Paraeducator, Kent School District, WEA Member
6	**Barb Ranndall-Saleh**, Paraeducator, Tacoma School District, AFT Member
7	**Karla Schlosser**, Special Services Administrator, Vancouver School District, WASA Member
8	**Connie Smejkal**, Associate Dean of Bachelor of Science Programs, Centralia College
9	**LaDonna Sterling**, Instructional Specialist - Title I Teacher, Richland School District, WEA Member
10	**Amy Vaughn**, Title I/Part A Program Content Manager, OSPI
11	**Kelli York**, Title I/Fiscal/OCR Compliance Officer, Yakima School District, WASA Member

Subcommittee 3

This subcommittee (see below for table of members) was established to research **Focus Area 3** and recommend an appropriate Career Ladder Model to encourage paraeducators to pursue advanced education, professional development, and increased instructional ability and responsibility while providing feedback on the development of recommended Employment Paraeducator Standards 1-4.

The subcommittee completed the following tasks in order to reach a recommendation:

1. Reviewed and researched current paraeducator career ladders considered to be "best practices and of highest quality" in the United States;
2. Reviewed research articles, books, and related materials from national experts in the field, specializing in Career Ladder programs;
3. Conducted web research of other states' Career Ladder models for paraeducators;
4. Defined the benefits and effective elements of Career Ladders models;
5. Reviewed comments and data from the Paraeducator Survey and
6. Designed next steps for recommendation based on what currently exists and what needs to enhanced and expanded to meet future needs.

PESB Paraeducator Subcommittee #3
Career Ladder

	Project Facilitator, **Jonelle Adams**
1	**Kathy Ficus,** Paraeducator, Evergreen School District, PSE Member
2	**Joanna Johnson**, Graduate Student, Former Paraeducator, Highline School District
3	**Tracie Kenney**, ECEAP Supervisor & Teacher, Lake Quinault School District
4	**Bernard Koontz**, Language Learning Director, Highline School District, WASA Member
5	**Debbie Leighton**, Executive Director Human Resources, Auburn School District, WASA Member
6	**Mary Nagel**, CTE – Family and Consumer Program Supervisor, OSPI
7	**Cathy Smith**, Paraeducator, Olympia School District, WEA Member
8	**Barbara Vally**, Paraeducator, Spokane School District , WEA Member
9	**Kim Van Atta**, NBCT, Instruction Services School Coach, Coordinator of Paraeducator Training, Seattle School District, WEA Member
10	**Jamie Wells**, Director, WA State Center of Excellence for Careers in Education, Green River Community College

Subcommittee 4

This subcommittee (see below for table of members) was established to research **Focus Area 4** and develop appropriate professional development for certificated employees with a focus on maximizing the success of paraeducators within the classroom.

The subcommittee completed the following tasks in order to reach a recommendation:

1. Reviewed and researched current "best practices" in the United States;
2. Reviewed research articles and books and discussed current issues and requirements with national expert, Dr. Kent Gerlach, reviewing necessary training of teachers and principals;
3. Conducted web research of what other states were offering as models for training certificated staff;
4. Defined the areas of need for both teachers and principals; and
5. Designed training outlines for development into learning modules.

PESB Paraeducator Subcommittee #4
Professional Development of Teachers

	Project Facilitator, **Jonelle Adams**
1	**Dr. Kira Austin**, Assistant Professor, Whitworth University
2	**Ginnie Ayres**, Director of Instructional Support Programs, Monroe School District
3	**Christina Carlson**, Instructional Facilitator, Yakima School District, WEA Member
4	**Erin Chaplin**, Director of Instruction, Yakima School District, WASA Member
5	**Barb Gapper**, Paraeducator, Port Angeles School District, Olympic Council President, WEA Member
6	**K.C. Mitchell**, Elementary Principal, Yakima School District, AWSP Member
7	**Pat Smithson**, Title II Program Supervisor, OSPI
8	**Jean Sarcletti**, Paraeducator, Everett School District, PSE Member
9	**Lynne Tucker**, Parent & Advocate
10	**Dr. Vanessa Tucker**, Assistant Professor, Pacific Lutheran University
11	**Mike Weibel**, Director of Human Resources, Auburn School District

PESB Paraeducator Subcommittee #5 and Subcommittee #6

Subcommittees 5 and 6 (see below for table of members) were established to research and develop employment standards and professional development for paraeducators working in the following programs: Basic Education and Special Education. Members ensured the proposed Standards adequately addressed any issues related to racism and/or equity while aligning with PESB's teacher standards focused on cultural competency and performed the following tasks:

1. Studied paraeducator standards considered to be "best practices of highest quality" in the United States
2. Reviewed articles, books, and other materials from national experts specializing in paraeducator issues;
3. Conducted web-based analysis of other states' paraeducator certification or licensing practices;
4. Reviewed standards from the Washington Paraeducator Skill Standards Development Process of 1999 and from Washington State Special Education Recommended Core Competencies for Paraeducators;(see Appendix X)
5. Received feedback and incorporated the standards of PESB's cultural competency under RCW.28A.410.270
6. Completed mapping process of the recommended standards to research-based references, literature/theory-based references, and practice-based references;
7. Reviewed National Council for Exceptional Children Paraeducator Standards (see Appendix V)
8. Reviewed WA State Special Education Teacher Program Standards
9. Reviewed stakeholder focus group data and feedback from Special Education Directors

PESB Paraeducator Subcommittee #5

	Project Facilitator, Jonelle Adams
1	**Amy Thierry,** Program Content Manager, OSPI-LAP
2	**Ann Williamson**, Lower Columbia Community College
3	**Bob Maxwell**, Assistant Superintendent, Pullman School District, WASA Member
4	**Donna Anderson**, Paraeducator, Edmonds School District, PSE Representative
5	**Kim Van Atta**, Coordinator Paraeducator Training, Seattle School District
6	**Kyla Crawford**, Paraeducator, Tukwila School District, WEA Representative
7	**Maria Reyes**, Parent, Federal Way
8	**Susan Stefanini**, Paraeducator, Creston School District, PSE Representative

PESB Paraeducator Subcommittee #6

	Project Facilitator, Jonelle Adams
1	**Ann Williamson**, Lower Columbia Community College
2	**Barb Randall-Saleh**, SLPA, Paraeducator, Tacoma School District, AFT Member
3	**Cathy Smith**, Paraeducator, Olympia School District, WEA
4	**Eva Gantala**, Parent and Retired Special Ed Teacher, Monroe School District
5	**Janet Morgan**, Paraeducator, Homeless Youth, Title I, AFT Member
6	**Janice Tornow**, Program Supervisor, OSPI
7	**Jennifer Acuna**, Special Services Director, Olympic ESD 114, WASA Member
8	**John Rossi**, Parent, Bainbridge Island
9	**Kira Austin**, Professor, Whitworth University
10	**LaDonna Sterling**, Teacher, Richland School District, WEA Representative
11	**Lorraine White**, Special Ed Paraeducator, Central Valley School District
12	**Marla Rasmussen**, Special Ed Paraeducator, Seattle School District, WEA Representative
13	**Patrick Mulick**, Special Ed Coordinator, Auburn School District
14	**Rick Burden**, Associate Director, Lake Washington School District

15	**Robin Tatsuda**, The ARC of King County
16	**Ruth Mackie**, Special Ed Paraeducator, Tahoma School District, PSE Representative
18	**Stacey Klim**, Parent, Spokane
19	**Susana Reyes**, Assistant Superintendent, Mead School District, WASA Member
21	**Vanessa Tucker**, Professor, Pacific Lutheran University

III. Background and History of Paraeducator Development

Educators are increasingly challenged to provide effective instruction and services that meet the varied needs of the diverse students attending K-12 schools in the state of Washington. Primary language and special learning needs are but two examples of the opportunities and challenges facing educators in our state, challenges which are exacerbated by the scarcity of resources provided to serve our students. Most licensed and certificated professional practitioners (e.g., teachers, early childhood educators, and transition specialists), administrators, and parents recognize the critical role of the paraeducator in contributing to learner success and well-being. However, paraeducators' roles are not always clearly delineated within different staffing arrangements and learning environments. Additionally, the training paraeducators need to execute their roles is rarely defined. In many state and local education agencies (SEAs and LEAs), there are discrepancies between policies, regulatory procedures, job descriptions, teacher expectations, and learner needs. Paraeducator skill levels and their extent of formal education can also be disparate. Training options for paraeducators are rarely standardized or competency-based, usually piecemeal, and not necessarily based on accurate assessments of the evolving roles of teachers and paraeducators.

Under the supervision of teachers, paraeducators provide services that are technical, concrete, and routine in nature, although, it is not uncommon for paraeducators to perform tasks that go well beyond the stated parameters of their positions. Paraeducators typically do not receive the requisite training or supervision needed to increase the likelihood of their success in such expanded roles, and this situation is particularly likely for paraeducators working with learners who have special needs, including those with disabilities or limited English proficiency (Downing, Ryndak, & Clark, 2000; Pickett, Safarik, & Echiverria, 1998; Riggs & Mueller, 2001; Rueda & Monzo, 2000).

The primary duty of paraeducators in P/K-12 general, special, compensatory, and transitional education programs is to assist with the delivery of instruction (Downing et al., 2000; French, 1998; Moshoyannis, Pickett, & Granick, 1999). In areas such as inclusive education programs for children and youth with disabilities, transition and school-to-work programs, early childhood education, and multilingual education, paraeducators, like their professional colleagues, have experienced role transformations as the lines between school, home, and community have become blurred. The trend toward education and human services integration for infants, young children, teenagers, and adults has broadened the scope of paraeducator roles to include job titles such as job coach, transition trainer, technology assistant, case aide or assistant, and community liaison in addition the traditional titles of instructional or teacher aide or assistant.

Beginning in the 1960s, federal legislative actions led to an increased reliance on paraeducators and a greater emphasis placed on their learner support roles. The surge in paraeducator employment was spurred by the introduction of Title I and other compensatory programs and continued into the 1970s with the passage of P.L. 94-142, the Education of All Handicapped Act Amendments of 1986 and of the Individuals with Disabilities Education Act (IDEA) of 1990, which required LEAs to provide services to: (a) children ages three to five with disabilities or chronic health needs that place them at risk; and (b) teenagers with disabilities who require assistance in making the transition from school to work and independent living. Related legislation in the areas of vocational education, rehabilitative human services, and employment and training (Americans with disabilities Act of 1990, Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Job Training Partnership Act of 1982 and its Reform Amendments of 1992, School-to-Work Opportunities Act of 1994) have expanded the services schools and other agencies provide to early childhood and adult education.

The 1997 IDEA amendments allowed LEAs to employ appropriately trained and supervised paraeducators and therapy assistants in accordance with state law, regulations, or written policies in order to assist in the provision of special education and related services for children and youth with disabilities. Provisions in the reauthorized IDEA of 2004

were similar to those enacted in 1997. Specifically, these new provisions: (a) allowed appropriately trained and supervised paraprofessionals—in accordance with state law, regulations, or written policy—to assist with the delivery of special education and related services to children and youth with disabilities; and (b) required SEAs to ensure *all* education personnel had the skills and knowledge necessary to meet the identified needs of learners with disabilities.

Changes in Paraeducator Roles and Responsibilities

Whether paraeducators are new or experienced, it is important for them to clearly understand the difference between teachers' roles and their roles as members of instructional teams. Although paraeducators still perform clerical, monitoring, and other routine activities, they often spend as much as 90% of their time assisting teachers in the delivery of instructional and other direct services to learners and parents (Fafard, 1974; Moshoyannis, Pickett & Granik, 1999; Passaro, Pickett, Lathem, & HongBo, 1994; Pickett & Granik, 2003; SPeNSE Fact Sheet, 2001). Such assistance, however, does not often extend to specific areas of a teacher's responsibility, namely, how teachers: (a) identify the learning needs and goals of all students; (b) plan lessons to meet those identified needs; (c) modify instructional strategies to meet the needs of individual learners; (d) evaluate the effectiveness of the instruction with regard to learner progress; and (e) involve parents in their child's education.

Paraeducators do, however, assist teachers in achieving these goals by carrying out tasks developed and assigned to them by teachers. For example, paraeducators *assist teachers* with implementing district policies and procedures for protecting the health, safety, and well-being of learners and staff members. Paraeducators *assist teachers* in providing individual or small-group instruction, following plans developed by the teacher. Paraeducators *assist teachers* in involving parents in their child's education. Paraeducators *assist teachers* with documenting information on learner performance. And paraeducators *assist teachers* with carrying out different program objectives and support classroom management functions developed by teachers (Pickett & Safarik, 2003).

Changes in paraeducator roles have come about partly because of an increased need for personnel who understand the cultures and speak the languages of English language learners and their families. Many paraeducators live in the communities served by their schools and often come from the same ethnic and cultural backgrounds as the learners and their families. As a result, bilingual paraeducators often provide translation services for school professionals, students, and families while serving as quasi-mentors to help teachers and other school personnel understand how varying cultural traditions, religious beliefs, and value systems influence the learning preferences and communication styles of children and youth (Riggs and Mueller, 2001).

*"Since the 1990's there has been a growing trend toward inclusive education of children with disabilities. Paraeducators are now an essential part of the special education team providing critical supports for the success of the students by delivering individualized services and playing an **increasingly prominent instructional role** in inclusive and specialized settings (Carter, et al., 2009; Chopra, 2009; Downing, Ryndak, & Clark, 2000; Fisher & Pleasant, 2012; Liston, Nevin, & Malian, 2009). Unfortunately, the surge in the employment of paraeducators in their instructional role to assist in providing special education services has not resulted in professional development for them (Katsiyannis et al., 2000); despite literature over the past 30 years insisting that paraeducators require training (Blalock, 1991; Breton, 2010; Chopra, Sandoval-Lucero, & French, 2011; Hilton & Gerlach, 1997; Passaro, Pickett, Latham, & Hong Bo, 1994; Riggs, 2001; Riggs & Mueller, 2001). Although the paraeducator role is to "assist in providing special education and related services to children with disabilities" as defined within IDEA 2004, without sufficient clarity of responsibilities by state and local*

education agencies (LEAs), **paraeducators are being given direct responsibility for the provision of special education to children with disabilities. This practice is contradictory to the mandates of IDEA and pose a risk of legal proceedings when paraeducators are inappropriately utilized** *(Etscheidt, 2005). Serious ethical and legal questions are raised about paraeducators performing tasks such as making important curricular, instructional, management, and activity participation decisions and all without adequate professional direction or supervision (Ashbaker & Morgan, 2004; Brown, et al., 1999; Etscheidt, 2005; Giangreco & Broer, 2005; Giangreco, et al., 2006; Giangreco et al., 2010; Heller & Gerlach, 2003).* **Unfortunately, research continues to find that too often, paraeducators are assigned duties for which they are not given adequate training** *(Giangreco, Edelman, & Broer, 2001; Griffin-Shirley & Matlock, 2004; Riggs & Mueller, 2001) with some paraeducators never receiving formal training in the instructional strategies they need to support students (Carter et al., 2009; Patterson, 2006).* **It is both unethical and unfair to the students and to the paraeducators when paraeducators are expected to assist in an instructional role without adequate training and support** *(Brock & Carter, 2013a; Giangreco, 2010)*

(Copied with permission from upcoming position paper - Teacher Education Division, Council for Exceptional Children)

IV. Current Paraeducator Statistics

During the school year 2014-2015 the following statistics were collected from OSPI S-275 report.

Paraeducator Summary of Demographics and Salary[1]   (see Appendix VIII)

Summary	2014-2015
Number of Paraeducators Employed	24,875
Average Hours Worked	6 hours per day
Ratio of Paraeducator FTE to Teacher FTE	1 to 5
Average Age	50.5 years
Approximate Highest Salary	$25.404 avg. hourly rate
Approximate Lowest Salary	$11.415 avg. hourly rate
Mid Salary Level	$15.989 avg. hourly rate
Race and Ethnic Data	**Percent**
Caucasian	81.9%
Hispanic	8.2%
Non white	9.9%
Gender	**Percent**
Male	8.70%
Female	91.30%

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[1] Data is pulled from the 2014–2015 School Year – *S275 Salary Information – Duty Code 910
- The S-275 Report from OSPI is an electronic personnel reporting system that provides a record of certificated and classified employees of the school districts and educational service districts of the state of Washington.
- Data collected by the S-275 reporting process are either mandated by state law, necessary for calculating state funding or are needed for responding to requests by the federal government, the legislature or other organizations.

Over the last 20-30 years, there has been a significant increase in the number of paraeducators hired not only in Washington State but also throughout the United States and other countries around the world. The April 2009 University of London Institute of Education's report titled, *The Impact of Adult Support Staff on Pupils and Mainstream Schools,* found the United Kingdom has increased its paraeducator staffing from 24,000 in 1998 to 176,000 in 2008 while the August 2014 Thomas B. Fordham Institute's report titled, *The Hidden Half: School Employees Who Don't Teach,* concluded that in the United States from 1970 to 2010, the number of paraeducators grew from being 1.7% of

all school employees to 11.8%. In contrast, the percentage of teachers decreased by 10%—from 60% to 50%—while the percentages of the other staff groups remained the same.

According to data provided to the Office of Superintendent of Public Instruction, school districts in Washington have followed the same pattern seen in the rest of the country. Since 1991, school districts have hired 10,000 additional paraeducators—a 73% increase or 77% increase when examined at the full-time equivalency. In 1985, there was a 142% increase in the number of paraeducators in Washington State, which equated to a 156% increase in full-time equivalency. As a result, this hiring increase, whether at the micro school district level or the macro national level, shows paraeducator employment steadily rising over time. Paraeducators are having increased contact with students in general education, special education and ELL instruction.

According to data pulled from OSPI S275 report for 2014-2015 school year, (see Appendix VIII) paraeducators provided over 60.4% of instructional hours to special education students:
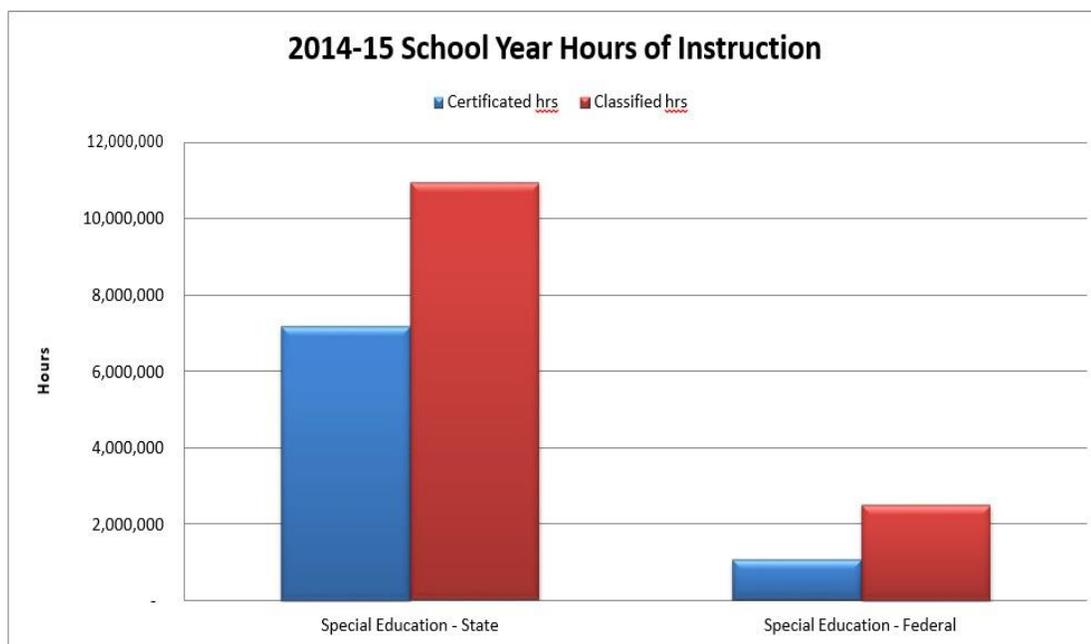
Program	Certificated hrs	Classified hrs	Total hrs	Class %
Special Education - State	7,183,860	10,942,912	18,126,772	60.4%
Special Education - Federal	1,067,308	2,515,975	3,583,283	70.2%
Total	8,251,168	13,458,887	21,710,055	62.0%

Note: Programs 21, 22,24, 25, 26, 29 activity 27 duty 31, 32, 33, 91, 96, 98 suffix 0 or 2

V. Report II Recommendations

Stakeholders nationwide agree that a well-prepared workforce is essential to ensure that all children, youth, and families with diverse learning styles and abilities have access to quality educational services (Darling-Hammond, 1998). While there are many important issues that must be addressed regarding creating a cadre of prepared and skilled school personnel , one of the most critical areas of need to be addressed is the establishment of rigorous standards and structured opportunities for professional development for paraeducators.

In preparation for completing the final report requirements of SSB 6129, the Paraeducator Work Group conducted several focus group meetings to hear from parents of children with special needs, special education teachers, special education paraeducators, principals, special education directors, and representatives from community-based organizations serving children with disabilities. Focus group data was the used in formulating the recommendations in this report.

The Paraeducator Work Group members continually heard several common trends and suggested areas for consideration during the focus group meetings. (See Appendix IV) Those key themes were the need for:
- Increased professional development for paraeducators, teachers and principals/administrators
- Improved collaboration between teachers and paraeducators
- Increased clarity in roles and responsibilities
- Increased professionalism and respect for paraeducator's role
- Improved hiring and supervision of paraeducators

The overall conclusion from the focus groups, research and discussions was that the needs of paraeducators have often been ignored by the SEAs, LEAs, and institutions of higher learning. When support and training exists, it often fails to align with the complex reality of paraeducator's roles and does not foster a collaborative partnership with the classroom teacher. In an effort to remedy such shortcomings and the meet the charge of SSB 6129 the following recommendations were vetted and approved by the Paraeducator Work Group on December 10, 2015.

RECOMMENDATIONS:
Recommendation 1
Adopt new Employment Standards recommended by the Paraeducator Work Group as foundational standards for Basic Education (which includes Title I and Learning Assistance Programs) with additional specialized standards adopted for paraeducators serving English Language Learners and Special Education students. All school districts would be required to adopt these employment standards for all current paraeducators and future paraeducators. (Appendix II and III)**

> **SSB 6129**
> *Recommend appropriate minimum employment standards for paraeducators who work in Part II (Due Jan. 10, 2016)*
> - *Basic Education*
> - *Special Education*

Rationale: *Adopting these Standards as a foundational requirement for all paraeducators would better address the skills, knowledge, and competencies a paraeducator needs to possess and exhibit in order to meet*

the varied needs of the students served. An additional set of employment standards for paraeducators working with Special Education students are being proposed as a "specialty endorsement" due to the increasingly prominent instructional support requirement, paraeducators must be well-prepared in order to meet the needs of students with disabilities as well as "specialty endorsement "standards are being proposed from Paraeducator Work Group Report I for paraeducators serving English Language Learner students.

Benefits:
Adopting a set of paraeducator employment standards will help unify and ensure that paraeducators across the state are able to meet the needs of the students served. Clearly defining the skills and competencies for paraeducators will support school districts in discerning the roles and responsibilities to appropriately delegate to the paraeducators, including the boundaries of their duties, aligned with IDEA principles and exemplary practices. Employment standards will also help in designing a comprehensive professional development system. The alignment to standards will ensure state and local education associations, teacher higher education programs and professional development providers are consistent with the knowledge and skills being taught to paraeducators.

Recommended Employment Standards for Paraeducators in Basic Education, Title I, LAP and ELL Specialty Endorsement Competencies

Initial Hiring Standards Minimum requirements for entry level paraeducator:	Initial Hiring Standards Minimum requirements for entry level paraeducator:	Initial Hiring Standards Minimum requirements for entry level paraeducator:	Initial Hiring Standards Minimum requirements for entry level paraeducator:
1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits	1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits	1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits	1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits
STANDARD 1 **Support educational outcomes**	**_STANDARD 2_** **Demonstrate professionalism and ethical practices**	**_STANDARD 3_** **Support a positive and safe learning environment**	**_STANDARD 4_** **Communicate effectively and participate in the team process**
Core (Basic) Competencies: 1.1 Knowledge Competencies: A. Proficiency in basic reading, writing, and math skills B. Knowledge of basic computer applications	Core (Basic) Competencies: 2.1 Knowledge Competencies: A. Knowledge of the Code of Professional Conduct for education (WAC 181.87) and applicable district policies and procedures.	Core (Basic) Competencies: 3.1 Knowledge Competencies A. Knowledge of child and adolescent developmental milestones /stages and potential early warning indicators (e.g., attendance,	Core (Basic) Competencies: 4.1 Knowledge Competencies: A. Knowledge of how multiple communication methods contribute to collaborative team work

(Word, PPT, Excel), data collection, assessments and software applications to support K-12 education
C. Knowledge of one's own cultural identity and how it influences perceptions, values and practices
D. Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served

1.2 Skill Competencies:
A. Demonstrate ability to assist in reviewing, preparing, delivering, and reinforcing district/school/classroom instructional outcomes (e.g., tutoring, individual and small group instruction) as directed by certificated/licensed staff
B. Demonstrate ability to assist in recording and maintaining data as directed by certificated/licensed staff
C. Demonstrate ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff
D. Demonstrate ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff
E. Demonstrate ability to assist in implementing educational material which represents and supports various cultures and abilities of students being served as directed by certificated staff

B. Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members
C. Knowledge of the need to protect civil and human rights pertaining to all students, families and staff
D. Knowledge of the importance and purpose of confidentiality of student information

2.2 Skill Competencies:
A. Adhere to code of professional conduct and applicable district policies, and procedures
B. Pursue and participate in staff professional development and learning opportunities
C. Adhere to and follow district's mission, policies, procedures and personnel practices
D. Adhere to confidentiality as consistent with all applicable laws, regulations, policies and procedures

behavior and academic progress)
B. Knowledge of strategies to support and maintain a culturally inclusive learning environment
C. Knowledge of strategies to create an equitable learning environment which fosters unique strengths and abilities of students being served
D. Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments

3.2 Skill Competencies:
A. Demonstrate ability to assist students at appropriate developmental stages and report student concerns or risk factors to certificated staff or supervisor
B. Demonstrate ability to implement behavior support systems/strategies as directed by certificated staff or supervisor
C. Demonstrate ability to foster a culturally inclusive environment as directed by certificated/licensed staff or supervisor
D. Adhere to district prescribed health, safety, and emergency policies and school guidelines
E. (When assigned to CTE classes) Demonstrates ability to follow and assist in monitoring Career and Technical Education (CTE) program/class safety procedures as directed by district and/or instructor

B. Knowledge of collaborative team strategies and decision making
C. Knowledge of the need to respect individual differences among all students, families and staff
D. Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance

4.2 Skill Competencies:
A. Demonstrate ability to utilize various communication methods, problem solving skills, and collaboration strategies with staff, students, families and community
B. Demonstrate ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes
C. Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance

ELL Endorsement Competencies: 1.3 Knowledge Competencies	ELL Endorsement Competencies: 2.3 Knowledge Competencies	ELL Endorsement Competencies: 3.3 Knowledge Competencies	ELL Endorsement Competencies: 4.3 Knowledge Competencies
A. Awareness of the difference between social language and academic language B. Awareness of the stages of second language acquisition C. Awareness of WA English Language Proficiency Standards D. Awareness of WA English Language Proficiency levels	A. Awareness of the legal rights of English Language Learners B. Awareness of how to build a culturally and linguistically inclusive learning environment C. Awareness of what constitutes effective communication with ELL families and students and fosters respect among each other's cultural and linguistic diversity	A. Awareness of cultural and linguistic diversities and a commitment to build on students' strength B. Awareness of how to successfully support culturally and linguistically diverse students entering into the public school system C. Awareness of students' unique strengths and what value they bring to the classroom	A. Awareness of appropriate and culturally responsive communication strategies
1.4 Skill Competencies A. Ability to engage and communicate with certificated staff to build a culturally and linguistically inclusive learning environment		**3.4 Skill Competencies** A. Assist with strategies and techniques for facilitating the instruction of individuals with diverse language learning needs in a variety of settings as specified by certificated staff B. Assist in providing culturally and age appropriate feedback to students C. Assist with supporting individual student needs by using appropriate strategies that are culturally responsive and address diverse student background	**4.4 Skill Competencies** A. Support effective communication with culturally and linguistically diverse students, families, communities, and team members in a professional and respectful manner B. Use culturally responsive communication skills (written, verbal and nonverbal) C. Ability to engage in appropriate culturally responsive strategies such as: 1) constructs of time; 2) verbal and nonverbal cues; 3) authority; and 4) relationship building
ELL Specialty Endorsement: 1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of ELL endorsement requirements and coursework	**ELL Specialty Endorsement:** 1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of ELL endorsement requirements and coursework	**ELL Specialty Endorsement:** 1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of ELL endorsement requirements and coursework	**ELL Specialty Endorsement:** 1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of ELL endorsement requirements and coursework

*Current state approved test for basic skills is a federal requirement and may be subject to change – Recommendation is that this requirement for passing a basic skills test would still remain as a state requirement for initial hiring

Recommended Specialty Endorsement Competencies for Special Education Paraeducators

Initial Hiring Standards **Minimum requirements for entry level paraeducator:** 1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits	**Initial Hiring Standards** **Minimum requirements for entry level paraeducator:** 1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits	**Initial Hiring Standards** **Minimum requirements for entry level paraeducator:** 1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits	**Initial Hiring Standards** **Minimum requirements for entry level paraeducator:** 1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits
STANDARD 1 **Support educational outcomes**	***STANDARD 2*** **Demonstrate professionalism and ethical practices**	***STANDARD 3*** **Support a positive and safe learning environment**	***STANDARD 4*** **Communicate effectively and participate in the team process**
Specialty Endorsement Competencies for Special Education: **1.1 Knowledge Competencies** A. Knowledge of fundamental purpose of IDEA is to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them to further education , employment and independent living. B. Knowledge of common Special Education terminology and acronyms (e.g., IDEA, IEP,504, ADA,FBA,BIP,LRE) that relate to required assignment C. Knowledge of basic special education process (e.g., FAPE, IEP, 504) D. Knowledge of the legal requirements for supporting students eligible for and receiving special education services E. Knowledge of the purpose of IEP goals, related supports (e.g.,	**Specialty Endorsement Competencies for Special Education:** **2.1 Knowledge Competencies** A. Knowledge of district expectations and/or policies regarding appropriate communication with families and students eligible for and receiving special services as directed by certificated/ licensed staff **2.2 Skill Competencies** A. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. B. Ability to comply with the requirements of confidentiality for educational and medical records. C. Ability to comply with legal requirements regarding abuse and neglect	**Specialty Endorsement Competencies for Special Education:** **3.1 Knowledge Competencies** A. Knowledge of legal, ethical practices and procedural safeguards regarding positive behavioral supports, restraints and/or isolation of students eligible for and receiving special education services B. Knowledge that all student behavior (both desired and undesired)) is a form of communication and should be acknowledged with an effective response C. Knowledge of the importance of consistency, predictability and structures in the learning environment and the impact on student behavior and learning outcomes D. Knowledge of the basic behavior change process and intervention strategies (e.g. antecedent ,behavior and consequence) **3.2 Skill Competencies**	**Specialty Endorsement Competencies for Special Education:** **4.1 Knowledge Competencies** A. Knowledge of how to forward and direct concerns or issues from students and/or families of students eligible for receiving special education services B. Knowledge of district expectations and appropriate boundaries of communication in various settings (inside and outside of school day) with students and families to protect student confidentiality and privacy following the established chain of command as determined by certificated/licensed staff and district policy **4.2 Skill Competencies** A. Ability to participate in IEP conferences and team meetings as determined by each IEP team B. Ability to communicate and forward family or student concerns/ issues

accommodations and modifications) and/or related documents (e.g. Healthcare plan) if applicable or pertinent to assigned duties.

F. Knowledge of culturally responsive strategies for delivering specially designed instruction, accommodations, adaptations, and modifications as designed and determined by certificated /licensed staff

G. Knowledge of the importance and role of families in the educational process of students eligible and receiving special education services

H. Knowledge of the importance of language development in academic and nonacademic learning environments for students eligible and receiving special education services

1.2 Skill Competencies

A. Ability to implement instructional strategies and techniques that support specially designed instruction and specific learning needs as developed and directed by certificated/licensed staff

B. Ability to assist students with assistive technology as directed by certificated/licensed staff

C. Ability to assist in recording and maintaining data (e.g., academic, behavior, social/emotional, or health) to support IEP goals and behavior plans as directed by certificated/licensed staff

D. Ability to assist or implement culturally responsive strategies with students to facilitate effective integration into various settings (e.g., libraries, classrooms, playgrounds, community and assorted modes of transportation) as directed by certificated/licensed staff

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D. Ability to comply with district policies and procedures regarding students eligible for and receiving special education services

E. Ability to support high expectations and quality of life potential for students eligible for and receive special education services

F. Develop and maintain professional relationships with both general and special education colleagues

G. Collaborate with others providing services to students eligible for and receiving special education services

H. Practices within their professional knowledge and skills and seeks appropriate support when needed

I. Pursues and participates in professional staff development and/or learning opportunities

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A. Ability to support the legal, ethical practices and procedural safeguards regarding positive behavioral support, restraint and isolation of students eligible for and receiving special education services as directed by certificated/licensed staff

B. Ability to implement strategies to support students to maximize their independence across all learning environments

C. Ability to support students in following prescribed classroom routines and transitions with consistency and predictability as determined by certificated/licensed staff

D. Ability to effectively implement a behavior plan for students eligible for and receiving special education services and determined by certificated/licensed staff

E. Ability to carry out assigned health related care or duties with dignity and respect for students they support as directed by school nurse

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to designated certificated/licensed staff or administrator

C. Ability follow IEP goals and communicate within appropriate boundaries to protect student confidentiality and privacy as directed by certificated/licensed staff

Special Education Specialty Endorsement	Special Education Specialty Endorsement	Special Education Specialty Endorsement	Special Education Specialty Endorsement
1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of Specialty Endorsement requirements for Special Education	1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of Specialty Endorsement requirements for Special Education	1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of Specialty Endorsement requirements for Special Education	1. Meet initial hiring standards; and 2. Complete Certificate of Completion for Basic Education paraeducator; and 3. Successful completion of Specialty Endorsement requirements for Special Education

*Current state approved test for basic skills is a federal requirement and may be subject to change – Recommendation is that this requirement for passing a basic skills test would still remain as a state requirement for initial hiring

Recommendation 2

Adopt the following standard statewide definition of a paraeducator:

"A paraeducator is a school employee who works under the supervision of a certificated/licensed staff member to support and assist in providing instructional and other services to children and youth and their families. The certificated/licensed staff member remains responsible for the overall conduct and management of the classroom or program including the design, implementation, and evaluation of the instructional programs and student progress." **(Adapted from Pickett and Gerlach, 2003)**

"Para" means "alongside"—the general public has an understanding of this term thanks to paralegals and paramedics—therefore, a paraeducator "works alongside an educator." "Supervision" refers to directing the work of a paraeducator; it does not refer to hiring, firing, or evaluating the paraeducator, although certificated or licensed staff could have input in these processes.

Rationale: A standardized statewide definition of what a paraeducator does will better illuminate a paraeducator's roles within a school community and provide a consistent way to define certain "duty codes" for reporting fiscal data on the S-275 for OSPI. Currently there are over 12 different names for the jobs that paraeducators are employed to do and reported within the "duty codes" for school districts.

Benefits:
Having a standardized definition and common name for paraeducators used throughout our state will reduce confusion and allow for better reporting of duty codes to capture and report accurate data and cost analysis.

Recommendation 3

Provide statewide funding to establish a permanent Paraeducator Advisory Board, under the auspices of OSPI, to oversee the development and implementation of a statewide Paraeducator Professional Development System and "Certificate of Completion" for all paraeducators.

Rationale:
Several recommendations in this report will require a regulatory body or entity to develop, implement, and monitor results. It is important to establish an entity with a full-time staff and budget. Representation from various stakeholders should include: union representatives, paraeducators, teachers, principals, parents, administrators, HR directors, OSPI, and Community Based Organizations (CBO). The purpose of this entity would be to oversee policies and regulations for the preparation and establishment of the Certificate of Completion for paraeducators in Washington state, ensuring that: (1) all paraeducators have completed the approved course work based on the proposed Paraeducator Standards for Basic Education; and 2) obtained specialty endorsements for paraeducators working with English Language Learners and Special Education students.

Benefits:
Establishing the Paraeducator Advisory Board will provide statewide coordination and monitoring of the implementation of the Paraeducator Certificate of Completion, Specialty Endorsements and renewal process. The Paraeducator Advisory Board will ensure development and ongoing improvement of the Paraeducator Professional Development System. Through this board, stakeholders will be able to provide input to make suggestions for improvement and/or recommend changes. The Paraeducator Advisory Board will create and establish the appropriate infrastructure to ensure a statewide effort is implemented for the ongoing professional development of paraeducators.

Recommendation 4:
Provide state funding to develop and implement a statewide Paraeducator Professional Development System that would lead to Certificates of Completion for Basic Education with specialty endorsements in English Language Learners and Special Education. OSPI would establish a cost effective statewide tracking system (or utilize current e-certification system) to support required course work completed by paraeducators

The State would provide funding to OSPI to cover the costs of:
   a) developing and piloting the Paraeducator Certificates and statewide Paraeducator Professional Development System,
   b) overseeing the districts implementation of new Employment Standards and Paraeducator Professional Development system,
   c) developing and administrating the tracking system for paraeducators' completion of course work and certificates for 1) Basic Education (which includes Title I and LAP) and Specialty Endorsements for 2) English Language Learners, and 3) Special Education

Key Definitions Related to this Recommendation:
Paraeducator Certificate for Basic Education:
All paraeducators would be required to complete the Paraeducator Professional Development course work for Basic Education.

Paraeducator Specialty Endorsement for Special Education:
Paraeducators working with Special Education students would be required to complete the Professional Development course work for Basic Education and a Special Education endorsement.

Paraeducator Specialty Endorsement for English Language Learners:
Paraeducators working English Language Learners would be required to complete the Professional Development course work for Basic Education and an English Language Learner endorsement.

The Paraeducator Professional Development System would:

a) Be based on the Paraeducator Employment Standards;
b) Utilize, as appropriate, recommended common course outlines (see sample course outlines in the appendix VII);
c) Be offered with uniformity and allow for equitable delivery to all paraeducators in the state;
d) Involve partnerships including, but not limited to Education Support Districts, Office of State Public Instruction, Community and Technical Colleges, Universities, and other interested parties in order to create coursework aligned to the adopted standards and create an implementation plan;
e) Be aligned to Paraeducator Employment Standards and credentials offered by Community and Technical Colleges; and
f) Be made available through multiple delivery platforms (e.g., online; in-person)

Rationale: *Paraeducators are an integral and necessary part of the instructional process of the public school system and must be appropriately trained and developed to meet the varied needs of each student. Subcommittee members reviewed national reports and individual state structures and processes, which included credentialing or licensing standards of paraeducators. Over half of the 50 states had already established standards or regulatory procedures for delineating the roles, supervision, and preparation of paraeducators. Thirteen states had credentialing mechanisms in place, which ranged from multi-level certification or permit systems defining roles, training, and career advancement criteria to one-dimensional systems that did not specify appropriate responsibilities or training requirements.*
Subcommittee members compared these mechanisms to what currently exists in Washington State and found only one *document called "Washington State Recommended Core Competencies for Paraeducators" that suggested any guidelines as "statewide".   This document only served as a recommendation and was developed to serve as a general baseline of the knowledge and skills necessary to the role and responsibilities of paraeducators working with special education students in educational settings throughout our state (see Appendix IX).*

All Subcommittees concluded, therefore, that our state needs to develop and establish a required Paraeducator Basic Education Certificate of completion for a course of study to ensure all paraeducators are prepared to serve students. It is the Work Group's recommendation that Washington State adopt a Certificate of Completion

process for all paraeducators. Paraeducators would then be required to complete specified professional development course work, which would lead to the acquisition of a Paraeducator Basic Education Certificate. This approach would allow districts to hire employees who meet the minimum hiring standards with the assumption that over a three year period the paraeducator would complete the required course of study during their employment at the school district. School districts would be able to hire paraeducators without a certificate but would be required to provide the required professional development over a three period or an established time frame determined by the Paraeducator Advisory Board.

Benefits:
Establishing a Paraeducator Basic Education Certificate of Completion along with specialty endorsements will ensure paraeducators have completed coursework and met the required skill level needed to support and assist teachers with their programs and administrative duties.   Requiring specialty endorsements for paraeducators working with English Language Learner students and Special Education students will provide the necessary knowledge and skills to meet the demands of the specialized instructional support.

Considerations:
We advise being attuned to and tracking outcomes of diverse candidates' entry into the paraeducator work force over time when new standards are implemented. Approaches should be adjusted as necessary to recruit and retain diverse candidates into the profession.

Recommendation 5:

Over a five year timeline, implement and fund new paraeducator Employment Standards and Certificate of Completion for Basic Education paraeducators (which includes Title I and LAP) and specialty endorsements for paraeducators working with English Language Learner and Special Education students. Currently employed paraeducators should be held harmless so they can continue in their current assignment but are required to complete specific professional development course work that meet the new employment standards and should be given adequate time and compensation to complete new requirements. Each district's collective bargaining agreement will determine how to cover the costs associated with paraeducator professional development.

Rationale: Implementing new Employment Standards and Professional Development Certificate of Completion with specialty endorsements for paraeducators will require adequate time and <u>funding</u> to develop a statewide professional development system and give school districts an opportunity to plan accordingly. Until professional development opportunities are created and made available, paraeducators will not be able to complete recommended requirements.

Benefits:
Any new system must be phased in with careful consideration so proper input and feedback can be collected, release of products can be controlled, and design and content can be improved for consistency and fidelity during the early stages of development. A five year implementation process and timeline allows OSPI and the Paraeducator Advisory Board to conduct pilots and ensure approved coursework is field tested and made available to all school districts via multiple platforms (e.g., online or in-person). OSPI will also need to

time to establish administrative details for certificate of completion and specialty endorsements. A five year timeline allows for funding and budget to be allocated over time so districts can plan for implementation.

Suggested Timeline:

Year One (July 2016 - September 2017)
- Establish Paraeducator Advisory Board under OSPI
- Develop a statewide Paraeducator Professional Development System for:

    o Basic Education Certificate of Completion
    o Specialty Endorsement for English Language Learners
    o Specialty Endorsement for Special Education
        o Utilize recommended common course outlines (see sample course outlines in the appendix VII)
        o Be offered with uniformity and allow for equitable delivery to all Paraeducators in the state;
        o Involve partnerships including, but not limited to ESDs, OSPI, Community and Technical Colleges, Universities, and other interested parties in order to create coursework aligned to the adopted standards and create an implementation plan.

Year Two (September 2017 - September 2018)
Pilot Professional Development System course work

- OSPI and Paraeducator Advisory Board would:
    o Oversee Pilot curriculum and training materials via on-line and/or in-person training
    o Initiate and support ESDs and community and technical college partnerships with* voluntary school district to pilot coursework through grant funds
    o Ensure data and feedback from pilots are collected and improvements completed;
    o Develop template for statewide Paraeducator Handbook.

*Grants are awarded to pilot districts and partnerships

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Year Three (September 2018 - September 2019)
Gradual Phase In

- OSPI would:
    - Ensure statewide Professional Development course work is available for statewide implementation
    - Ensure partnerships are formed between ESDs, school districts, and community and technical colleges to provide course work via multiple delivery opportunities
    - Collect data and feedback from pilots and ensure improvements are completed to course work
    - Provide downloadable template for a Paraeducator Handbook to all school districts

Year Four (September 2019 – September 2020)
Final Phase In
Paraeducator Advisory Board would approve the required course work based on Paraeducator Employment Standards.

- OSPI would:
    - Provide statewide adoption and implementation of Paraeducator Professional Development System course work via multiple delivery platforms (e.g., online; in-person)
    - Monitor online training system for reliability and performance
    - Ensure partnerships are formed between ESDs, school districts, community and technical colleges, universities and other entities to offer training when and where needed
    - Collect data and feedback to make continuous improvements and update the Paraeducator Professional Development System course work/modules

Year Five (September 2020 - September 2021)
Full Implementation
Paraeducator Advisory Board would continue to approve and/or modify the required course work based on Employment Standards.

Each course provider/instructor would issue an official "course completion certificate" upon successful completion of required class. Community and Technical Colleges would provide paraeducators with a college transcript to serve as documentation.

- OSPI would:
  - Ensure online training is available and implemented for all school districts;
  - OSPI would issue a final "Certificate of Completion" when all required course work is completed for the Basic Education, and specialty endorsements in English Language Learners or Special Education.

Recommendation 6

Ensure a focus on "lifelong learning" via requiring ongoing professional development for all paraeducators. As part of this focus, the Paraeducator Advisory Board will establish a certificate renewal process to be completed every five years. Paraeducators shall have equal and equitable access to the statewide Paraeducator Professional Development System through approved providers (e.g., districts, ESDs, Community and Technical Colleges, Universities and other interested organizations). Districts would establish multiple pathways to support career advancement and greater levels of responsibilities. Consideration should be given to minimizing costs to paraeducators.

Rationale: *In previous years, paraeducator training programs were supported and funded through the general state budget as referenced in RCW 28A.415.310 and RCW 28A 415.315, which funded training via summer and winter conferences designed to maximize paraeducator effectiveness in improving student achievement. This statewide effort was implemented through ESDs and OSPI but funding from the legislature ended in 2009. Since then, paraeducators have not been able to receive adequate training due to district budget shortages and limited resources. Without a statewide effort to fund and ensure training is available to paraeducators and required as professional development, our state is overlooking a valuable instructional resource and an opportunity to improve student success.*

Benefits:
The Paraeducator Advisory Board would implement a certificate renewal process that would ensure paraeducators are continually receiving professional development to meet job requirements; allow school districts to provide training to meet district specific requirements; provide opportunities for teachers and paraeducators to attend training together for joint clock hour or credits sessions; and offer recognition to paraeducators as professionals consistently striving to improve.

Considerations:
Given the low pay and part-time status of many paraeducators, it would be advised to ensure clock hours or credits be earned free of charge or to allow scholarships to reduce the cost. Providing a budget to develop statewide online courses to complete clock hours or credits free of charge through a statewide paraeducator consortium or through ESDs or districts would help offset paraeducators' cost burdens.

Recommendation 7

Develop a statewide template for a <u>Paraeducator Handbook</u> that districts can download and customize.

Rationale: *Having a statewide template for school districts to download and customize to meet specific school districts needs would help ensure that paraeducators across the state receive adequate knowledge about job responsibilities, professional code of conduct, applicable laws and regulations, district policies and procedures around ethical behavior and confidentiality.*

Benefits:
Borrowing from best practice and other state role models, creating a common set of materials as a downloadable paraeducator handbook, would reduce the amount of work required by each school district in preparing paraeducators for their job responsibilities. With the adoption of common employment standards across the state, providing a resource for district to customize and share will reduce the cost for implementation across the state.

Recommendation 8:

PESB will continue to incorporate appropriate and effective use of paraeducators into the knowledge and skill standards required for ALL teacher and principal/program administrator preparation programs and into the career benchmarks for teacher and principal/program administrator continuing education.

Rationale:

State education agencies and/or other state agencies responsible for developing and administering teacher credentialing systems have not fully collaborated with institutions of higher education to establish standards of licensure to ensure teachers and principals/administrators have the knowledge and skills required to supervise paraeducators. Currently, there are no requirements for teacher or principal/administrator preparation programs to include course content on how to utilize paraeducators appropriately and effectively. (Appendix VI reflects the work of Subcommittee 4 and details a possible list of standards for teachers and principal/administrator preparation programs.)

Benefits:
Incorporating appropriate knowledge and effective use of paraeducators in teacher and principal preparation programs will:

- Ensure teacher and principal/administrator candidates are able to understand and demonstrate how to prepare and instruct paraeducators to successfully assist in the classroom;
- Ensure teacher and principal/administrator candidates are able to understand and demonstrate knowledge of applicable federal, state, and district laws, regulations, policies, and procedures regarding effective supervision of paraeducators;

- Ensure principal/administrator candidates understand and demonstrate their roles in recruiting, interviewing, and hiring qualified paraeducators;
- Ensure principal/administrator candidates understand and demonstrate skills in placement and delegation of responsibilities of paraeducators based on skill levels, expectations of the job, and requirements of the position;
- Ensure principal/administrator candidates understand and demonstrate skills in supporting the roles and responsibilities of a supervising teacher and to effectively communicate those expectations to him/her; and
- Ensure principal/administrator candidates understand and demonstrate skills in effective communication by providing constructive feedback during the paraeducator annual evaluation.

Recommended Guidelines for New Criteria and Standards

➢ PESB will create a new criteria for teacher candidates under Standard 3 (Teaching as a Profession) to directly address teacher supervision of paraeducators.

➢ PESB will create a new strand under Standard 2 (Instructional Improvement) for principal candidates to directly address supervision of paraeducators.

➢ Standards will be developed requiring both a teacher/principal/administrator *understanding* **and** a *demonstration* of effective supervision skills of paraeducators.

➢ Teacher Candidate Standards 1 – 10 are suggested (see Appendix VI) and Administrator Candidate Standards 1 – 11 are suggested (see Appendix VI).

Recommendation 9

Provide and fund statewide professional development modules for current teachers, principals, and other administrators through an online learning system designed to update skills in effective planning, collaboration, and supervision of paraeducators.

Rationale:
With rare exception, there are no policies, standards, or systems for improving the performance and productivity of paraeducators, teachers, and principals as a united and collaborative educational team. Schools cannot adequately function without paraeducators, and paraeducators cannot function in schools without an infrastructure that supports and respects them as viable and contributing members of the instructional team. State and local agencies still do not have policies, laws, regulations, standards, and guidelines that prevent paraeducators from being used inappropriately or trained insufficiently—states which can, in turn, cause students to fail to receive appropriate education and/or health and safety needs.
(Appendix VII reflects the work of Subcommittee 4 and details possible content for professional development for teachers or principals/administrators.)

Implementation of statewide professional development opportunities through online learning modules would initially be developed through state funding and contracted out for development and overseen by the Paraeducator Advisory Board

Benefits:
Professional development would help paraeducators, teachers, and principal/administrators understand and demonstrate professional and ethical practices when supervising and supporting paraeducators; when creating positive teamwork strategies and resolving conflict; and when communicating job expectations and skills required for paraeducators to assist in the classroom. In addition, professional development would help to recognize paraeducator roles and contributions within the school community and would provide communication and engagement time for the teacher/paraeducator team.

Subcommittees worked with national experts from higher education to produce a comprehensive set of content objectives and course outline (See Appendix VI) to provide guidance and recommended professional development for teachers and principal/administrators. <u>Currently this content is not being offered to teachers or principals/administrators.</u>

Recommended Four Learning Modules for Teachers*
Module 1: Professional and Ethical Practice
Module 2: Positive and Safe Learning Environment
Module 3: Effective Teamwork and Communication
Module 4: Supporting Instructional Opportunities
*For additional information see Appendix VI.

Recommended Seven Learning Modules for Principals*
Module 1: Recruiting and Hiring
Module 2: Professional Climate
Module 3: Building/Job Orientation
Module 4: School Policies and Procedures
Module 5: Supporting the Teacher/Paraeducator Team
Module 6: Training and Professional Development
Module 7: Evaluation
*For additional information see Appendix VI.

Considerations:

Implementation of the recommended learning modules must come with state funding and be distributed over a five year period. This cannot be another unfunded mandate. School districts are already at maximum capacity for implementing new Common Core requirements, Smarter Balance assessments, and Teacher-Principal Evaluation Programs. Developing "Grow Your Own" Programs that align to production and demand needs in the local community.

VI. Progress Updates from Recommendations in Report I – January 2015

During 2015, several recommendations from the first report (see Appendix IX) have been moving forward. Both Professional Educator Standard Board (PESB) and State Board of Community and Technical Colleges (SBCTC) have made progress in several areas which is included briefly in this section.

A. 2016 Report from SBCTC:

In 2014, the Washington State Legislature enacted Substitute Senate Bill 6129. In that legislation, under Section 2(c), the State Board for Community and Technical Colleges (SBCTC) was directed to complete the following:
- A comparative analysis of the current status of pathways for paraeducators to pursue teacher certification that includes identifying gaps in the pathways and recommended strategies to address the gaps.
- Development of paraeducator certificate and apprenticeship programs that offer course credits that apply to transferrable Associate degrees and are aligned with the new paraeducator employment standards, cultural competencies, and standards and competencies for teachers adopted by the Professional Education Standards Board.
- Creation of an articulated pathway for paraeducators to teacher certification.

Representatives from the state's community and technical college system began work to address the three legislative tasks listed above shortly after the legislation was enacted in the summer of 2014. Staff from the State Board and Whatcom Community College facilitated this work. In 2003 there were twenty-nine paraeducator programs statewide. Only five of the fourteen paraeducator programs currently listed with the State Board are enrolling students at this time. Lack of employer demand for paraeducators with postsecondary credentials is the reason most programs have been suspended or eliminated.

Comparative analysis

> The comparative analysis of the current status of pathways for paraeducators to become certified teachers was addressed in the State Board's 2014 College Paraeducator Work Group Report. This report was submitted with the Professional Educator Standards Board's report. The analysis verified that a seamless pathway from a postsecondary paraeducator certificate or degree to teacher certification at the baccalaureate level does not generally exist in Washington. Some private universities accept many of the credits earned in a Paraeducator Associate's Degree for candidates applying to the Schools of Education, but the public universities do not.

> Transfer degrees that provide future teachers with the ability to move from a community college to a four-year degree program in Education require students to follow a completely different pathway from those students who wish to complete a paraeducator certificate or two-year degree and directly enter the workforce. The 2014 report contained recommendations for creating an articulated pathway that more seamlessly allows students with paraeducator certificates or degrees to transfer to four-year teacher certification programs.

Development of paraeducator certificate and apprenticeship programs that offer course credits that apply to transferrable Associate degrees

> The College Work Group with representatives from nine community colleges determined that embedding a short sequence of courses (resulting in stackable paraeducator certificates) into the Direct Transfer Degree template created the best option for paraeducators who wish to become certified teachers. The Direct Transfer Degree template would allow the community and technical colleges to offer classes with transferrable credits that meet the course requirements of both community and technical college paraeducator programs and public universities teacher education programs. This option is described in more detail in the next section.

In addition, another pathway to teacher certification is being developed. The State Board for Community College has received two proposals from colleges exploring the feasibility of developing an Applied Baccalaureate Degree (BAS) program leading to teacher certification. BAS degrees must be built from an existing professional technical program. Students who have earned an Associate's degree are able to seamlessly move to the related BAS degree program avoiding the need to take additional coursework. BAS teacher certification degree programs would be built from existing Paraeducator and/or Early Childhood Education Associate degree programs.

Finally, alternate certification adopted by the Professional Educator Standards Board is another way for individuals currently working in a school district as a classified staff such as a paraeducator to segue into teaching. Alternate Route to Teacher Certification programs are intended for districts or districts in cooperation with an educational service district (ESD) to operate partnerships with higher education teacher preparation programs, other non-higher education entities, community colleges or consortia of higher education teacher preparation programs. Alternate Route programs work with school district partners to identify core subject areas that are difficult to fill such as special education, mathematics, and English Language Learning. Alternate Route to Teacher Certification programs provide performance-based alternative routes aimed at recruiting candidates in teaching in program shortage areas.

<u>Creation of an articulated pathway for paraeducators to teacher certification.</u>

The proposed paraeducator stackable certificates that would be embedded in a transfer degree would include seven classes equaling twenty-eight transferrable credits. The sequence of courses will build upon one another to develop high-level skills and competencies. Course curriculum will address the basic education paraeducator employment standards, cultural competencies, and some of the standards and competencies for teachers adopted by the Professional Education Standards Board. The College Work Group is currently working on developing common course outcomes for each of the seven courses that comprise the new Paraeducator Stackable Certificates. Colleges will be encouraged to adopt the common courses as part of their Paraeducator Associate degree programs to create better alignment between the colleges and universities. As the general paraeducator employment standards are adopted, they will be included in the curriculum.
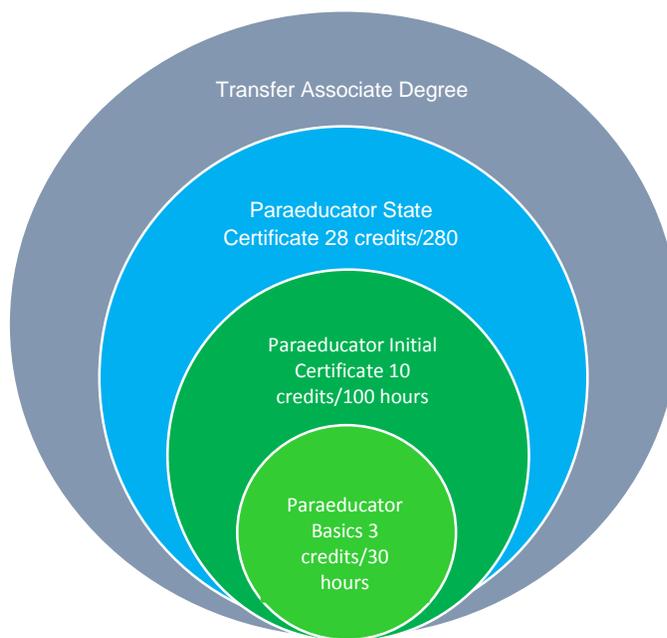
Draft – Paraeducator Stackable Certificates for Washington State

- Professional Educator Standards Board general paraeducator employment standards, cultural competencies and teacher certification standards will be reflected in all Education courses.

- The new Education courses are indicated by *'s.

- All courses count toward the transfer degree aligning with teacher certification BA programs.

Communication
13 credits
Quantitative/Symbolic Reasoning
5 credits
Humanities
15 credits

Exceptional Children
5 credits
Guiding Behavior*
5 credits
Instructional Strategies*
5 credits
Practicum II*
3 credits

Exceptional Children
5 credits
Guiding Behavior*
5 credits
Instructional Strategies*
5 credits
Practicum II*
3 credits

Intro. to Education
5 credits
Practicum I*
2 credits

Intro. to Education
5 credits
Practicum I*
2 credits

Intro. to Education
5 credits
Practicum I*
2 credits

Paraeducator Basics*
3 credits
30 hours training

Paraeducator Basics*
3 credits
30 hours training

Paraeducator Basics*
3 credits
30 hours training

Paraeducator Basics*
3 credits
30 hours training

Entry Level Requirement 3 credits

Paraeducator Initial Certificate 10 credits

Paraeducator State Certificate 28 credits

Transfer Associate Degree
91 credits

The College Work Group made the following recommendations:
- Clearer pathways for Paraeducators could be developed, but employer demand must be demonstrated.
- Education students need to be identified in the community and technical college system and tracked. Currently there is no way to identify student earning transfer degrees with the intention of pursing teacher certification.
- Stackable certificates need to be developed, taking the working paraeducator through aligned benchmarks.
- Explore partnerships with education and support staff unions in designing apprenticeship programs and incentivizing progress through the stackable certificates.
- Develop common student outcomes for standardized Education courses which could nest within the Direct Transfer Agreement template aligning with bachelor degree teacher preparation programs at the state's public universities.

B. 2016 Report from Professional Educator Standards Board

In response to recommendations 7 and 8 from the first report of the Paraeducator Work Group(2015) (See Appendix IX for full recommendation), PESB has piloted a program to Block Grants to expand and enhance current Alternate Routes to Teacher Certification to meet the teacher shortage in hard to fill areas.

In crafting strategies to address Recommendation 8, PESB Educator Pathways has developed the Alternate Route Block Grant funding opportunity that prioritizes applications that focus on developing paraeducators to become teachers. In June 2015, the Professional Educator Standards Board released an RFI to support alternate route programs, "Alternate Route Block Grants" across the state. Alternate route to teaching block grants will provide funding for preparation program; districts and candidate scholarships to support alternate route programs engaging grow your own teacher strategies to address district need. Applications were due November 23, 2015, the majority of the applications received targeted paraeducators on becoming teachers as their project design across the state. Grants will be offered on two year commitments through the biennium and could be awarded up to $420,000 per year. For this round of alternate route block grants, up to $2,500,000 will be awarded.

Progress on Enhancing Career Pathways for Paraeducators:

PESB is continuing the expansion of districts interested in the opportunity to "grow their own" paraeducators to become teachers

During 2015 PESB conducted outreach to Districts, HR professionals, Preparation Programs and Education Community Stakeholders regarding the underutilized opportunity to "Grow Your Own" educators through alternate route programs. PESB staff spoke at several state wide and regional conferences regarding alternate routes and "growing your own" teachers. Through the block grant, there has been more awareness of the value of highly skilled paraeducators and the program design that is necessary to develop paraeducators in becoming teachers. Additionally, more value of what paraeducators have to offer school districts has been emphasized including:

- Demographics of paraeducators more closely aligned with student population,

- Paraeducators live and work in the community

- Paraeducators are more linguistically diverse

- Paraeducators are often seen as a trusted advocate

- Paraeducators are veteran school employees

- Paraeducators understand school culture

The majority of block grant proposals focused on developing paraeducators to become teachers. This fact shows us there is an increased opportunity for districts across the state to focus on developing a **career ladder approach for paraeducators to become teachers.**

What's Next?

Data Collection and Local District Policy Change

PESB Educator Pathways will be conducting the Bilingual Teacher Pipeline Work Group that will be conducting a survey of the regions bilingual para educators and their interest in becoming bilingual teachers. The Professional Educator Standards Board (PESB) and the Road Map English Language (ELL) Work Group propose launching a data collection project to support the grow your own teacher pipeline for the seven (7) districts in the Road Map region (Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila). There is growing demand by school districts for dual language and bilingual teachers yet current efforts to increase the number of bilingual and diverse teachers needed in South King County cannot meet local demand.

Paraeducators, instructional assistants, and bilingual students have struggled to have a clear pathway to obtaining teaching credentials. There is an identified need for prior learning credit and individualized instruction but a lack of programs developed that allows for districts to recruit and "grow their own" teachers with staff that are already connected with their school system and providing instruction in the classroom. Alignment between teacher preparation programs and the programmatic content of Associate of Applied Sciences AAS degrees at the community college have long been disconnected.

The Paraeducator to Bilingual Teacher Survey seeks to honor the asset of bilingualism and diversity by:

1. Discovering the supply and demand situation of the seven Road Map districts
2. Documenting ability and willingness to grow their own educators and
3. Identifying what opportunities currently exist to cultivate bilingual teachers,
4. Identifying what districts are currently doing and would like to do to develop bilingual teachers
5. Conducting a survey to assess the interest of paraeducators and other support staff to become teachers.

Scaling up the number of bilingual teachers in the Road Map region will positively contribute to meeting the needs provides more bilingual instruction and support for ELL and dual language students in the most effective way.

The long-term intention for the work is to set up the region with data that gives a clearer picture of the need and opportunity to grow future bilingual educators; it will also provide a baseline for the work group to produce a set of common recommendations that will support more instructional support staff to have access and support to become bilingual teachers in the region. With this opportunity for districts to further dive, collectively, into this issue, better role clarification will emerge and bright spots from districts can be built. This will support the development of a regional model and portfolio of strategies for how HR, and ELL directors in districts, the state, and CBOs can provide support to ensure success on the pathway. PESB Educator Pathways would apply national research and best practices in program design seen in states such as California, New Jersey, and Colorado that exhibit strong "grow your own" models for developing bilingual staff to become teachers.

Developing Paraeducators to become Teachers

Currently, Washington teachers are leaving at a rate that we have not seen for at least the past decade. [For more data analysis on teacher attrition see PESB data site http://data.pesb.wa.gov/retention]. Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. PESB encourages districts to think about limited certificated staff and para educators as entry points into the education workforce. Districts with close partnerships with alternate route programs have the opportunity to develop their staff to become the next generation of the teacher workforce. With intentionality, this workforce will be more diverse and responsive to the needs of the local community.

Support Expanding Alternate Routes to Teaching. The 2015 Legislature restored funding to this PESB program, which experienced severe reductions in funding starting in 2011, and suspension of the program entirely in the last biennium. Competitive Block Grants will fund preparation program and district/ESD partnerships, as well as candidate scholarships, to support alternate route programs to address district need. One of the weak aspects of Washington's Alternative Route programs was inadequate district engagement, but with the current shortages, more districts are looking to create residency-type models allowing them to employ individuals enrolled in preparation programs as

teachers of record essentially "on the job" training. They are also recruiting from their experienced paraeducator ranks and "growing their own" teachers through Alternative Routes.

Support Expanding Preparation Program Providers to the Community Colleges promoting paraeducator development

PESB has provided technical support to three community colleges with plans to open teacher preparation programs within the next year. In addition, PESB staff assist programs in other states providing online teacher preparation here in Washington, helping ensure they are responsive to district need. The community college programs are focused on Alternate Route 1- providing a program for paraeducators with an AA degree to get a Bachelor's degree and become certified as a teacher entirely at a community college.

Providing guidance and technical assistance to preparation programs on improving their recruitment practices, particularly related to recruitment and support for individuals from underrepresented populations and preparing future principals and superintendents to develop and implement effective workforce development strategies.

Conducting case studies of districts in Washington with effective workforce development practices that sustain them well through periods of shortage. PESB is now working with Washington Association of School Business Officials, Washington Association of School Administrators, Association of Washington School Principals, and Washington State School Directors' Association to contract for a consultant to prepare training curricula, and deliver training to district HR managers on improved recruitment, hiring, orientation and retention practices.

Marketing and promoting statewide the "grow your own" strategy. PESB Educator Pathways is currently redesigning their website to reflect the goals of this work including:

Growing Future Educators	Developing Current Educators	Engaging Policy & Innovation
Strengthening the pipeline from recruitment to preparation to employment	Supporting professional development in our current educator workforce	Creating and implementing state policies through stakeholder engagement

RECOMMENDATION 7 (2015)

Expand and enhance the high school to paraeducator to teacher pathway through implementation grants to high schools seeking to increase the number of teachers of color.

The goal is to increase the number of teacher academies in the state and to offer additional flexibility for who can teach the course and the types of courses where a teacher academy can be offered from a CTE course to ELL to an AP course could be offered using the new curriculum.

There are many creative ways to encourage high school students to become paraeducators and then seek a career in teaching including creative Collective Bargaining Agreements for funding avenues and resources that support paraeducator development into becoming teachers as well as maintaining salary and benefits for paraeducators while in mentored internship. Considering that our high school students and paraeducator ranks are significantly more diverse than the teacher workforce, the high school student to paraeducator to teacher is a promising strategy to increase teacher diversity.

Recruiting Washington Teachers (RWT) support the recruitment of a more diverse students into the paraeducator positions

As a high school pipeline becomes more seamless, many students will graduate and move into paraeducator positions as they prepare for a longer term goal to become teachers. We recommend that all teacher academies let students know about the process to become para educators and teachers as a follow up to attending the course through articulation, testing and credit from high school teacher academy courses. With the RWT programs, we know we can recruit students of color into the high school teacher academy and that these courses serve both as a guide to the profession as well as a successful high school graduation program that helps prepare students for college and a career in education. More districts are creating incentives for coming back and teaching locally and partnering with higher education programs to make sure the linkages are possible. If districts are knowledgeable about their students that want to become teachers, they can track them over time and continue the relationship and bring them back as teachers to address workforce needs.

The Professional Educator Standards Board, Office of Educator Pathways launched the Careers in Education Curriculum Revision Project in December 2014 in partnership with the Office of the Superintendent of Public Instruction, Careers and Technical Education office. This Curriculum and Framework is the result of that effort and of the contributions of many educators across the state.

This partnership supports statewide dissemination and implementation support for the revised Careers in Education program curriculum. We would like to see teaching academies in every school district. PESB is asking for increased funding to support the next generation of the Recruiting Washington Teacher Programs to use new statewide curriculum and provide funding to support an online portal and professional development for implementation. Below are examples of how the RWT programs could be expanded and strengthened:
- faculty in colleges of education supporting high school teacher academies;
- districts developing High School Teacher Academies;
- high school teachers attending training in teams; and
- developing local advisory boards composed of education stakeholders.

Concluding Remarks

For the past eighteen months the Paraeducator Work Group has dedicated its' time and energy to research and develop recommendations to help improve paraeducator's delivery of educational support in school districts across our state. The consistent need for increased standards and professional development for paraeducators has not diminished. The work of PESB and SBCTC, for example, demonstrates that innovation and progress are possible. The Paraeducator Work Group respectfully asks the Legislature to consider its' recommendations as a whole and explore the necessity of a systemic approach to funding and improving the quality of learning for all students in the state.

Paraeducators have provided much needed assistance to improve the quality of educational programs and instructional activities in all Washington state school districts.

-National expert and author

APPENDIX

Appendix I

Glossary/Key Terms

504	Section 504 of the Rehabilitation Act of 1973 defines disabilities for educational purposes. Having a disability does not automatically qualify a student for Special Education services. If they can perform (with accommodations) at a level consistent with their abilities, they will probably not qualify as a Special Education student. For example, a student who uses a wheelchair may be able to function well academically without special help – therefore, that student would not need Special Education classes. We often call these students "504 Students." They may need some modification of their school program. In some cases, Physical Education may not be a required class. In another situations, a student may be allowed extra time to complete school assignments or to receive instruction at home or in a health care setting.
Accommodations	Changes in the way instruction, assessment, and instructional materials are designed and used to respond to the special needs of students with disabilities. Most often related to students who have a 504 plan or an IEP.
ADA	Americans with Disabilities Act --The intent of this legislation was to "level the playing field" so that people with disabilities could access public buildings, obtain employment, and participate in society
Assistive Technology Device	Any piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.
Assistive Technology Service	Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
Aversive Intervention Plan	A plan developed by the IEP team that describes the systematic use of stimuli or other treatment which a student is known to find unpleasant for the purpose of discouraging undesirable behavior on the part of the student. The purpose of an aversive intervention plan is to assure that students eligible for special education are safeguarded against the use and misuse of various forms of aversive interventions. Aversive interventions should not be used with a student until a plan is developed to clearly define what specific aversive interventions will be used, how often and under what circumstances.
BIP	Behavior Intervention Plan --A plan developed by a licensed professional (usually a Special Education teacher) to assist a student with behavior problems to develop appropriate behavior.
CD	Communication Disorder – Special Education category for students with a speech and language impairment (such as stuttering) and is severe enough to affect their education.
Change of Placement	A concept in special education law that describes when student with disabilities is moved from one setting to another, or when there are significant changes in a student's individualized education program (IEP).
Consent	When a parent or guardian understands and agrees in writing to evaluation, the provision of special education services, or to release educational records for their student. Granting consent is voluntary and can be revoked at any time. The parent should be fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication
Continuum of Services	The range of services which must be available to the students of a school district so that they may be served in the least restrictive environment. The IEP team must have the opportunity to consider placement in the general education classroom, special education classroom, home or hospital setting with whatever supports or services that are necessary
Due Process Hearing	An administrative hearing presided over by an administrative law judge. Hearings in special education matters are called Due Process Hearings

ED or BD	Emotional Disturbance or Behavior Disturbance – Special Education category for students with behaviors which disrupt their education. This can include depression or phobias in addition to "acting out" inappropriately. The "Behavior Disorder" label has been replaced with the "Emotional Disturbance" label. Educators who have been around a while often use the term "BD" instead of the current term of "ED" or "Emotional Disturbance."
ELL	English Language Learner -- a person who's first spoken language is NOT English and is in the process of learning English
FAPE or Free Appropriate Public Education	A concept in special education law that describes the right of a student with a disability to special education and other supportive services at no cost. Students with disabilities are entitled to FAPE under the IDEA and Section 504.
FERPA	Family Educational Rights and Privacy Act (FERPA) – a Federal law which protects the privacy of student educational records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.
File Holder	The Special Ed teacher who in is charge of a particular students educational program and has responsibility for documenting her progress and keeping important information in her file.
Functional Behavioral Assessment	An evaluation of the behavior issues of a student with disabilities. Also known as FBA. See Individuals with Disabilities Education Act
ID	Intellectual Disability – Special Education category for students with below average IQ and ability to adapt
IEP Team	A group of people made up of education professionals, the student's parent, and others who have information about a student and his or her needs. Every student with disabilities must have an IEP Team that is responsible for creating and reviewing the student's IEP and determining where the services will be delivered.
Inclusion	Regular education classes combined with special education services so the special education student is included in the typical school experience for at least one--half of the school day.
Individualized Education Program or IEP	A document that describes the special education services that a student with disabilities will receive. The IEP is specific to each student and tailored to his or her educational needs.
Individuals with Disabilities Education Act	Federal law that establishes the right of children with disabilities to special education and describes how services are to be delivered. This law was recently amended in 2004 and renamed the Individuals with Disabilities Education Improvement Act. Also referred to as IDEA or IDEIA.
Instructional Team	Educators who work together to teach a specific group of students. An example of an instructional team could be a classroom teacher, paraeducator(s), and the school administrators. More than one teacher can be on an instructional team. Typically, regular education teachers are not part of a Special Educational instructional team since they do not attend the team meetings in the Special Education Department.
Instructor	A teacher, paraeducator, intern, classroom volunteer, etc. who is responsible for delivering a lesson or demonstration. They should use effective teaching practices.
LD	Learning Disability – correctly, it should be Specific Learning Disability. – Special Education category for students with a disability involving reading, writing, math, and sometimes speech.
LEA	Local Education Agency – For example, a school (public or charter) or a school district.
LRE or Least Restrictive Environment	LRE or least restrictive environment is used to describe the requirement in special education law that children with disabilities be educated, to the maximum extent possible, in regular (also referred to as general education) classes with students who do not have disabilities.

Mainstream	The practice of placing students with disabilities into regular classrooms with the supports defined in their IEP. The students usually also receive some assistance and instruction in separate classrooms, or resource rooms.
Manifestation Determination	A process that looks at the relationship between a student's disability and behavior that would normally be subject to discipline, suspension or expulsion. The manifestation determination is made by relevant members of the student's IEP Team, as determined by the school and the parents.
Mediation	A free, voluntary process for resolving disputes between school districts and parents/advocates. A trained, neutral mediator helps both parents and school personnel clarify issues and come to a mutually acceptable resolution.
OCR	Office of Civil Rights --the federal agency charged with protecting the civil rights of all American residents.
OCR/Office of Civil Rights	Abbreviation for the Office of Civil Rights for the U.S. Department of Education. OCR enforces the protections of Section 504 and is responsible for investigating civil rights complaints.
OSPI	Abbreviation for the Office of the Superintendent of Public Instruction. OSPI is the state agency that oversees school districts.
Placement	Refers to how and where special education services described in an IEP or 504 Plan will be provided to a child.
Positive Behavior Support	An approach to changing student behavior that interferes with learning that is focused on scientifically-based, best evidence based practices, data, and positive outcomes for students. Generally, the goal of positive behavioral support is to increase a student's integration and access to their peers and the educational environment, and to prevent isolation, restraint or disciplinary actions for a student.
Reasonable accommodation	The modification of programs in ways that permit students with disabilities to participate more fully. Section 504 requires school districts to provide reasonable accommodations for students with disabilities.
Resource	A part of Special Education – typically refers to student with mild to moderate disabilities. Most of the time, a "Resource Student" will have mainstream classes with their peers for most of the school day, along with their Special Education classes.
RTI	Response to Intervention – a multi--tiered approach to providing services and interventions to struggling students at increasing levels of intensity.
SID	Severe Intellectual Disability -- Special Education category for students with significant IQ deficits and ability to adapt
Special Education	Instruction delivered by specially trained teachers to help students with disabilities reach their maximum potential. Often, this term is used to refer to students who are "self-contained" --meaning they spend most of their school day in a Special Education classroom.
SPED/LEP	Special Education and Limited English Proficiency --Students with Special Education needs AND for whom English is their second language. Often, their English is limited.
SSI	Social Security Income – paid to individuals with disabilities significant enough to prevent them from becoming employed at a subsistence level. It provides them with means to sustain themselves. Parents can receive SSI on behalf of their disabled children.
Title I	The full title is "Title I — Improving The Academic Achievement Of The Disadvantaged" and is part of NCLB (No Child Left Behind) legislation. Its purpose is to help students from disadvantaged backgrounds to reach their full academic potential.

Transition	In Special Education, this refers to the ongoing process of preparing students for a successful life after they leave the school system. In addition to the traditional academic skills, students need to learn social, everyday living, and vocational skills.
Vocational Rehabilitation	A state agency with the mandated goal to help people with disabilities to become employable. They can provide support to qualified individuals (after they leave school) to reach their employment goals. It is often referred to as "Voc Rehab." They are may be invited to IEP meetings as part of a student's transition process.

Appendix II
Recommended Employment Standards for paraeducators in Basic Education, Title I, LAP and ELL Specialty Endorsement Competencies

Initial Hiring Standards Minimum requirements for entry level paraeducator:	Initial Hiring Standards Minimum requirements for entry level paraeducator:	Initial Hiring Standards Minimum requirements for entry level paraeducator:	Initial Hiring Standards Minimum requirements for entry level paraeducator:
6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits	6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits	6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits	6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits
STANDARD 1 **Support educational outcomes**	***STANDARD 2*** **Demonstrate professionalism and ethical practices**	***STANDARD 3*** **Support a positive and safe learning environment**	***STANDARD 4*** **Communicate effectively and participate in the team process**
Core (Basic) Competencies: 1.1 Knowledge Competencies: D. Proficiency in basic reading, writing, and math skills E. Knowledge of basic computer applications (Word, PPT, Excel), data collection, assessments and software applications to support K-12 education F. Knowledge of one's own cultural identity and how it influences perceptions, values and practices D. Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served 1.2 Skill Competencies: F. Demonstrate ability to assist in reviewing, preparing, delivering, and reinforcing district/school/classr	Core (Basic) Competencies: 2.3 Knowledge Competencies: E. Knowledge of the Code of Professional Conduct for education (WAC 181.87) and applicable district policies and procedures. F. Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members G. Knowledge of the need to protect civil and human rights pertaining to all students, families and staff H. Knowledge of the importance and purpose of confidentiality of student information 2.4 Skill Competencies: E. Adhere to code of professional conduct and applicable district policies, and procedures F. Pursue and participate in staff professional	Core (Basic) Competencies: 3.3 Knowledge Competencies E. Knowledge of child and adolescent developmental milestones /stages and potential early warning indicators (e.g., attendance, behavior and academic progress) F. Knowledge of strategies to support and maintain a culturally inclusive learning environment G. Knowledge of strategies to create an equitable learning environment which fosters unique strengths and abilities of students being served H. Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments 3.4 Skill Competencies: F. Demonstrate ability to assist students at appropriate developmental stages and report student concerns or risk factors to certificated staff or supervisor	Core (Basic) Competencies: 4.2 Knowledge Competencies: E. Knowledge of how multiple communication methods contribute to collaborative team work F. Knowledge of collaborative team strategies and decision making G. Knowledge of the need to respect individual differences among all students, families and staff H. Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance 4.3 Skill Competencies: D. Demonstrate ability to utilize various communication methods, problem solving skills, and collaboration strategies with staff, students, families and community E. Demonstrate ability to initiate and provide relevant feedback

oom instructional outcomes (e.g., tutoring, individual and small group instruction) as directed by certificated/licensed staff G. Demonstrate ability to assist in recording and maintaining data as directed by certificated /licensed staff H. Demonstrate ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff I. Demonstrate ability to utilize technology to support educational and safety outcomes as directed by certificated /licensed staff J. Demonstrate ability to assist in implementing educational material which represents and supports various cultures and abilities of students being served as directed by certificated /licensed staff	development and learning opportunities G. Adhere to and follow district's mission, policies, procedures and personnel practices H. Adhere to confidentiality as consistent with all applicable laws, regulations, policies and procedures	G. Demonstrate ability to implement behavior support systems/strategies as directed by certificated staff or supervisor H. Demonstrate ability to foster a culturally inclusive environment as directed by certificated/licensed staff or supervisor I. Adhere to district prescribed health, safety, and emergency policies and school guidelines J. (When assigned to CTE classes) Demonstrates ability to follow and assist in monitoring Career and Technical Education (CTE) program/class safety procedures as directed by district and/or instructor	regarding job duties, performance tasks, and student learning outcomes F. Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance
ELL Endorsement Competencies: **1.3 Knowledge Competencies** E. Awareness of the difference between social language and academic language F. Awareness of the stages of second language acquisition G. Awareness of WA English Language Proficiency Standards H. Awareness of WA English Language Proficiency levels	**ELL Endorsement Competencies:** **2.3 Knowledge Competencies** D. Awareness of the legal rights of English Language Learners E. Awareness of how to build a culturally and linguistically inclusive learning environment F. Awareness of what constitutes effective communication with ELL families and students and fosters respect among each	**ELL Endorsement Competencies:** **3.3 Knowledge Competencies** D. Awareness of cultural and linguistic diversities and a commitment to build on students' strength E. Awareness of how to successfully support culturally and linguistically diverse students entering into the public school system F. Awareness of students' unique strengths and what value they bring to the classroom	**ELL Endorsement Competencies:** **4.3 Knowledge Competencies** B. Awareness of appropriate and culturally responsive communication strategies

	other's cultural and linguistic diversity		
1.4 Skill Competencies B. Ability to engage and communicate with certificated staff to build a culturally and linguistically inclusive learning environment		**3.4 Skill Competencies** D. Assist with strategies and techniques for facilitating the instruction of individuals with diverse language learning needs in a variety of settings as specified by certificated staff E. Assist in providing culturally and age appropriate feedback to students F. Assist with supporting individual student needs by using appropriate strategies that are culturally responsive and address diverse student background	**4.4 Skill Competencies** D. Support effective communication with culturally and linguistically diverse students, families, communities, and team members in a professional and respectful manner E. Use culturally responsive communication skills (written, verbal and nonverbal) F. Ability to engage in appropriate culturally responsive strategies such as: 1) constructs of time; 2) verbal and nonverbal cues; 3) authority; and 4) relationship building
Meet entry level hiring criteria minimum and ELL Paraeducator Endorsement: 4. Meet initial hiring standards; and 5. Complete Certificate of Completion for Basic Education paraeducator; or 6. Successful completion of ELL endorsement requirements and coursework	**Meet entry level hiring criteria minimum and ELL Paraeducator Endorsement:** 4. Meet initial hiring standards; and 5. Complete Certificate of Completion for Basic Education paraeducator; or 6. Successful completion of ELL endorsement requirements and coursework	**Meet entry level hiring criteria minimum and ELL Paraeducator Endorsement:** 4. Meet initial hiring standards; and 5. Complete Certificate of Completion for Basic Education paraeducator; or 6. Successful completion of ELL endorsement requirements and coursework	**Meet entry level hiring criteria minimum and ELL Paraeducator Endorsement:** 4. Meet initial hiring standards; and 5. Complete Certificate of Completion for Basic Education paraeducator; or 6. Successful completion of ELL endorsement requirements and coursework

*Current state approved test for basic skills is a federal requirement and may be subject to change – Recommendation is that this requirement for passing a basic skills test would still remain as a state requirement for initial hiring

Appendix III
Recommended Specialty Endorsement Competencies for Special Education Paraeducators

Initial Hiring Standards **Minimum requirements for entry level paraeducator:** 6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits	**Initial Hiring Standards** **Minimum requirements for entry level paraeducator:** 6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits	**Initial Hiring Standards** **Minimum requirements for entry level paraeducator:** 6. Be at least 18 years of age; and 7. Hold a high school diploma or equivalent; and 8. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 9. AA Degree; or 10. 72 college credits or 48 semester credits	**Initial Hiring Standards** **Minimum requirements for entry level paraeducator:** 1. Be at least 18 years of age; and 2. Hold a high school diploma or equivalent; and 3. Passing grade on *State Approved Basic Skills Test for Paraeducator Assessment; or 4. AA Degree; or 5. 72 college credits or 48 semester credits
STANDARD 1 **Support educational outcomes**	***STANDARD 2*** **Demonstrate professionalism and ethical practices**	***STANDARD 3*** **Support a positive and safe learning environment**	***STANDARD 4*** **Communicate effectively and participate in the team process**
Specialty Endorsement Competencies for Special Education: **1.1 Knowledge Competencies** I. Knowledge of fundamental purpose of IDEA is to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them to further education , employment and independent living. J. Knowledge of common Special Education terminology and acronyms (e.g., IDEA, IEP,504, ADA,FBA,BIP,LRE) that relate to required assignment K. Knowledge of basic special education process (e.g., FAPE, IEP, 504) L. Knowledge of the legal requirements for supporting students eligible for and receiving special education services	**Specialty Endorsement Competencies for Special Education:** **2.1 Knowledge Competencies** B. Knowledge of district expectations and/or policies regarding appropriate communication with families and students eligible for and receiving special services as directed by certificated/ licensed staff **2.2 Skill Competencies** J. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. K. Ability to comply with the requirements of confidentiality for educational and medical records. L. Ability to comply with legal requirements regarding abuse and	**Specialty Endorsement Competencies for Special Education**: **3.1 Knowledge Competencies** E. Knowledge of legal, ethical practices and procedural safeguards regarding positive behavioral supports, restraints and/or isolation of students eligible for and receiving special education services F. Knowledge that all student behavior (both desired and undesired)) is a form of communication and should be acknowledged with an effective response G. Knowledge of the importance of consistency, predictability and structures in the learning environment and the impact on student behavior and learning outcomes H. Knowledge of the basic behavior change process and intervention strategies (e.g. antecedent ,behavior and consequence)	**Specialty Endorsement Competencies for Special Education***:* **4.1 Knowledge Competencies** C. Knowledge of how to forward and direct concerns or issues from students and/or families of students eligible for receiving special education services D. Knowledge of district expectations and appropriate boundaries of communication in various settings (inside and outside of school day) with students and families to protect student confidentiality and privacy following the established chain of command as determined by certificated/licensed staff and district policy **4.2 Skill Competencies** D. Ability to participate in IEP conferences and team meetings as determined by each IEP team E. Ability to communicate

M. Knowledge of the purpose of IEP goals, related supports (e.g., accommodations and modifications) and/or related documents (e.g., Healthcare plan) if applicable or pertinent to assigned duties.

N. Knowledge of culturally responsive strategies for delivering specially designed instruction, accommodations, adaptations, and modifications as designed and determined by certificated /licensed staff

O. Knowledge of the importance and role of families in the educational process of students eligible and receiving special education services

P. Knowledge of the importance of language development in academic and nonacademic learning environments for students eligible and receiving special education services

1.2 Skill Competencies

E. Ability to implement instructional strategies and techniques that support specially designed instruction and specific learning needs as developed and directed by certificated/licensed staff

F. Ability to assist students with assistive technology as directed by certificated/licensed staff

G. Ability to assist in recording and maintaining data (e.g., academic, behavior, social/emotional, or health) to support IEP goals and behavior plans as directed by certificated/licensed staff

H. Ability to assist or implement culturally responsive strategies with students to facilitate effective integration into various settings (e.g., libraries, classrooms, playgrounds, community and assorted modes of transportation) as directed by certificated/licensed staff

neglect

M. Ability to comply with district policies and procedures regarding students eligible for and receiving special education services

N. Ability to support high expectations and quality of life potential for students eligible for and receive special education services

O. Develop and maintain professional relationships with both general and special education colleagues

P. Collaborate with others providing services to students eligible for and receiving special education services

Q. Practices within their professional knowledge and skills and seeks appropriate support when needed

R. Pursues and participates in professional staff development and/or learning opportunities

3.2 Skill Competencies

F. Ability to support the legal, ethical practices and procedural safeguards regarding positive behavioral support, restraint and isolation of students eligible for and receiving special education services as directed by certificated/licensed staff

G. Ability to implement strategies to support students to maximize their independence across all learning environments

H. Ability to support students in following prescribed classroom routines and transitions with consistency and predictability as determined by certificated/licensed staff

I. Ability to effectively implement a behavior plan for students eligible for and receiving special education services and determined by certificated/licensed staff

J. Ability to carry out assigned health related care or duties with dignity and respect for students they support as directed by school nurse

and forward family or student concerns/ issues to designated certificated/licensed staff or administrator

F. Ability follow IEP goals and communicate within appropriate boundaries to protect student confidentiality and privacy as directed by certificated/licensed staff

1 Meet initial hiring standards; and 2 Complete Basic Education paraeducator Training requirements; and 3 Successful completion of Special Education paraeducator Training Certificate	1 Meet initial hiring standards; and 2 Complete Basic Education paraeducator Training requirements; and 3 Successful completion of Special Education paraeducator Training Certificate	1 Meet initial hiring standards; and 2 Complete Basic Education paraeducator Training requirements; and 3 Successful completion of Special Education paraeducator Training Certificate	1 Meet initial hiring standards; and 2 Complete Basic Education paraeducator Training requirements; and 3 Successful completion of Special Education paraeducator Training Certificate

*Current state approved test for basic skills is a federal requirement and may be subject to change – Recommendation is that this requirement for passing a basic skills test would still remain as a state requirement for initial hiring

Appendix IV

Paraeducator Work Group
Focus Group Meeting – May 27, 2015

Communication Café – Table discussions between Paraeducator Work Group members and invited guests which included parents of children with special needs, Special Education Paraeducators and Special Education Teachers.

During the rounds of table discussions all participants were encouraged to capture their thinking and post their comments onto post-it notes. The post-it notes were organized into broad categories and typed for inclusion in our minutes of this event.

What makes a good paraeducator?
- Promotes inclusive practices.
- Promotes trust between the family, student, and school.
- Supports open communication and engages student and family members.
- Extends the talents of the Special Education teacher and team to create a broader reach across the population served.
- Reinforces skills that are being taught in the classroom.
- Enhances peer relationships.
- Creates a partnership in the classroom – teacher, paraeducator, and student.
- Helps student with social emotional development.
- Understands the student's disability.
- Have a natural ability to connect with students.
- Communicates well with teachers.
- Provides consistency and reliability for students.
- Supports instruction designed by the teacher.
- Has a caring heart.
- Paraeducators stay in the job because they love the kids.
- Provides one-to-one assistance and small group instruction.

What are the barriers or issues that need to be improved or removed?
- Paraeducators don't have roots, they move from class to class and often times they are on their own to decide what to do with students.
- Improve hiring practices to be intentional and purposeful – not just hiring a warm body.
- Paraeducators are hungry for training around instructional strategies—but pay them for the training time.
- Need more involvement between Special Education Department and Principal.
- Don't expect paraeducators to implement something that the building or the system doesn't do (i.e., PBIS has to be school wide not just a paraeducator fix).

- Train teachers on how to work and support paraeducators.
- Lack of supervision and role clarification.

- Districts need to have an understanding of WHY they are hiring paraeducators- what is the districts educational philosophy?
- Money needs to be allocated to train all teachers to work with paraeducators.
- Time needs to be carved out for teachers and paraeducators to collaborate and plan together.
- Everyone needs to know what ROLE they are playing –this is a job for Principal and building leadership team.
- Paraeducators hiring needs to be monitored and supported as a continuum of ongoing training.
- Teacher prep programs need to include working with paraeducators as mandatory.
- Paraeducators need to be treated and recognized as professionals with judgement skills too!
- Smarter systems change in education is needed so we are not reliant or dependent on paraeducator so much.
- Compensation must be brought up to a level of a living wage—too much turn over because of this factor.
- Retaining quality paraeducators is a huge issue (they are leaving for better pay – leaving school districts with a short notice to fill the positions.
- Teachers and paraeducators should attend training together- when possible this should be the preferred method of teaming.
- Use of paraeducators in high schools with older special needs students due to lack of training of paraeducators.
- Not training and having effective paraeducators is a social justice issue!
- Time to collaborate between – General Education and Special Education Teachers and Paraeducators.
- Pay and pay scale is too low – people are working just for health care benefits.
- Paraeducators need to be a part of the IEP.
- Principal needs to set the stage for paraeducators being treated with respect and recognized as a part of the instructional team.
- Principals that flattened hierarchy can be most successful – establishing a social contract of respect in the building.
- Determine how to reward Paraeducators who are going above and beyond their expectations and achieving extraordinary results with students.

What does a para need to know?
- What confidentiality really means.
- Child strengths, preferences, triggers, challenges, and disabilities.
- More about speech/language acquisition:
  - ELL
  - Neurological/developmental
- Understands executive brain function.
- Support social skills and social scripts for student.
- Understand functions of behavior.
- Goals for IEP instruction, not just assignments.
- Infusion of cultural competence.
- Ability to appropriately communicate with family members and the ability to function as part of the education team.
- Paras need training in all areas:

- - o Licensure/certification is a good thing so long as the financial burden doesn't fall to para.
- Training around positive behavior support is critical.
- Team meeting – teacher, para, parent (understand what is effective, what is a challenge, and what are strengths)
- No special ed. precertification requirement to know how to supervise other adults/paras. (can result in teacher/para bullying, or vice versa)
- Collection of data (and meaningful data) critically important – training needed. Does not exist in some districts.
- Standards of:
  - o Data collection (general/prog specified)
  - o Communication skills including intent vs. impact
  - o Developmental continuum
  - o Understanding disabilities
  - o Teaming skills/use of collaboration time
  - o Tools/strategies
  - o Families expectations/confidentiality
- Para training needed, encourages/supports family, teamwork in class (teacher and para), and knows IEP goals, attends, and gives input on meeting.
- Training on different disabilities with SPED and General Ed.:
  - o Sensory
  - o Communication skills with supervisors and teachers and parents
  - o Attend IEP's
  - o Home visits helping
  - o Strength based view

What are some Professional Development ideas?

- Create a mentoring program for paras in schools.
- How to work with General Ed. Teachers and their role with special needs students in GE classroom.
- How to hear the parent voice and learn about what impacts their child in the classroom (which is really helpful in the long run to support the certificated teacher and paraeducator)
- Staff development for paras:
  - o Best with their team
  - o Never "dumb down"
  - o Have breakout sessions where paras can incorporate the given info with role playing working a personal plan etc. Never a 2 hour power point.
- How to develop a sense of community where all students are part of the whole school – community building for school to include special ed. students.
- Encouragement of more training in autism, sensory, and knowledge of liability.
- How to work with kids:
  - o Behavior medication, reactions, and timing
  - o Right response
  - o How to interact with students at all developmental stages and ages
  - o Avoid triggers and negative stimulus
- Teacher prep programs need to include how to manage paras.

- Supervising teachers need to:
  - Work with Special Ed. Paraeducators effectively
  - Train paras to be able to collect and use data
- Paraeducators need to be skilled in behavioral motivation
- Paraeducators need to be able to overcome barriers of students with challenges becoming part of the community (peer interaction).
- Paraeducators need to learn strength based language, attitude, and skills.
- Paraeducators not taught to be a "helper" for student success rather only as a collector of data.
- Paraeducators need to be able to function when not under direct or physical proximity to teacher:
  - Behavior control strategies
  - Collect data/observation protocols
  - Read and follow the IEP
- Training on how to show dignity when completing medical or toilet care.
- Training to be part of a team and understand child's disability and IEP.
- Data keeping:
  - Training on how to collect data
  - Consistency of collection of data
  - Communication about data collection
- 2 years of education for paras critical – not just passing the test.
- Staff development needs to change how it is delivered. It should be job embedded and relevant with just in time delivery. Trainers need to be respectful while training paras. Don't talk down or dumb down the content because you think paras can't comprehend the material – this is very demeaning.

What issues have we heard over and over again?
- Staffing issues; no clear model with roles and responsibilities defined.
- Need mentoring system:
  - Have a master paraeducator mentor paras/or less experienced paras.
- Paraeducators wages are too low.
- No respect, no professionalism in the field.
- No protocol or consistency of how paras are used. Need better defined job responsibilities and duties.
- Administrators need time observing paraeducators so they know what is happening/what they are doing. Need mutual respect!
- Not enough coaching, mentoring, and modeling of techniques and strategies to support students.
- Administrators are too far removed from supervision, interactions, and support.
- Not enough or no training on developmental stages of learners
- Need a way to "equalize" training and skills to minimize the student's effect of having inconsistent support too many years in a row(example: "some years are very good, some years are very bad, some paras are excellent, some paras are ineffective").
- Not enough/no training in ABA positive supports. Not enough/no training on instruction and techniques.
- Invite Special Ed. paras to the IEP meetings. They are a part of the instructional team.
- School districts need pay for training but could be difficult to fund without state changing allocation formula.
- Need for collaboration between teacher and paraeducator – CRITICAL NEED.

- Communication between paras and parents is important but lacking and/or not allowed.
- Don't talk about paras at break room discussions! Stay above gossip level.
  - Teacher and para collaboration should be focused on student needs
  - Para can advocate for students
  - Teachers need to respect and appreciate para's work
  - Paras need time to work with kids
- General Ed. Teacher partnerships need:
  - Planning time
  - Trained in curriculum and special accommodations
  - Para voice? /who in advocacy for student?
  - Strong teacher support of/encouragement for para's role

Paraeducator Work Group
Focus Group Data

The Paraeducator Work Group Meeting held on May 27, 2015 was designed to:
- Understand and hear various perspectives from parents, special education teachers, and paraeducators on what standards and professional development is needed for improving paraeducator support to students in special education.
- Understand and hear what school districts and ESDs would describe as the most important skills and knowledge and professional development for paraeducators.
- Understand what issues impact Special Education and how to incorporate ideas to improve paraeducator's abilities to support student success.

The following document is a culminating activity that all participants completed at the end of the meeting.
What big ideas did you learn from today?
- Paras need more (specific) training in a variety of areas.
- Professional certification (of some type) and respect/inclusion as an important member of team is critical.
- Collaboration needs to increase.
- Paras are the bridge between special ed and general ed to implement and carry forward. Like all bridges – they need <u>structure</u> and without that will collapse.
- Education/training/collaboration = structure.
- Training needed with paras, special ed together (regular and ongoing).
- Paras are an important part of the (IEP) team.
- Student focused = advocate (shared teaching – team work)
- Training is not the only answer!
- Learned there is some awesome work being done throughout the state.
- Funding is the greatest issue for all and it seems no one thinks education will be funded amply.
- There seems to be a lack of collaboration between paras and teachers.
- Many teachers do not understand how to supervise a para.
- At the teachers, para, and parent levels lack of training was consistently brought up.
- There is poor communication between administration – teacher, para, and student's family.
- Clarification of roles, responsibilities and pay that's commensurate to those.
- This is a social justice issue!

- There needs to be better communication between special ed teams including paras!
- Need clearer roles and expectations from school administrators to teachers to paras.
- Paras are not respected by other school employees.
- Core foundational needs for successful use of paras is the same today as yesterday.
- It's critical to have "team" and planning time, system issues.
- Be realistic – respect the needs of paraeducators.
- Need clarity of roles and yet learn to work as a team.
- Short isolated training is not effective – need solid education and an environment supporting best practice.
- A need for the voice of students and families to be heard.
- A need for advocacy for paras and students.
- Need for building community of communication within the education system.
- Paras need to have standards and guidelines for them to be considered professionals.
- Teachers do not have training to plan for and direct paras
- Paras do not have time to plan or collaborate or communicate with their teams.
- Training/professional development and supervision needs to be approached from a systems perspective.
    - Higher Ed.
    - HR
    - Principals
    - Gen. Ed. Teachers
    - ESA
    - Special Ed. Teachers
- There is not going to be a "team" without time to meet.
- Role Clarification is needed (para, teacher, principal)
- Increase collaboration and communication with attention to protocols and sensitivity.
- How to ensure paraeducators feel valued, respected, and foster positive morale.
- Importance of PD!
- Deliver PD in teams.
- Importance of para being in on IEP meeting.
- Better definition of a para role in parent communication.
- Teamwork is critical to teacher fulfilling responsibility.
- Teamwork is key – the whole team needs to be taught together to produce real sustained change.
- The importance of carefully defining the roles of teachers, paras and principals. Clear terminology.
- It's not chicken and egg. (i.e.,: it's not more training and standards and credentials will eventually lead to greater professionalism and commensurate compensation but financing needs to be provided hand in hand with the new training, standards, and credentials.)
- The state needs to become serious about funding paraeducators including:
    - Compensation
    - Professionalism
    - Full inclusion as a team
    - Train principals, teachers, and paras together.
- Setting up a license system won't do it. Adding PD won't do it.
- Must be an integrated change in the system.

- - What will that look like in the legislature?
  - What will that look like in the school district?
  - Training must include all stakeholders!
  - Professional development must be ongoing and meaningful!
  - Increased funding and increasing paras to a living wage must be addressed!
- Many of us in sp. ed. have the same concerns.
- Training by itself is not the only answer.
- Administration/district admin training is really key to improve the system.
- Administration training and follow up beyond the training
- Adding courses in teacher and principal pre-service work surrounding supervising and teaming with adults which includes paras and volunteer in the classroom.
- There are teachers that really know the importance of teamwork.
- Training needs to be with teachers and paras.
- Lots of same concerns that our Para Work Group Report focused on.
- Teachers and paraeducators must get the same training and train together – not doing so creates conflict. Principals training key.
- Understanding and clarification of roles and supervision of paraeducators by principals is critical. Have to have time for collaboration.
- Paraeducator pay/compensation is a huge issue, barrier, problem.
- Don't hire paras as a fix to a problem.
- How do we train? How do we support?
- Hiring for the right fit and match is key.

What do you wish would happen from today?
- Need adequate funding (states or feds) to make this happen.
- General Education teachers need to be less resistant and more confident in managing paras.
- Need more collaboration with special ed teachers, paras, and general ed teachers.
- Para's viewed/titled as "Educators" = value
- Para is not solely for one student, supports all students thereby opening the door for teacher to have ownership of each students, including special needs.
- Community – para important part of school culture.
- Time to collaborate/better communication.
- A para's roles:
  - Child/student focused
  - Community based
  - Communicate/collaborate
- Need:
  - Positive worthy relationships/team
  - Training
  - Rewards/respect
- I want funding to be paramount and ample for schools.
- I want to see the whole school system work truly as a team for all students.
- I want paras to be respected and supported.

- Training on supervising paraeducator
- Training versus just having a para in special ed taking a test.
- Proper funding.
- Produce models of effective communication.
- Produce a job description, credential and a salary schedule commensurate.
- Identify a cultural competence model to be infused in the entire system.
- Remove ability to "test out" of 2 year college requirements for certification.
- Make sure paraeducators are being supervised and adequately trained.
- Increase pay for paraeducators to attach and retain high quality paras.
- Paras attend IEPs.
- More representation of our students/families of color at our meeting.
- CTA certified teacher assistant similar to CAN.
- Justice – just thinking big!
- Link education and compensation.
- Fine-tuned career lattice encouraging basic entry level → specialization → teacher certification.
- Access to high quality education and PD for paras.
- Clarify roles & responsibilities for paras.
- Train the administrative staff communicating the roles and responsibilities. (i.e.: principal/teacher/directors/parents)
- Review "system" need for service.
- Para pay needs to increase and define standards so they are more professional.
- Para training needs to increase
- Admin training needs to increase
- Develop written standards and guidelines for paraeducators.
- Ensure principals, HR, and General Ed. Teachers are trained in role clarification, teaming, and collaboration. This is not just about training paras, it's about a systemic culture change.
- Assign and pair teacher and para appropriately.
- Ensure paras and teachers are culturally competent.
- Ensure paras know their purpose → move to independence for children!
- Really need to "marry" funding with any requirements.
- Cannot leave para training without principal and teacher teaming and being trained together.
- We still have a long way to go…
- Collaboration time.
- Training of team (para and teacher) together.
- Make it a respected profession like hierarchy in health services.
- Appropriate compensation is necessary and will solve retention problems.
- Teachers and parents need to collaborate to have an effective team.
- Professional development for all education staff is essential and comes in different forms like site based, breakout sessions with teams and must be compensated.
- ESD's to provide ongoing "expert" training models.
- Training to begin this year in higher education on supervision of paras.
- Funding, funding, funding!
- See a group concern and have it addressed – huge need. (i.e.,: collaboration time needed)
- Voices shared and valued to have follow up and dialogue.

- To have other paras know that there are people out there fighting, speaking, and valuing them so much!
- I wish the conversation around systemic respect would be heard wide spread.
- The financial hardship conversation that paras would have be heard.
- Para professionals be treated as professionals.
- Training for admin.
- Communication on all levels.
- Paras need the respect we deserve.
- This is my profession, treat me as a professional.
- Addressing real system changes need to improve paraeducator use in schools.
- Make sure we heard and take in the input from conversations.
- Deepen the conversation in Work Group.
- Need very clear expectations of paras and their role!
- Paras as advocates for kids and themselves.
- Need time for training and collaboration (team)

Appendix V

National Council for Exceptional Children
Special Education Paraeducator Common Core Specialty Set for PSPC

Professional Development Guideline 1 Foundations

Knowledge	
P1K1	Purposes of supports and services for individuals with exceptionalities
P1K2	Rights and responsibilities of individuals with exceptionalities, and other related stakeholders
P1K3	Eligibility categories for special education and supports and services typically associated with each category
P1K4	Impact of culture and the contributions of culturally diverse groups
P1K5	Role of families in the educational process

Skills	
P1S1	Use basic educational terminology
P1S2	Implement concepts associated with disability rights, normalization, and inclusive practices
P1S3	Demonstrate respect and appreciation for differences in values, languages, and customs among home, school, and community
P1S4	Access credible resources to extend and expand understanding of exceptionalities

Professional Development Guideline 2 Development and Characteristics of Learners

Knowledge	
P2K1	Typical and atypical human growth and development
P2K2	Educational implications of characteristics of various exceptionalities
P2K3	Family systems and the role of families in supporting development
P2K4	Similarities and differences of individuals with and without exceptionalities and among individuals with exceptionalities
P2K5	Impact of exceptionalities on individuals, families, and society

Skills	
None	

Professional Development Guideline 3 Individual Learning Differences

Knowledge	
P3K1	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
P3K2	Individual learner characteristics as the primary basis for instructional decision making, rather than disability categories or educational placements

Skills	
P3S1	Facilitate friendships as determined by the instructional team
P3S2	Use knowledge of individual's strengths and interests to encourage engagement in varied school and community activities as determined by the instructional team
P3S3	Implement levels of support appropriate to academic and social-emotional needs of individuals with exceptionalities as determined by the instructional team

Professional Development Guideline 4 Instructional Strategies

Knowledge	
P4K1	Concept of evidence-based practice

Skills	
P4S1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the paraeducator's assignment
P4S2	Facilitate the integration of individuals with exceptionalities into various settings as determined by the instructional team
P4S3	Support individuals' with exceptionalities use of self-assessment, problem-solving, and other cognitive strategies as determined by the instructional team
P4S4	As determined by the instructional team use strategies to facilitate maintenance and generalization of skills
P4S5	Use strategies to promote the individual's positive sense of identity, self-control, and self-reliance as determined by the instructional team
P4S6	Use strategies that promote successful transitions for individuals with exceptionalities as determined by the instructional team
P4S7	Support the use of learning strategies and study skills to promote acquisition of academic content as determined by the instructional team
P4S8	Use instructional strategies and materials as determined by the instructional team
P4S9	Adapt, instructional strategies and materials as determined by the instructional team

P4S10	Modify pace of instruction and provide organizational cues as determined by the instructional team
P4S11	Use and maintain educational and assistive technology for individuals with exceptionalities as determined by the instructional team
P4S12	Use a variety of positive behavioral supports to enhance an individual's active participation in activities as determined by the instructional team
P4S13	Use an individual's responses and errors, especially a pattern of errors, to guide next instructional steps and provide ongoing feedback as determined by the instructional team
P4S14	Re-teach and reinforce essential concepts and content across the general curriculum as determined by the instructional team

Professional Development Guideline 5 Learning Environments and Social Interactions

Knowledge	
P5K1	Communicative intents of behaviors
P5K2	Rules and procedural safeguards regarding behavioral support of individuals with exceptionalities

Skills	
P5S1	Provide least intrusive level of support based on the demands of the learning environment as determined by the instructional team
P5S2	Use routines and procedures to facilitate transitions as determined by the instructional team
P5S3	Promote choice and voice of individuals with exceptionalities in building classroom communities as determined by the instructional team
P5S4	Support safe, equitable, positive, and supportive learning environments in which diversities are valued as determined by the instructional team
P5S5	Establish and maintain rapport with learners
P5S6	Adapt physical environment to provide optimal learning opportunities as determined by the instructional team
P5S7	Implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior as determined by the instructional team
P5S8	Promote self-advocacy and independence as determined by the instructional team
P5S9	Use universal precautions to assist in maintaining a safe, healthy learning environment
P5S10	Implement active supervision when responsible for non-instructional groups as determined by the instructional team
P5S11	Use strategies as determined by the instructional team in a variety of settings to assist in the development of social skills

| P5S12 | Support individuals with exceptionalities in following prescribed classroom routines as determined by the instructional team |
| P5S13 | Implement legal and ethical practices in behavioral interventions as determined by the instructional team |

Professional Development Guideline 6 Language

Knowledge	
P6K1	Impact of speech and language development on academic and nonacademic learning of individuals with exceptionalities
P6K2	Implications of language levels for individuals with exceptionalities learning the dominant language
P6K3	Characteristics of one's own culture and use of language, and how these may differ from individuals with exceptionalities from other cultures
P6K4	Implications of cultural differences in verbal and nonverbal communication

Skills	
P6S1	Match communication methods to individual's language proficiency as determined by the instructional team
P6S2	Support the development of oral and written communication by reinforcing language and speech skills of individuals with exceptionalities as determined by the instructional team
P6S3	Support individuals with exceptionalities in their use of augmentative and alternative communication skills and other assistive technology as determined by the instructional team
P6S4	Support the acquisition and use of learning strategies to enhance literacy of individuals with exceptionalities as determined by the instructional team
P6S5	Support individuals with exceptionalities in the maintenance and generalization of strategies for effective oral and written communication across environments as determined by the instructional team
P6S6	Support the use of strategies with individuals with exceptionalities to remember verbal and written directions as determined by the instructional team
P6S7	Support individuals with exceptionalities in the effective use of vocabulary in multiple environments as determined by the instructional team

Professional Development Guideline 7 Instructional Planning

Knowledge	
P7K1	Purpose of individual plans relative to general curriculum
P7K2	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

Skills	
P7S1	Follow written plans, seeking clarification as needed
P7S2	Prepare and organize materials to support teaching and learning as determined by the instructional team
P7S3	Use instructional time effectively
P7S4	Make responsive adjustments to instruction consistent with Professional Development Guidelines as determined by the instructional team
P7S5	Use age and ability appropriate instructional strategies, technology, and materials for individuals with exceptionalities as determined by the instructional team

Professional Development Guideline 8 Assessment

Knowledge	
P8K1	Purposes of assessment

Skills	
P8S1	Record information in various formats as determined by the instructional team
P8S2	Assist in collecting and providing objective, accurate information for the instructional team

Professional Development Guideline 9 Professional and Ethical Practice

Knowledge	
P9K1	Principles that guide ethical practice
P9K2	Personal and cultural biases and differences that affect one's practice
P9K3	Importance of the paraeducator serving as a positive model for individuals with exceptionalities
P9K4	Professional growth opportunities for continued learning

Skills	
P9S1	Conduct activities in compliance with applicable laws and policies
P9S2	Maintain the dignity, privacy, and confidentiality of all individuals with exceptionalities, families, and school employees
P9S3	Protect the health and safety of individuals with exceptionalities

P9S4	Provide accurate and timely information about individuals with exceptionalities to individuals who have the need and the right to know as determined by the instructional team
P9S5	Report suspected child abuse, suicidal ideation, and /or dangerous behaviors as required by law, policies and local procedures
P9S6	Practice within the limits of the defined paraeducator role
P9S7	Respect role differences of teachers, paraeducators, and other professional practitioners
P9S8	Recognize the role of the teacher as a leader instructional team
P9S9	Follow chain of command to address policy questions, system issues, and personnel practices
P9S10	Practice within one's skill limits and obtain assistance as needed
P9S11	Practice with competence, integrity, and sound judgment
P9S12	Request and use feedback from supervising professionals
P9S13	Reflect on one's performance to improve practice

Professional Development Guideline 10   Collaboration

Knowledge	
P10K1	Purposes of collaborative teams
P10K2	Common concerns of families of individuals with exceptionalities
P10K3	Roles and relationships of paraeducators and other stakeholders on the instructional team

Skills	
P10S1	Use local policies for confidential communication about team practices
P10S2	Forge respectful relationships with teachers, colleagues and family members
P10S3	Communicate effectively with stakeholders as determined by the instructional team
P10S4	Participate actively in conferences and team meetings
P10S5	Support individuals with exceptionalities by modeling and facilitating the use of collaborative problem solving and conflict management

Appendix VI

Suggested Teacher and Administrator Candidate Standards
Prepared by Paraeducator Subcommittee 4

Suggested Teacher Candidate Standards:

1. Teacher candidates will understand and demonstrate effective communication with paraeducators regarding instruction and supervision of students using appropriate and respectful verbal and written communication.

2. Teacher candidates will understand and demonstrate the process for sharing and receiving information with paraeducators regarding personal student educational plans, performance, and data.

3. Teacher candidates will understand and design a plan that has a clear vision, goals, and instructional strategies for paraeducators to follow.

4. Teacher candidates will understand and articulate the ethical and legal guidelines regarding the appropriate roles and responsibilities of paraeducators.

5. Teacher candidates will understand and demonstrate knowledge of applicable federal, state, and district laws, regulations, policies, and procedures regarding effective supervision of paraeducators.

6. Teacher candidates will understand and demonstrate how to provide regular training, using adult learning principles, regarding instructional strategies, data collection, technology, classroom management, inclusive practices, cultural responsiveness, and safe and healthy environments to paraeducators under his/her supervision.

7. Teacher candidates will understand and demonstrate how to prepare and instruct paraeducators regarding their weekly schedules and expectations.

8. Teacher candidates will understand and demonstrate how to provide regular and timely constructive feedback and clear directions to paraeducators.

9. Teacher candidates will understand and demonstrate professionalism in using effective teamwork strategies and conflict resolution when working with paraeducators.

10. Teacher candidates will understand and demonstrate leadership in fostering relationships among school, family, and community.

Suggested Administrator Candidate Standards:

1. Administrator candidates will understand and demonstrate their roles in recruiting, interviewing, and hiring highly qualified paraeducators.
2. Administrator candidates will understand and demonstrate skills in providing building and job specific orientation for paraeducators.
3. Administrator candidates will understand and demonstrate skills in the ethical and legal guidelines regarding the appropriate roles and responsibilities of paraeducators.
4. Administrator candidates will understand and demonstrate skills in placement and delegation of responsibilities of paraeducators based on skill levels, expectations of the job, and requirements for the position.
5. Administrator candidates will understand and demonstrate skills regarding how to provide regular and timely constructive feedback and evaluation to paraeducators.
6. Administrator candidates will understand and demonstrate skills that will create an atmosphere of respect, recognition, open communication, and engagement to promote professional climate both within the building and within teacher-paraeducator teams.
7. Administrator candidates will understand and demonstrate skills in providing regular and relevant training and professional development opportunities, based on adult learning principles, for paraeducators.
8. Administrator candidates will understand and demonstrate skills in supporting the roles and responsibilities of a supervising teacher and communicate those expectations to him/her.
9. Administrator candidates will understand and demonstrate skills in effective communication and provide constructive feedback to the supervising teacher regarding his/her effective relationships with paraeducators.
10. Administrator candidates will understand and demonstrate knowledge of district specific union contracts regarding employment of various bargaining units.
11. Administrator candidates will understand and demonstrate knowledge of applicable federal, state, and district laws, regulations, policies, and procedures regarding effective supervision and evaluation of paraeducators and supervising teachers.

Recommended Learning Modules for Teachers and Principal/Administrator
Prepared by Paraeducator Subcommittee 4

Recommended 4 Learning Modules for Teachers:
1. Professional and Ethical Practice
2. Positive and Safe Learning Environment
3. Effective Teamwork and Communication
4. Support Instructional Opportunities

Module 1: Professional and Ethical Practices (Paraeducator Standard 2)
- Disseminate roles and responsibilities (2.1A)
  - Paraeducator/teacher/administrator
- Share applicable federal, state, and district laws, regulations, policies, and procedures (2.1B, 2.1C, 2.2A)
  - (504, IEP, Health, HIB, Confidentiality, Civil Rights, etc.)
- Address special populations:
  - ELL: legal rights, culturally and linguistically inclusive learning, effective communication with ELL families (2.3A, 2.3B, 2.3C)
  - SpEd: TBD 2015

Module 2: Positive and Safe Learning Environment (Paraeducator Standard 3)
- Positive behavior support systems (3.2A)
- Safe, positive, and culturally inclusive environment (3.2B)
- Health, safety, and emergency school and district policies and procedures (3.2C)
- Special Populations:
  - ELL: strategies and techniques for instructing diverse language learners, address diverse student backgrounds (3.4A, 3.4C)
  - SpEd: TBD 2015

Module 3: Effective Communication and Teamwork (Paraeducator Standard 4)
- Provide effective communication between paraeducator and teacher regarding student performance, vision, goals, and expectations (4.2A)
- Foster relationships among school, family, and community (4.2B)
- Use effective teamwork strategies and conflict resolution with working with paraeducators (4.2D)
- Willingness to provide regular and timely feedback regarding personal performance (4.2E)
- Special Populations:
  - ELL: promote culturally responsive practices (4.4B)
  - SpEd: TBD 2015

Module 4: Supporting Instructional Opportunities
- Implement and facilitate instructional strategies for diverse learners (1.2A)
- Record and maintain student data (1.2B)
- Use technology to support learning and instruction (1.2C)

- Organize and implement culturally relevant curricula and materials (1.2D)
- Special Populations:
    - ELL: build a culturally and linguistically inclusive learning environment
    - SpEd: TBD 2015

Recommended 7 Learning Modules for Administrators (principal and/or program admin):
1. Recruiting and Hiring
2. Professional Climate
3. Building/Job Orientation
4. School Policies and Procedures
5. Supporting the Teacher/Paraeducator Team
6. Training and Professional Development
7. Evaluation

Module 1: Recruiting and Hiring
- Work with HR To review job description(s) including state requirements
- Review school board policy re: paraeducators
- Incorporate interview questions related to the Paraeducator Standards and the specific job (ELL, SpEd, Title, Gen Ed., etc.)
- Understand various bargained agreements

Module 2: Professional Climate
- Create an atmosphere of respect, recognition, and open communication
- Appoint paraeducators to appropriate committees
- Recognize paraeducator roles and contributions in the school community
- Provide communication and engagement time for teacher/paraeducator team

Module 3: School Policies and Procedures
- Set up ongoing communication strategy for:
    - Daily/weekly bulletin
    - Committee meeting minutes
    - Internet policy use
- Share district/state/federal policies regarding their role
    - Building Improvement Plan
    - Parent rights/student/parent handbook
    - Child abuse and neglect reporting guidelines

Module 4: Building/Job Orientation
- Building Orientation
    - Introduce to all building staff
    - Tour the facility
    - Specific building, norms, culture
    - Review handbook

- ○ Review roles/tasks/assignments
  - ■ Invite questions and feedback

Module 5: Supporting the Teacher/Paraeducator Team
- Ensure teachers have received the paraeducator training and know their role
- Clarify role of principal as role of evaluator and teacher as instructional supervisor
- Allot time in the schedule for teacher/para communication
- Schedule regular (monthly) administrator/para building level meetings

Module 6: Training and Professional Development
- Design a professional development plan for ongoing paraeducator training
- Ensure paraeducators are trained properly to respond to emergencies and school safety issues
- Assure paraeducators are aware of career ladder opportunities
- Provide teacher/para teams relevant and timely professional development (SpEd, ELL)
  - ○ Communication, Confidentiality, Behavior Management, Instructional Strategies, etc.

Module 7: Evaluation
- Take time to observe paraeducators on a regular basis
- Review role of principal as evaluator
- Share tool and process of evaluation within the first month of year
- Provide opportunity to review and discuss the evaluation prior to end of year

Appendix VII

Recommended SAMPLE Basic Education, Title I, and LAP Professional Development Modules
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Standard 1 – Support educational outcomes

Module 1.1 Technology Basics	2 hours
Module 1.2 Introduction to Cultural Identity and Diversity	4 hours
Module 1.3 Methods of Educational and Instructional Support	4 hours
Module 1.4 Using and Collecting Data	2 hours

Standard 2 – Demonstrate professionalism and ethical practices

Module 2.1 Professional Conduct	1 hour
Module 2.2 District Orientation/Roles and Responsibilities of Job Duties	4 hours
Module 2.3 Equity	2 hours

Standard 3- Support a positive and safe learning environment

Module 3.1 Positive and Safe Learning Environment	3 hours
Module 3.2 Child and Adolescent Development	2 hours
Module 3.3 Emergency and Health Safety	1 hour

Standard 4- Communicate effectively and participate in the team process

Module 4.1 Communication Basics	3 hours
Module 4.2 Communication Challenges	2 hours

Total Hours   41 hours

SAMPLE PROFESSIONAL DEVELOPMENT
For Basic Education Paraeducators

Professional Development Content Outline
Standard 1
Support Educational Outcomes
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Standard 1 - Competencies:
1.1 **Knowledge Competencies:**
   1.1 A. Proficiency in basic reading, writing, and mathematics.

This competency is achieved by passing a state approved Basic Skills Test   or achieved through proof of AA degree or college credits upon initial hiring

Module 1. 1 Technology Basics (2 hours)

Knowledge Competencies:

  1.1 A. Knowledge of basic computer applications (Word ,PPT, Excel,) data collection, assessments and applications to support K-12 education

  1.2 B. Demonstrate ability to utilize technology to support educational and safety outcomes as directed by certificated staff

Learning Objectives:
- Apply and use basic technology available in schools and classrooms for instructional support
- Demonstrate basic use of productivity software (i.e., MobyMax , Skyward, IEP online), curriculum specific software, and internet resources
- Demonstrate and perform basic functions in Windows/Mac platforms (e.g., creating, saving, printing documents)
- Demonstrate basic use of software programs to send/check email, organize schedules on a calendar, complete internet searches to assist students during projects/assignments
- Demonstrate basic use of specialized technology tools in classrooms – Example: iPads for supplemental reading and math, Chromebooks & Surfaces for student access to internet.

Module 1. 2 Introduction to Cultural Identity and Diversity (4 hours)

Skill Competencies:

1.1 C. Knowledge of one's own cultural identity and how it influences perceptions, values and practices
1.1 D. Knowledge of and respect for different ethnic, cultural, abilities and linguistic backgrounds of students, families, staff, and community being served

Learning Objectives

- Describe ways to identify and respond to racism, discrimination and stereotypes in the classroom
- List strategies for supporting cultural responsiveness and anti-biased instruction
- Describe ways to foster and support a safe, positive, and culturally inclusive environment
- Explain ways students' family, language, cultural assets and economic background impact behavior and learning
- Describe strategies to support cultural inclusion and responsiveness when assisting in instruction
- Demonstrate respectful behavior when working with diverse students

Module 1.3 Methods of Educational and Instructional Support (4 hours)
1.1 Skill Competencies
1.2. A   Demonstrates ability to assist in reviewing, preparing, delivering, and reinforcing district/school/classroom instructional outcomes (e.g., tutoring, individual and small group instruction) as directed by supervisor/certificated staff

1.2. E Demonstrates ability to assist in implementing educational material which represents and supports various cultures and abilities of students being served

Learning Objectives:
- Identify basic instructional support methods to assist classroom teachers (small group work, one–to-one, computer aided learning programs)
- Develop understanding of diverse learning styles and strategies best suited to enhance and complement student learning requirements various learning styles
- Review Washington Learner Standards and have basic awareness of academic achievement goals
- Demonstrate various instructional support strategies to assist classroom teachers
- Identify strategies to support classroom environments and apply materials to meet the goals of multicultural requirements
- Recognize and gather instructional support materials which represent and support various cultures and abilities

Module 1.4 Using and Collecting Data (2 hours)

1.2. B. Demonstrates ability to assist in recording and maintaining data as directed by supervisor/certificated staff
1.2. C. Demonstrates ability to assist in the administration of assessments and monitoring student progress as directed by certificated staff

Learning Objectives:

- Understand the purpose of data collection and examine various methods to assist in both collecting instructional and behavioral data
- Identify ways to use assessment data when assisting in instructional applications
- Demonstrate ability to assist in recording and maintaining data
- Understand various assessment tools according to job assignment (e.g., DIBELS, Smarter Balance)

Professional Development Content Outline
Standard 2
Demonstrate Professionalism and Ethical Practices
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Standard 2 Competencies
Core (Basic) Competencies:
    1.1 **Knowledge Competencies:**
2.1. A. Knowledge of the Code of Professional Conduct for education (WAC 181.87) and applicable district policies and procedures.
2.1 B. Adhere to professional standards of conduct consistent with all applicable laws, regulations, policies, and procedures
2.1. C. Pursue and participate in staff professional development and learning opportunities
2.1. D. Ability to understand and follow district's mission, policies, procedures and personnel practices
2.1. E. Adhere to confidentiality as consistent with all applicable laws, regulations, policies and procedures

Module 2.1 Professional Conduct (1 hour)

Learning Objectives:

- Review expectations from the Code of Professional Conduct as required in WAC 181.87
- Review district policies and procedures for professional conduct expectations

Module 2.2 District Orientation / Roles and Responsibilities of Job Duties (4 hours)

Core (Basic) Competencies:
  2.1. Knowledge Competencies:
    2.1. A Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members
    2.1. B Knowledge of the importance and purpose of confidentiality of student information
Learning Objectives:

- Be able to locate school policies and procedures.
- Identify who has access to student's confidential information.
- Be able to define confidentiality and state the legal basis for confidentiality.

- Describe ways for practicing and maintaining appropriate confidentiality.
- Define the roles and responsibilities required in job description.
- Define the duties of a paraeducator in different environments.
- Define the distinctions between the roles and responsibilities of paraeducators, teachers and administrative staff members.
- Discuss the relationship and legal requirements to be in direct supervision of a certificated employee.

Module 2.3 Equity (2 hours)

2.1 Knowledge Competencies

2.1. C   Knowledge of the need to protect civil and human rights pertaining to all students, families and staff

Learning Objectives:

- Identify the basic regulations and polices that apply to civil rights of students
- Describe ways to respond to racism, discrimination and stereotypes in the classroom.
- Define discrimination and recognize unlawful practices

2.1 Core **Skill Competencies –**

2.2A. Adhere to professional standards of conduct consistent with all applicable laws, regulations, policies, and procedures
2.2. B. Pursue and participate in staff professional development and learning opportunities
2.2. C. Ability to understand and follow district's mission, policies, procedures and personnel practices
2.2. D. Adhere to confidentiality as consistent with all applicable laws, regulations, policies and procedures

Professional Development Content Outline
Standard 3
Support a Positive and Safe Learning Environment

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Knowledge Competencies:
  3.1. A. Knowledge of strategies to support and maintain a culturally inclusive learning environment

   3.1. B Knowledge of strategies to create an equitable learning environment which fosters unique strengths and abilities of students being served

   3.1. C Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments

Module 3.1 Positive and Safe Learning Environments (3 hours)

Learning Objectives:
- Identify roles in support of classroom management and student discipline
- Identify and apply proactive approaches to student behavior management
- Define the philosophy of an inclusive and equitable learning environment
- Identify equitable and inclusive strategies that can be used to support a positive and safe learning environment
- Define the underlying philosophy of using positive behavior supports

- Identify positive and proactive supports that can be used within the classroom or school environment
- Describe the safety procedures required in various classroom settings (including Career and Technical Education classrooms)

Core Competencies:
3.1. A   Knowledge of child and adolescent development milestones/stages and potential risk factors (e.g., attendance, behavior and grades)
3.1. B   Demonstrates ability to assist students at appropriate developmental stages and report student concerns or risk factors to certificated staff or supervisor

Module 3. 2 Child and Adolescent Development (2 hours)

Learning Objectives:
- Demonstrate knowledge of how developmental stages impact students physically, emotionally, academically and socially

- Identify risk factors that may impact student learning and development physically, emotionally, academically and socially

Core Competencies:
3.2. A Adhere to district prescribed health, safety and emergency guidelines.
3.2. B Demonstrates ability to follow and assist in and monitoring Career and Technical Education (CTE) program/class safety procedures as directed by district and instructor

Module 3.3 - Emergency and Health Safety (1 hour)

Learning Objectives:
- **Identify and understand district safety, emergency and lock down procedure.**
- **Learn basic health and safety procedures for both emergency and general application.**
- **Demonstrate application of health and safety procedures if required for immediate student support.**

Professional Development Content Outline
Standard 4
Communicate Effectively and Participate in the Team Process

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Core Competencies:
4.1 Knowledge Competencies:
   A.   Knowledge of how multiple communication methods contribute to collaborative team work
   B.   Knowledge of collaborative team strategies and decision making
   C.   Knowledge of the need to respect individual differences among all students, families and staff
   D.   Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance

4.2 Skill Competencies:

A. Demonstrate ability to use adaptive communication methods, problem solving skills, and collaboration strategies with staff, students, families and community
B. Demonstrate ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes
C. Demonstrate ability to utilize feedback regarding student learning outcomes and/or personal performance

Module 4. 1 Communication Basics (3 hours)

Learning Objectives:
- Identify communication skills required for working with team members
- Explain the importance of decision making as it applies to school-based teams
- Explain the four stages of developing effective teams
- Identify and apply questioning strategies which improve performance, productivity and clarify misunderstandings
- Identify strategies used to initiate and receive feedback regarding student learning and/or personal performance
- Identify and apply conflict resolution strategies

4.2 Skill Competencies:
A. Demonstrate ability to use adaptive communication methods, problem solving skills, and collaboration strategies with staff, students, families and community
B. Demonstrate ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes
C. Demonstrate ability to utilize feedback regarding student learning   outcomes and/or personal performance

Module 4.2 - Communication Challenges (2 hours)

Learning Objectives:
- Practice giving and receiving both written and verbal instructions.
- Identify and give examples of the types of strategies used to seek, provide and clarify information and feedback to staff , students and families
- Discuss the nature and possible sources of conflict among team members, students and families
- Identify strategies for repairing relationships after conflict
- Identify and apply problem solving processes to various case studies and scenarios

Recommended SAMPLE Professional Development Modules for Special Education Paraeducators
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Standard 1 – Support educational outcomes

Module 1.1 Laws and Regulations of Special Education (Part I and II)	6 hours
Module 1.2 Culturally Responsive Instructional Strategies and Supports for Students and Families Sessions I, II, III	9 hours
Module 1.3 Assistive/Augmentative/Adaptive Device Services	2 hours
Module 1.4 Data Collection	1 hour

Standard 2 – Demonstrate professionalism and ethical practices

Module 2.1 Professional Roles and Responsibilities of Certificated/Licensed Staff and Paraeducators	3 hours
Module 2.2 Legal Requirements and Confidentiality	2 hours
Module 2.3 Professional Conduct	2 hours
Module 2.4 Professional Relationships and Managing Growth	2 hours

Standard 3 – Support a positive and safe learning environment

Module 3.1 Legal, Ethical, and Procedural Issues for Behavior Support	2 hours
Module 3.2 Behavioral Function	2 hours
Module 3.3 Consistency, Predictability and Structures	3 hours
Module 3.4 Basic Behavior Change Process	3 hours

Standard 4 – Communicate effectively and participate in the team process

Module 4.1 Effective Communication in Special Education	2 hours
Module 4.2 Participating with IEP teams	1 hour
Module 4.3 Communicating with IEP teams	1 hour
Module 4.4 Communicating Information	1 hour
Module 4.5 Confidentiality and Privacy	1 hour

<div align="center">Total Hours   43 hours</div>

SAMPLE PROFESSIONAL DEVELOPMENT
Special Education Paraeducators

Content Outline: Standard 1
Support Educational Outcomes

Special Education Core Competencies

1.1 Knowledge Competencies:

1.3.A Knowledge of fundamental purpose of IDEA is to ensure that all students with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them to further education , employment and independent living.

1.3. B. Knowledge of common Special Education terminology and acronyms (e.g., IDEA, IEP, 504, ADA, FBA, BIP, specially designed instruction, LRE) that relate to required assignment

1.3. C. Knowledge of special education processes (e.g., eligibility, placement, etc.)

1.3. D. Knowledge of the differences of the legal requirements for supporting students eligible for and receiving special education services including IDEA, 504, ADA

Module 1. 1 Laws and Regulations of Special Education - Part I and II (6 hours)

Learning Objectives: Part I

- Review overall intent of state and federal special education laws
- Roles and responsibilities of the IEP team
- Explain the intent of special education eligibility determination from referral to specially designed instruction
- Explain the intent of IDEA, including historical perspective, impact of legal decisions, and value of legislation
- Explain the differences between IDEA – parts B and C, ADA and 504

Learning Objectives: Part II

- Describe and define Least Restrictive Environment (LRE), Individual Education Program (IEP), 504 Plans, and the implications for paraeducators in relation to legal requirements, district policies and procedures, and contract provisions
- Define Washington's special education requirement in general terms including definitions, qualification and service options.

Special Education Core Knowledge and Skill Competencies:

1.1. A. Knowledge of culturally responsive strategies for delivering specially designed instruction, accommodations, adaptations, and modifications as designed and determined by certificated /licensed staff

1.1 B. Knowledge of the importance of language development in academic and non-academic learning environments for students eligible and receiving special education services.

1.1 C. Ability to implement instructional strategies and techniques that support specific learning needs

1.1 D. Knowledge of the importance and the role of families in the educational process of students eligible and receiving special education services

Module 1.2: Culturally Responsive Instructional Strategies and Supports for Students and Families   (Session 1 (3 hours) Session 2 (3hours) Session 3 (3hours)

Learning Objectives: Session 1 and 2

- Describe culturally responsive learning theory and different instructional approaches certificated staff may use in various classroom
- Explain the developmental continuum birth to 21 years in the following areas: communication, self-help, physical development, social/emotional development, cognitive development.
- Describe the relationship of language development to student learning and behavior.
- Apply the elements of effective culturally responsive instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of setting including ability to use instructional techniques, reinforcement strategies, data collection and observation techniques.
- Practice and implement learning experiences for students as initiated by certificated staff
- Apply small group instructional techniques for management and support of student learning.
- Use appropriate interest, ability and age level material and modify materials as necessary
- Apply specific instructional techniques, accommodations and modifications to support academic and/or social emotional areas and to support instruction in those areas as directed by certificated staff
- Assess student progress and needs under direction of certificated staff

Learning Objectives for Session 3

- Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and students.
- Understand an educator's role in helping positively shape the attitudes of others toward students with disabilities.
- Awareness of how diversity enhances opportunities for learning.
- Awareness of cultural biases and personal differences that affect working with students, families, and other team members.
- Awareness of the impact of disability on families
- Develop an understanding of the common concerns of culturally diverse families of students with disabilities.

Special Education Skill Competencies

1.2 A. Ability to use assistive technology to support student learning and implement the IEP as determined by certificated/licensed staff

Module 1.3 Assistive/Augmentative/Adaptive Device Services (2 hours)

Learning Objectives:

- Apply assistive and adaptive technologies based on student needs as developed by certificated staff.
- Demonstrate use of technological equipment
- Define key assistive technology terms
- Identify the main purposes of assistive technology for students with disabilities
- Explain the paraeducator's role in facilitating assistive technology

Special Education Skill Competencies

1.3.A. Ability to assist in recording and maintaining data (academic, behavior, social/emotional, or health) to support IEP goals as determined by certificated/licensed staff

Module 1.4 Data Collection (1 hour)

Learning Objectives

- Demonstrate strategies and methods for monitoring student progress
- Explain the purpose of data collection as required in IEP
- Apply various methods for collecting instructional data as required by certificated staff
- Ability to use data collection and observation techniques as required and directed by certificated staff
- Identify appropriate timeline for reporting and collecting data as required by certificated staff
- Examine tools and observation protocols for data collection

Standard 2: Demonstrate Professionalism and Ethical Practices

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Special Education Core Competencies
2.3   Knowledge and Skill Competencies
2.3. A.   Knowledge of district expectations and/or policies regarding appropriate communication with families and students eligible for and receiving special services as directed by certificated licensed staff

 2.4 A. Ability to practice ethical and professional standards of conduct, including the requirements for confidentiality

 2.4. B. Ability to comply with the requirements of confidentiality for educational and medical records

2.4. C. Ability to comply with legal requirements regarding reporting issues of abuse and neglect

 2.5. D. Ability to comply with district policies and procedures for students eligible for and receiving special education services

Module 2.1 Professional Roles and Responsibilities of Certificated/licensed staff and Paraeducators (3 hours)

Learning objectives:
- Define certificated/licensed staff roles and responsibilities for program development and evaluation and for instructional supervision of paraeducators, including legal requirements and district policies and procedures.
- Know how to access district chain of command and follow policy according to paraeducator's role in relation to other school employees.
- Define paraeducator's role as an educational support system for both certificated staff and students
- Explain paraeducator's roles and responsibilities, including legal requirements and district policies and procedures.
- Understanding of shared roles and responsibilities, including teaming and collaboration.
- Demonstrate ability to complete self-evaluation and/or self-reflection as it applies to the paraeducator's role.
- Define tools and describe observation protocols for improving job performance

Special Education Skill Competencies
2.1 A. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.

Module 2.2 Legal Requirements and Confidentiality (2 hours)
Learning Objectives:
- Identify the do's and don'ts when talking with parents.
- Identify the do's and don'ts when talking with students.
- Identify information that would fall under rules of confidentiality.
- Identify who to share confidential information with.
- Identify the setting to share confidential information in.

Special Education Skill Competencies

2.2.A Adhere to supporting high expectations and quality of life potential for students eligible for and receiving special education services

2.2. B. Develop and maintain professional relationships with both general and special education colleagues

Module 2.3 Professional Conduct (2 hours)

Learning Objectives:
- Be able to access and apply Code of Professional Conduct
- Be able to access and apply district employee handbook and policies and procedures
- Demonstrate dependability, integrity, respect for individual differences and other standards of ethical conduct
- Be able to access district Human Dignity policy and apply to specific activities

Special Education Skill Competencies

2.4. G. Collaborate with others providing service to students eligible for and receiving special education services

2.4. H.   Practice within their professional knowledge and skills and seek appropriate support when needed

 2.4. I. Pursue and participate in staff professional development and/or learning opportunities

Module 2.4 Professional Relationships and Managing Growth (2 hour)

Learning Objectives:
- Demonstrate an understanding of distinctions of roles of various educational personnel
- Be able to access and utilize the chain of command when necessary in various administrative procedures
- Demonstrate a willingness to participate in training activities to improve performance
- Identifying areas of professional growth
- Develop Professional Growth Plan with articulated short and long term goals
- Reflect and evaluate goal achievement annually

Standard 3:
Support a Positive and Safe Learning Environment
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Special Education Knowledge Competencies:

3.1. A   Knowledge of legal, ethical practices and procedural safeguards regarding positive behavioral support, restraint and/or isolation of students eligible for and receiving special education services

Module 3.1 Legal, Ethical and Procedural Issues for Behavior Support (2 hours)

Learning Objectives:

- Articulate the overall purpose of positive behavior supports as an instructional support system vs. a reactive management or punishment procedure.
- Describe federal, state, and district-specific laws and policies regarding interacting with students who are exhibiting challenging behavior (including but not limited to restraint and isolation).
- Identify ethical issues related to protecting the dignity of each student, respecting individual rights and providing a safe environment for all learners.

3.1 Special Education Knowledge Competencies:

3.1. B Knowledge that all student behavior (both desired and undesired) is a form of communication and should be acknowledged with an effective response

Module 3.2 Behavioral Function (2 hours)

Learning Objectives:

- Understand and articulate that all behaviors serve a purpose and should be treated as a form of communication and require appropriate response.
- Be aware of the difference between a student's inability versus lack of motivation to complete a specific task
- Understand and articulate the four functions of behavior: escape, attention, tangibles, and automatic/sensory.
- Identify the function of a behavior based on case studies across various learning environments
- Identify appropriate responses based on the function of the student's behavior

3.2 Special Education Knowledge Competencies:

3**.2. A Knowledge of the importance of consistency, predictability, and structure in the learning environment and its impact on student behavior and learning**

*This standard should include a computer-based test AND observation in the educational environment

Module 3.3 Consistency, Predictability, and Structure (3 hours)

Learning Objectives:

- Describe how established routines and schedules can impact student behavior
- Describe how antecedent events can contribute to the occurrence of both desired and interfering behaviors.
- Identify proactive strategies to support appropriate behavior
- Understand the benefits of using visual supports in the classroom (e.g., behavioral expectations, schedules and reinforcement systems)
- Describe how structure can prevent challenging behaviors, including active teaching and reinforcement of behavioral expectations and norms.
- Understand the relationship of how positively stated expectations, various methods of motivation, and accompanying accommodations are used to reduce challenging behavior.

3.3 Special Education Knowledge Competencies:

3.1. C Knowledge of the basic behavior change process (e.g., antecedent, behavior, consequence) and intervention strategies.

Module 3.4 Basic Behavior Change Process (3 hours)
Learning Objectives:

- Define and describe antecedents, behaviors and consequences.
- Define what makes a behavior observable and measurable and identify various examples.
- Describe strategies for preventing interfering behaviors including modifying the environment, adjusting instruction, providing opportunities to communicate and make choices, and supporting the student using visuals
- Seeks collaboration for more effective behavioral strategies
- Reflect on your own behavior and how it is impacting the student's behavior and the learning environment.
- Identify based on antecedent/behavior/consequence case scenarios whether a behavior will increase or decrease

Standard 4:
Communicate Effectively and Participate in the Team Process
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Special Education Knowledge Competencies

4.1.A Knowledge of district expectations and appropriate boundaries of communication in various settings (inside and outside of school day) with students and families to protect student confidentiality and privacy following the established chain of command as determined by certificated staff and district policy

4.1. B Ability to communicate and forward family or student concerns/ issues to designated certificated staff or administrator

Module 4.1 Effective Communication in Special Education (2 Hours)

Learning Objective:
- Identify communicative strategies for addressing additional concerns or issues of families of students eligible for and receiving special education services
- Identify communication skills required for various audiences including families and how to protect student confidentiality and privacy

Special Education Skill Competencies:

4.1. A. Ability to participate in IEP conferences and team meetings as determined by each IEP team

Module 4.2. Participating with IEP teams (1 hour)

Learning Objectives:
- Identify the role as a para-educator participating on the IEP team
- Provide relevant feedback or input to the IEP team
- Recognize different team meeting approaches
- Understand how or when to ask questions
- Practice giving and receiving both written and verbal communication
- Recognize general expectations for meetings (e.g., arriving on time, being prepared, positive attitude, respect, etc.)

Special Education Skill Competencies:

4.2. A Ability to follow IEP goals and communicate within appropriate boundaries to protect student confidentiality and privacy

Module 4.3 Communicating with IEP teams (1 hour)

Learning Objectives:
- Identify communication skills required for working with other team members
- Practice giving and receiving both written and verbal communication
- Identify and give examples of types of strategies used to seek, provide and clarify information and feedback to staff
- Understand the meaning of confidentiality and the privacy rights of families and students eligible or receiving special education services.

Special Education Skills Competencies
4.2 A Ability to communicate and forward family concerns or issues to designated certified staff or administrator

Module 4.4 Communicating Information (1 hour)

Learning objectives:
- Demonstrate effective listening skills
- Identify the steps needed to effectively communicate with families and students about issues or concerns
- Identify how to forward issues and concerns from student and families to essential staff (e.g., nutrition, safety, health, mental health, social)

4.4. Special Education Skill Competencies:
4.4 A. Adhere to appropriate boundaries when communicating with students and families to protect student confidentiality and privacy.

Module 4.5 Confidentiality and Privacy (1 hour)

Learning objectives:
- Identify communication skills required for working with other team members
- Practice giving and receiving both written and verbal communication
- Identify and give examples of types of strategies used to seek, provide and clarify information and feedback to staff
- Describe the meaning of confidentiality and the privacy rights of families and students eligible or receiving special education services.
- Define the district's expectations and boundaries for confidentiality
- List examples of inappropriate breaches of confidence

Recommended Learning Modules for Teachers and Principal/Administrator
Prepared by Paraeducator Subcommittee 4

Recommended four Learning Modules for Teachers:
1. Professional and Ethical Practice
2. Positive and Safe Learning Environment
3. Effective Teamwork and Communication
4. Support Instructional Opportunities

Module 1: Professional and Ethical Practices (Paraeducator Standard 2)
- Disseminate roles and responsibilities (2.1A)
    - Paraeducator/teacher/administrator
- Share applicable federal, state, and district laws, regulations, policies, and procedures (2.1B, 2.1C, 2.2A)
    - (504, IEP, Health, HIB, Confidentiality, Civil Rights, etc.)
- Address special populations:
    - ELL: legal rights, culturally and linguistically inclusive learning, effective communication with ELL families (2.3A, 2.3B, 2.3C)
    - SpEd: TBD 2015

Module 2: Positive and Safe Learning Environment (Paraeducator Standard 3)
- Positive behavior support systems (3.2A)
- Safe, positive, and culturally inclusive environment (3.2B)
- Health, safety, and emergency school and district policies and procedures (3.2C)
- Special Populations:
    - ELL: strategies and techniques for instructing diverse language learners, address diverse student backgrounds (3.4A, 3.4C)
    - Special Education

Module 3: Effective Communication and Teamwork (Paraeducator Standard 4)
- Provide effective communication between paraeducator and teacher regarding student performance, vision, goals, and expectations (4.2A)
- Foster relationships among school, family, and community (4.2B)
- Use effective teamwork strategies and conflict resolution with working with paraeducators (4.2D)
- Willingness to provide regular and timely feedback regarding personal performance (4.2E)
- Special Populations:
    - ELL: promote culturally responsive practices (4.4B)
    - SpEd: TBD 2015

Module 4: Supporting Instructional Opportunities
- Implement and facilitate instructional strategies for diverse learners (1.2A)
- Record and maintain student data (1.2B)
- Use technology to support learning and instruction (1.2C)

- Organize and implement culturally relevant curricula and materials (1.2D)
- Special Populations:
    - ELL: build a culturally and linguistically inclusive learning environment
    - SpEd: TBD 2015

Recommended 7 Learning Modules for Administrators (principal and/or program admin)
1. Recruiting and Hiring
2. Professional Climate
3. Building/Job Orientation
4. School Policies and Procedures
5. Supervising the Teacher/Paraeducator Team
6. Training and Professional Development
7. Evaluation

Module 1: Recruiting and Hiring
- Work with HR To review job description(s) including state requirements
- Review school board policy re: paraeducators
- Incorporate interview questions related to the Paraeducator Standards and the specific job (ELL, Special Ed, Title I, Basic Ed., etc.)
- Understand various bargained agreements

Module 2: Professional Climate
- Create an atmosphere of respect, recognition, and open communication
- Appoint paraeducators to appropriate committees
- Recognize paraeducator roles and contributions in the school community
- Provide communication and engagement time for teacher/paraeducator team

Module 3: School Policies and Procedures
- Set up ongoing communication strategy for:
    - Daily/weekly bulletin
    - Committee meeting minutes
    - Internet policy use
- Share district/state/federal policies regarding their role
    - Building Improvement Plan
    - Parent rights/student/parent handbook
    - Child abuse and neglect reporting guidelines

Module 4: Building/Job Orientation
- Building Orientation
    - Introduce to all building staff
    - Tour the facility
    - Specific building, norms, culture
    - Review handbook

○ Review roles/tasks/assignments
  ▪ Invite questions and feedback

Module 5: Supervising the Teacher/Paraeducator Team
- Ensure teachers have received the paraeducator training and know their role
- Clarify role of principal as role of evaluator and teacher as instructional supervisor
- Allot time in the schedule for teacher/para communication
- Schedule regular (monthly) administrator/para building level meetings

Module 6: Training and Professional Development
- Design a professional development plan for ongoing paraeducator training
- Ensure paraeducators are trained properly to respond to emergencies and school safety issues
- Assure paraeducators are aware of career ladder opportunities
- Provide teacher/para teams relevant and timely professional development (SpEd, ELL)
  ○ Communication, Confidentiality, Behavior Management, Instructional Strategies, etc.

Module 7: Evaluation
- Take time to observe paraeducators on a regular basis
- Review role of principal as evaluator
- Share tool and process of evaluation within the first month of year
- Provide opportunity to review and discuss the evaluation prior to end of year

APPENDIX VIII

Paraeducator Salaries in Washington State

2014-15 School Year s275 Salary Information Paraeducators (Duty Code 910) 12/11/2015

Rank	School District	Employees	FTE	Salary	Ave. Hourly Rate
1	Northport School District	18	6.130	$ 183,123	$ 25.404
2	Seattle Public Schools	993	681.573	$ 33,661,031	$ 23.671
3	Crescent School District	25	4.502	$ 134,674	$ 22.460
4	Shaw Island School District	2	0.217	$ 9,896	$ 22.077
5	Stehekin School District	5	0.640	$ 26,622	$ 21.248
6	Tukwila School District	57	31.547	$ 1,271,670	$ 19.987
7	Snohomish School District	240	113.192	$ 4,663,641	$ 19.648
8	Marysville School District	190	101.989	$ 4,065,512	$ 18.976
9	Mukilteo School District	293	147.346	$ 5,838,409	$ 18.939
10	Clover Park School District	237	132.305	$ 5,246,058	$ 18.893
11	Klickitat School District	8	3.151	$ 105,721	$ 18.588
12	Arlington School District	101	51.539	$ 1,977,300	$ 18.416
13	Lakewood School District	53	26.340	$ 1,035,616	$ 18.361
14	Northshore School District	436	210.567	$ 8,114,331	$ 18.254
15	Mercer Island School District	108	54.929	$ 2,069,925	$ 18.083
16	Steptoe School District	1	0.657	$ 24,733	$ 18.082
17	Granite Falls School District	61	30.247	$ 1,202,508	$ 18.018
18	Monroe School District	112	60.096	$ 2,237,912	$ 17.816
19	Stanwood-Camano School District	114	54.132	$ 2,033,153	$ 17.782
20	Everett School District	395	232.279	$ 8,608,798	$ 17.636
21	Sedro-Woolley School District	120	63.691	$ 2,387,265	$ 17.601
22	Tacoma School District	542	326.963	$ 12,047,284	$ 17.596
23	Bickleton School District	5	3.853	$ 140,612	$ 17.509
24	Puyallup School District	359	174.722	$ 6,441,939	$ 17.469

25	Highline School District	459	237.069	$ 8,683,521	$ 17.409
26	Orcas Island School District	12	6.596	$ 236,734	$ 17.345
27	Bainbridge Island School District	107	50.472	$ 1,833,830	$ 17.182
28	Loon Lake School District	11	4.528	$ 145,053	$ 16.988
29	Inchelium School District	9	5.305	$ 189,246	$ 16.977
30	Lopez School District	11	5.460	$ 196,598	$ 16.957
31	Federal Way School District	421	203.220	$ 7,237,902	$ 16.944
32	Lake Stevens School District	167	81.392	$ 2,863,514	$ 16.845
33	Edmonds School District	486	276.743	$ 9,687,921	$ 16.814
34	San Juan Island School District	22	10.867	$ 376,068	$ 16.766
35	Summit Valley School District	1	0.563	$ 19,539	$ 16.700
36	Kent School District	636	332.237	$ 11,594,196	$ 16.695
37	Shoreline School District	220	106.163	$ 3,737,681	$ 16.677
38	Renton School District	398	221.610	$ 7,720,444	$ 16.646
39	Conway School District	12	6.263	$ 217,598	$ 16.638
40	Wellpinit School District	14	9.166	$ 323,514	$ 16.595
41	Lake Chelan School District	39	21.986	$ 731,267	$ 16.542
42	White River School District	78	42.094	$ 1,459,610	$ 16.515
43	Fife School District	64	35.643	$ 1,225,680	$ 16.515
44	Harrington School District	4	2.460	$ 83,942	$ 16.500
45	Blaine School District	49	24.310	$ 850,159	$ 16.495
46	Coupeville School District	13	7.830	$ 269,028	$ 16.448
47	Endicott School District	5	2.699	$ 91,851	$ 16.440
48	Steilacoom Hist. School District	57	32.284	$ 1,104,218	$ 16.436
49	North Kitsap School District	172	78.245	$ 2,708,191	$ 16.425
50	Sumner School District	229	132.796	$ 4,498,325	$ 16.413
51	Issaquah School District	322	164.818	$ 5,729,554	$ 16.383
52	Bellingham School District	209	108.029	$ 3,732,084	$ 16.362
53	Prescott School District	6	3.721	$ 126,937	$ 16.342
54	Southside School District	4	2.040	$ 66,479	$ 16.337

Rank	School District	Employees	FTE	Salary	Ave. Hourly Rate
55	Auburn School District	388	221.695	$ 7,578,752	$ 16.315
56	Franklin Pierce School District	178	100.573	$ 3,419,346	$ 16.301
57	Easton School District	4	1.974	$ 68,935	$ 16.296
58	Bellevue School District	514	307.811	$ 10,598,785	$ 16.265
59	Waitsburg School District	8	5.266	$ 177,509	$ 16.205
60	Lake Washington School District	529	280.074	$ 9,555,279	$ 16.202
61	La Conner School District	24	11.868	$ 403,755	$ 16.194
62	Enumclaw School District	106	53.979	$ 1,829,946	$ 16.166
63	Centerville School District	4	2.292	$ 79,599	$ 16.159
64	Snoqualmie Valley School District	111	57.132	$ 1,926,420	$ 16.157
65	Palisades School District	3	0.978	$ 30,705	$ 16.116
66	South Kitsap School District	159	80.248	$ 2,714,650	$ 16.097
67	Manson School District	21	12.118	$ 406,629	$ 16.084
68	Carbonado School District	8	3.929	$ 135,055	$ 16.081
69	Soap Lake School District	12	7.735	$ 259,268	$ 16.050
70	Anacortes School District	54	27.956	$ 950,216	$ 16.050
71	Naches Valley School District	26	13.144	$ 447,543	$ 16.050
72	Vancouver School District	437	233.799	$ 7,812,044	$ 16.044
73	Lyle School District	8	4.348	$ 145,724	$ 16.030
74	Riverview School District	70	34.946	$ 1,169,330	$ 15.996
Rank	**School District**	**Employees**	**FTE**	**Salary**	**Ave. Hourly Rate**
75	Touchet School District	3	1.705	$ 56,663	$ 15.974
76	Lake Quinault School District	8	5.893	$ 199,912	$ 15.969
77	Mount Vernon School District	226	111.610	$ 3,719,508	$ 15.964
78	North Thurston Public Schools	391	207.501	$ 6,928,188	$ 15.920
79	Glenwood School District	6	2.524	$ 84,468	$ 15.920
80	St. John School District	6	2.676	$ 87,173	$ 15.915
81	Sunnyside School District	141	86.099	$ 2,870,715	$ 15.905
82	Grandview School District	81	49.310	$ 1,632,565	$ 15.884

Rank	School District	Employees	FTE	Salary	Ave. Hourly Rate
83	Camas School District	132	62.677	$ 2,097,388	$ 15.846
84	University Place School District	92	48.629	$ 1,614,344	$ 15.813
85	Rochester School District	65	37.813	$ 1,247,928	$ 15.806
86	Evergreen School District (Clark)	628	286.694	$ 9,523,418	$ 15.794
87	Orting School District	38	19.237	$ 638,667	$ 15.791
88	Burlington-Edison School District	92	48.073	$ 1,588,206	$ 15.778
89	Griffin School District	19	10.660	$ 350,184	$ 15.750
90	Orchard Prairie School District	2	0.308	$ 9,941	$ 15.745
91	Index School District	2	1.124	$ 36,723	$ 15.707
92	Peninsula School District	172	88.089	$ 2,865,084	$ 15.637
93	Thorp School District	5	2.268	$ 67,103	$ 15.621
94	Port Angeles School District	103	58.130	$ 1,900,697	$ 15.611
95	Olympia School District	252	125.866	$ 4,114,423	$ 15.570
96	Mount Adams School District	25	16.292	$ 518,327	$ 15.565
97	Queets-Clearwater School District	4	2.167	$ 70,083	$ 15.560
98	Mabton School District	19	10.688	$ 349,592	$ 15.554
99	Ephrata School District	69	37.461	$ 1,215,963	$ 15.520
100	Keller School District	4	3.804	$ 115,336	$ 15.500
Rank	**School District**	**Employees**	**FTE**	**Salary**	**Ave. Hourly Rate**
101	Cashmere School District	31	16.529	$ 532,969	$ 15.470
102	Tekoa School District	9	5.033	$ 161,993	$ 15.469
103	Vashon Island School District	36	16.153	$ 522,722	$ 15.430
104	Skykomish School District	5	2.152	$ 70,645	$ 15.426
105	Quincy School District	104	60.081	$ 1,934,095	$ 15.420
106	Davenport School District	14	7.565	$ 241,093	$ 15.394
107	Central Kitsap School District	318	158.894	$ 5,235,404	$ 15.379
108	Mary M Knight School District	5	2.451	$ 79,176	$ 15.378
109	LaCrosse School District	4	1.780	$ 55,101	$ 15.358
110	Wishram School District	4	2.447	$ 77,806	$ 15.353

Rank	School District	Employees	FTE	Salary	Ave. Hourly Rate
111	Yakima School District	389	246.182	$ 7,893,904	$ 15.352
112	Methow Valley School District	13	7.033	$ 224,365	$ 15.336
113	North River School District	1	0.784	$ 25,018	$ 15.328
114	Dieringer School District	47	25.319	$ 811,586	$ 15.303
115	Nespelem School District	9	5.516	$ 177,174	$ 15.287
116	Paterson School District	3	1.028	$ 32,667	$ 15.286
117	Republic School District	6	2.893	$ 92,239	$ 15.269
118	Omak School District	66	35.369	$ 1,121,820	$ 15.263
119	La Center School District	12	6.304	$ 202,211	$ 15.242
120	Tumwater School District	137	72.425	$ 2,298,860	$ 15.241
121	Bethel School District	358	170.828	$ 5,544,895	$ 15.223
122	Trout Lake School District	5	3.470	$ 110,856	$ 15.197
123	Bremerton School District	118	61.147	$ 1,935,398	$ 15.194
124	Oroville School District	14	6.354	$ 203,359	$ 15.192
125	North Mason School District	56	27.633	$ 885,906	$ 15.162
126	South Whidbey School District	21	11.479	$ 363,687	$ 15.148
127	Sequim School District	62	34.271	$ 1,087,969	$ 15.135
Rank	**School District**	**Employees**	**FTE**	**Salary**	**Ave. Hourly Rate**
128	Waterville School District	5	2.160	$ 68,215	$ 15.118
129	Shelton School District	132	73.177	$ 2,314,620	$ 15.106
130	Oak Harbor School District	139	77.481	$ 2,450,981	$ 15.089
131	Cascade School District	32	18.163	$ 571,016	$ 15.070
132	Green Mountain School District	7	2.016	$ 59,762	$ 15.039
133	Colton School District	4	2.389	$ 78,133	$ 15.035
134	Taholah School District	6	3.504	$ 108,911	$ 15.009
135	Lamont School District	2	0.788	$ 24,683	$ 14.977
136	Tonasket School District	23	13.537	$ 429,351	$ 14.951
137	Columbia (Walla Walla) School District	25	13.626	$ 426,727	$ 14.949
138	Raymond School District	22	13.665	$ 427,757	$ 14.940

139	Sultan School District	43	24.661	$ 766,910	$ 14.919
140	Hockinson School District	44	24.457	$ 766,140	$ 14.887
141	Ferndale School District	139	68.233	$ 2,109,549	$ 14.872
142	Roosevelt School District	2	1.401	$ 43,228	$ 14.858
143	Ridgefield School District	29	12.821	$ 399,330	$ 14.843
144	Clarkston School District	92	50.254	$ 1,580,861	$ 14.832
145	Pullman School District	49	26.508	$ 821,334	$ 14.824
146	Cape Flattery School District	21	11.065	$ 340,714	$ 14.815
147	Lind School District	9	5.077	$ 156,944	$ 14.804
148	Union Gap School District	21	12.879	$ 396,761	$ 14.799
149	Lynden School District	95	46.123	$ 1,431,881	$ 14.768
150	Sprague School District	6	2.342	$ 71,212	$ 14.743

Rank	School District	Employees	FTE	Salary	Ave. Hourly Rate
151	Port Townsend School District	29	16.071	$ 495,322	$ 14.705
152	Mount Baker School District	63	32.117	$ 987,462	$ 14.702
153	Okanogan School District	39	22.554	$ 705,513	$ 14.701
154	Ritzville School District	11	6.239	$ 191,356	$ 14.700
155	Zillah School District	29	14.309	$ 436,578	$ 14.669
156	Orient School District	1	0.563	$ 17,130	$ 14.667
157	Meridian School District	47	20.222	$ 642,808	$ 14.662
158	Cle Elum-Roslyn School District	25	12.590	$ 390,879	$ 14.645
159	Nooksack Valley School District	58	26.902	$ 823,976	$ 14.640
160	Riverside School District	46	23.188	$ 714,283	$ 14.622
161	Selah School District	98	55.304	$ 1,680,160	$ 14.599
162	Royal School District	59	30.786	$ 939,993	$ 14.595
163	White Salmon Valley School District	21	11.547	$ 357,408	$ 14.584
164	Prosser School District	90	49.159	$ 1,493,984	$ 14.520
165	Wapato School District	72	43.931	$ 1,330,284	$ 14.508

166	Starbuck School District	1	1.124	$ 33,932	$ 14.501
167	Central Valley School District	396	186.288	$ 5,761,965	$ 14.497
168	Tenino School District	33	16.952	$ 519,729	$ 14.497
169	Battle Ground School District	376	182.729	$ 5,626,396	$ 14.495
170	Chehalis School District	96	49.705	$ 1,562,096	$ 14.487
171	Orondo School District	14	6.350	$ 189,110	$ 14.457
172	Satsop School District	4	2.189	$ 66,476	$ 14.456
173	Othello School District	127	73.255	$ 2,213,507	$ 14.451
174	Hoquiam School District	72	36.558	$ 1,102,567	$ 14.451
175	Walla Walla Public Schools	201	116.957	$ 3,550,305	$ 14.451
176	Toppenish School District	89	52.491	$ 1,590,008	$ 14.444
177	McCleary School District	14	5.655	$ 169,515	$ 14.437
178	Eastmont School District	140	74.416	$ 2,230,549	$ 14.427
179	Oakville School District	10	5.808	$ 174,811	$ 14.423
180	Chewelah School District	24	11.764	$ 354,117	$ 14.414
181	Centralia School District	124	64.460	$ 1,936,791	$ 14.403
182	Moses Lake School District	216	119.411	$ 3,591,965	$ 14.393
183	Warden School District	19	11.384	$ 340,944	$ 14.369
184	Dayton School District	10	5.684	$ 169,916	$ 14.348
185	Nine Mile Falls School District	29	14.232	$ 427,222	$ 14.344
186	Darrington School District	15	8.655	$ 258,328	$ 14.339
187	Liberty School District	9	4.960	$ 148,189	$ 14.339
188	East Valley School District (Yakima)	69	36.754	$ 1,105,700	$ 14.336
189	South Bend School District	29	17.590	$ 527,356	$ 14.334
190	Coulee-Hartline School District	8	4.036	$ 120,272	$ 14.330
191	Chimacum School District	28	13.547	$ 410,832	$ 14.329
192	Almira School District	5	2.508	$ 74,734	$ 14.326
193	Kennewick School District	442	228.992	$ 6,870,781	$ 14.308
194	Morton School District	13	6.451	$ 191,659	$ 14.295
195	Aberdeen School District	137	75.065	$ 2,235,806	$ 14.288

196	Woodland School District	68	36.233	$ 1,084,468	$ 14.277
197	Eatonville School District	48	23.662	$ 702,280	$ 14.275
198	Richland School District	333	174.383	$ 5,238,113	$ 14.269
199	Hood Canal School District	17	9.555	$ 285,094	$ 14.262
200	Columbia (Stevens) School District	7	3.963	$ 118,154	$ 14.262

Rank	School District	Employees	FTE	Salary	Ave. Hourly Rate
201	Oakesdale School District	7	4.031	$ 120,322	$ 14.261
202	Washougal School District	92	40.264	$ 1,217,383	$ 14.248
203	Tahoma School District	196	99.784	$ 2,981,521	$ 14.248
204	Naselle-Grays River Valley School District	9	5.019	$ 148,190	$ 14.198
205	Pasco School District	314	171.323	$ 5,106,400	$ 14.195
206	Concrete School District	17	8.098	$ 246,832	$ 14.184
207	Longview School District	172	97.824	$ 2,901,071	$ 14.169
208	Kelso School District	118	58.397	$ 1,722,521	$ 14.151
209	Grapeview School District	4	2.439	$ 71,861	$ 14.138
210	Granger School District	48	27.769	$ 816,188	$ 14.136
211	Wilson Creek School District	9	4.337	$ 129,496	$ 14.124
212	Elma School District	48	25.937	$ 761,762	$ 14.099
213	Wahluke School District	48	31.775	$ 939,132	$ 14.073
214	Medical Lake School District	43	20.497	$ 620,019	$ 14.062
215	Pioneer School District	26	14.976	$ 438,824	$ 14.052
216	Finley School District	26	10.681	$ 314,336	$ 14.051
217	Goldendale School District	29	15.178	$ 452,831	$ 14.048
218	Quillayute Valley School District	52	30.783	$ 903,565	$ 14.002
219	Great Northern School District	1	0.476	$ 13,850	$ 13.990

220	East Valley School District (Spokane)	109	62.509	$ 1,843,146	$ 13.989
221	Grand Coulee Dam School District	42	24.405	$ 705,471	$ 13.976
222	Kahlotus School District	4	2.404	$ 70,874	$ 13.953
223	Toledo School District	18	8.960	$ 260,630	$ 13.927
224	Napavine School District	23	9.995	$ 289,729	$ 13.910
225	West Valley School District (Yakima)	101	59.537	$ 1,725,519	$ 13.893
226	North Franklin School District	64	34.857	$ 1,002,185	$ 13.890
227	Wenatchee School District	180	81.603	$ 2,375,841	$ 13.879
228	Ellensburg School District	81	34.594	$ 1,003,507	$ 13.845
229	Toutle Lake School District	19	8.264	$ 238,939	$ 13.843
230	Adna School District	17	9.322	$ 276,608	$ 13.836
231	Castle Rock School District	41	22.550	$ 653,182	$ 13.826
232	Colville School District	45	23.014	$ 663,398	$ 13.820
233	Stevenson-Carson School District	39	19.676	$ 561,030	$ 13.794
234	Selkirk School District	8	3.634	$ 105,224	$ 13.790
235	Evaline School District	5	2.234	$ 64,047	$ 13.772
236	Rosalia School District	8	4.250	$ 127,143	$ 13.756
237	Mill A School District	2	0.815	$ 23,583	$ 13.753
238	Montesano School District	40	21.367	$ 613,025	$ 13.745
239	Mead School District	247	124.561	$ 3,582,728	$ 13.719
240	Pomeroy School District	12	4.718	$ 135,662	$ 13.708
241	Evergreen School District (Stevens)	2	0.879	$ 25,927	$ 13.701
242	Mount Pleasant School District	2	1.558	$ 44,882	$ 13.690
243	Ocosta School District	20	10.722	$ 305,777	$ 13.689
244	Rainier School District	36	18.082	$ 517,320	$ 13.674

245	North Beach School District	21	11.810	$ 338,538	$ 13.656
246	Valley School District	26	15.952	$ 460,307	$ 13.652
247	Onalaska School District	21	10.539	$ 301,750	$ 13.644
248	Brinnon School District	5	1.328	$ 38,162	$ 13.635
249	Brewster School District	29	19.442	$ 555,203	$ 13.629
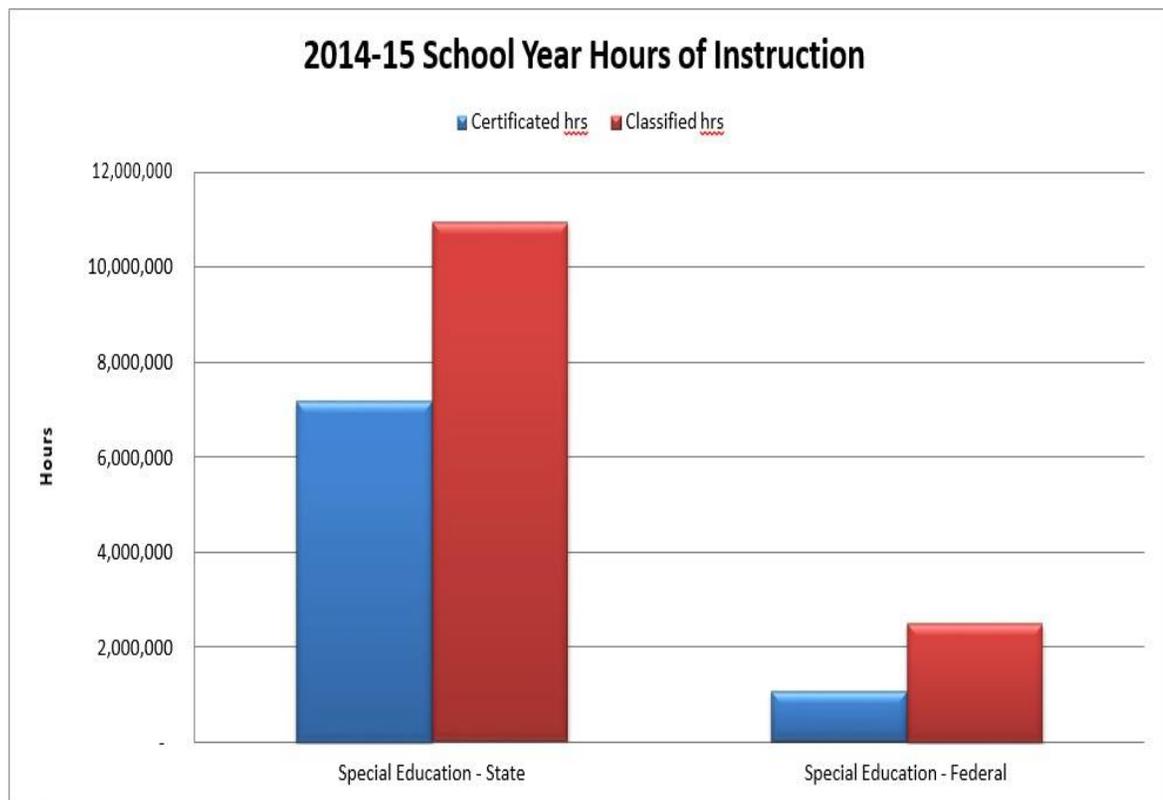
2014-15 School Year Hours of Instruction

Program	Certificated hrs	Classified hrs	Total hrs	Class %
Special Education - State	7,183,860	10,942,912	18,126,772	60.4%
Special Education - Federal	1,067,308	2,515,975	3,583,283	70.2%
Total	8,251,168	13,458,887	21,710,055	62.0%

Note: Programs 21, 22, 24, 25, 26, 29 activity 27 duty 31, 32, 33, 91, 96, 98 suffix 0 or 2

APPENDIX IX
Review of Recommendations from Paraeducator Work Group Report I – January, 2015

Recommendation 1
Establish new Paraeducator Employment Standards for:
- English Language Learners,
- Transitional Bilingual Instructional Programs,
- Federal Limited English Proficiency,
- Title I
- Learning Assistance Program

With additional ELL Endorsement Standards designed for paraeducators who work in ELL, Transitional Bilingual Instructional Programs, and Federal Limited English Proficiency classrooms settings and adopt a standard definition of a "paraeducator".

Rationale: Adopting new Employment Standards will better address the skills, knowledge, and competencies a paraeducator needs to possess and exhibit in order to meet the varied needs of the students served. A standardized definition of what a paraeducator is and does will better define a paraeducator's roles within a school community.

Recommendation 2
Establish a Paraeducator Oversight Committee or Board to provide guidance and leadership and for the implementation of the new system.

Rationale: Several recommendations in this report will require a regulatory body or entity to develop, implement, and monitor results; establish a full-time staff and budget; and represent various stakeholders involved.

Recommendation 3
Implement Paraeducator Employment Standards and Certificate Process over five years.

Rationale: Given the current reality that many school districts are stretched to capacity implementing new K-12 reform initiatives under restricted budgets with limited personnel, the implementation of new employment standards and certification requirements for paraeducators must be staged over a practical length of time.

Recommendation 4
Implement certificate renewal process and support paraeducators' continued professional development that requires the completion of 75 to 100* approved clock hours every five years**.**
*Establishing the number of clock hours or credits would be delegated to the Paraeducator Advisory Board.

Rationale: *Paraeducators have not received adequate training over the last decade due to budget shortages and limited resources, so without a statewide effort and adequate funds to support training and professional development, our state is wasting a valuable classroom resource and an opportunity to improve student success.*

Recommendation 5
Establish a Paraeducator Certificate with multiple endorsements as Career Ladder opportunities.

Rationale: *Establishing a Paraeducator Certificate with multiple endorsements will ensure paraeducators have completed advanced training to meet required skill levels and specialized areas of support to assist teachers with their instructional programs and administrative duties.*

Recommendation 6
Establish an Advanced Paraeducator Endorsement as a Career Ladder opportunity.

Rationale: *Currently paraeducators have limited career upward mobility while being asked to take on more and more responsibilities which requires additional skills and experience. Due to lack of consistency among school districts and no statewide system, paraeducators are locked out of career advancement opportunities.*

Recommendation 7
Expand and enhance the high school to paraeducator to teacher pathway through implementation grants to high schools seeking to increase the number of teachers of color.

Rationale: *Fostering an interest in careers in education during high school is an effective way to expand the paraeducator to teacher pathway while increasing interest in the teaching profession, especially for students of color.*

Recommendation 8
Establish three regional grants to expand and enhance current Alternate Routes to Certification to meet teacher shortage in hard to fill areas.

Rationale: *Over 38% of paraeducators have earned AA degrees or hold a BA degree, which allows them to qualify for Alternate Routes to Certification—Routes 1 and 2. In order to encourage paraeducators to enroll in the Alternative Route programs, our recommendation is to enhance the Alternate Routes to Certification by encouraging school districts to support a partnership with community and technical colleges or four-year universities through state-funded grants awarded to provide employment, scholarship, and coaching to paraeducators completing Teacher Certification.*

Recommendation 9
Incorporate appropriate and effective use of paraeducators into the knowledge and skill standards required of teacher and principal/administrator preparation programs and into the career benchmarks for teacher and principal continuing education.

Rationale: *State education agencies and/or other state agencies responsible for developing and administering teacher credentialing systems have not joined forces with institutions of higher education to establish standards of licensure to ensure teachers and principals/administrators have the knowledge and skills required to effectively supervise and utilize paraeducators.*

Recommendation 10
Create and fund statewide professional development for current paraeducators, teachers, principals, and administrators.

Rationale: *There are few policies, standards, or systems for improving the performance and productivity of paraeducators, teachers, and principals as a united and collaborative educational team. Policies, standards, guidelines, etc. need to be adopted to prevent paraeducators from being used inappropriately or trained insufficiently.*

Recommendation 11
Washington State School Directors Association (WSSDA) would develop and recommend a "model paraeducator policy" that promotes clarity and understanding of the new standards and certification requirements. School districts would then review, modify, and adopt as necessary.

Rationale: *In order to provide direction and clarity for the new standards of employment and certification of paraeducators, school boards would be encouraged to update or adopt a new policy that promotes the effective utilization and recognition of paraeducators as vital members of a school's educational team.*

Recommendation 12
The Professional Educator Standards Board (PESB) and the State Board of Community and Technical Colleges (SBCTC) shall explore the feasibility of piloting a BAS degree program leading to teacher certification in Elementary Education and English Language Learners or Special Education at one or more community and technical colleges.

Rationale: *Community and technical colleges are more diverse in student population than four-year institutions. The intent is to increase recruitment from underrepresented populations and create a pipeline to engage districts and diverse candidates in meeting the workforce development needs in teaching fields.*

Recommendation 13
Community and technical colleges will offer transferrable credit to the Paraeducator Certificate and Apprenticeship Programs and align to new Paraeducator Employment Standards. A change in RCW 28A.630 and RCW 28B.50.891 will be necessary to align and comply with new Paraeducator Employment Standards.

Rationale: *This will provide paraeducators with a clear path to teacher certification.*

APPENDIX X
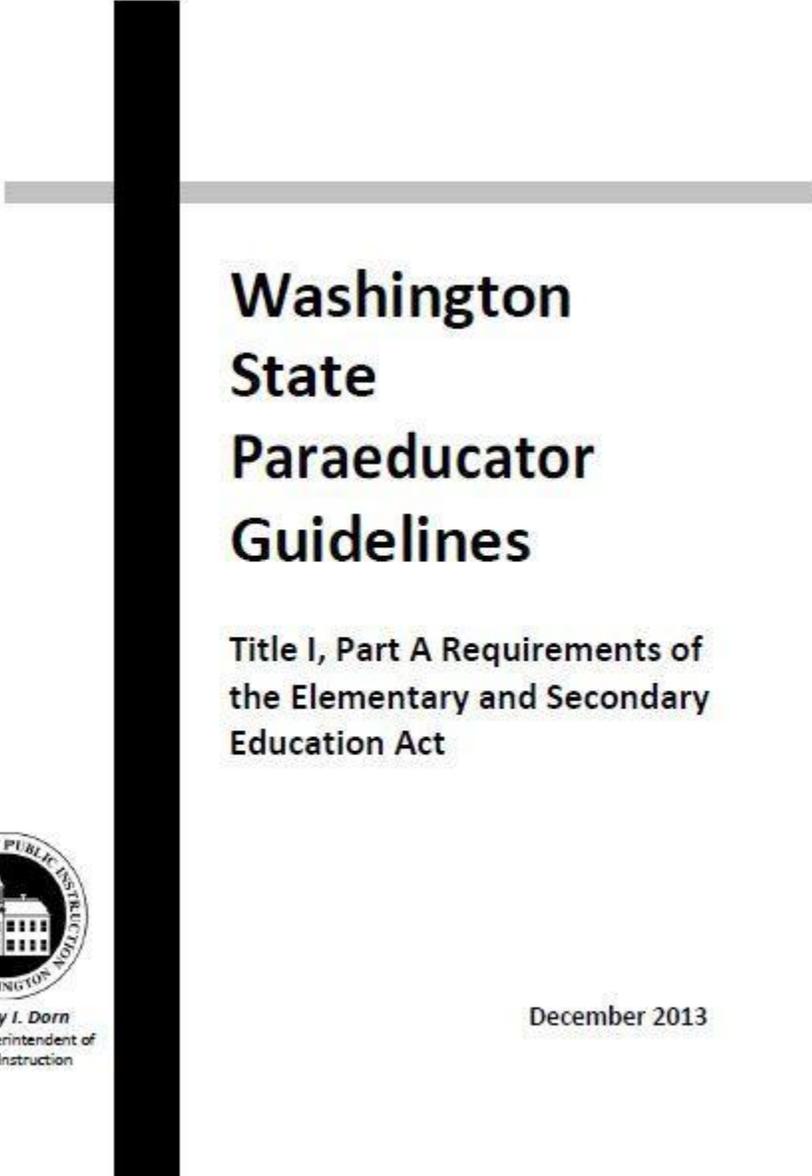
Washington State Paraeducator Guidelines

Title I, Part A Requirements of the Elementary and Secondary Education Act

Randy I. Dorn
State Superintendent of
Public Instruction

December 2013

Washington State Paraeducator Guidelines

Title I, Part A Requirements of the Elementary and Secondary Education Act (ESEA)

Prepared by

Title I, Part A and Title II, Part A

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December 2013

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Elementary and Secondary Education Act-Title I, Part A Paraeducator Requirements

Options to Meet Title I, Part A Paraeducator Requirements

Resources

Elementary and Secondary Education Act-
Title I, Part A Paraeducator Requirements

The reauthorization of the Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind Act of 2001, places a greater emphasis on success for students who are behind in their learning and that which creates an achievement gap between rich and poor, white and minority.

Paraeducators are an integral part of the learning and teaching team. Under the supervision of the teachers, paraeducators assist with multiple levels of support in schools. Section 1119(g) of ESEA states that all paraeducators who are performing instructional duties and are funded with Title I, Part A funds, including all paraeducators performing instructional duties in a schoolwide building, must meet specific requirements. The purpose of these requirements is to help ensure that the instructional teams providing successful learning experiences for students, particularly students receiving benefit of Title I, Part A funds.

Paraeducators must currently have a secondary school (high school) diploma or its recognized equivalent (GED), and meet one of the three following requirements prior to hire:

- Complete at least two years of study at an institution of higher education; or
- Obtain an Associate (or higher) degree; or
- Meet a rigorous standard of quality and can demonstrate, through a formal state or approved 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.

Who is a Paraeducator?

Based on guidance from the US Department of Education, a paraeducator, for purposes of the Title I, Part A requirements of ESEA, is described as an employee who is assigned responsibilities that include assisting with instruction in reading, writing, and mathematics. Section 1119(g) lists these responsibilities as providing instructional services to students while working under the direct supervision of a teacher.

"Working under the direct supervision of a teacher" is interpreted, through the US Department of Education's Title I, Part A Paraprofessional Non-Regulatory Guidance (March 2004) to mean:

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

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Paraeducators may also be assigned responsibilities to:

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

Paraeducators hired as translators, or hired solely to conduct family involvement activities do not need to meet the Title I, Part A requirements, except they must have a secondary school diploma or its recognized equivalent.

The Title I, Part A paraeducator requirements - Section 1119 (c)(d)(e)(f)(g) - can be reviewed in the Resources section of this document.

The Roles of Paraeducators and Teachers in Washington

ESEA mandates the use of proven strategies that are demonstrated to make a change in student learning and must be provided by well qualified instructors, meaning teachers and paraeducators. The intent of the qualification requirements for teachers and paraeducators is related to research which indicates that the better prepared and more knowledgeable instructors are regarding content and classroom instruction, the greater the likelihood that students will succeed. This then, places a strong emphasis on the teacher and paraeducator working together as an instructional team to ensure students receive coordinated instructional learning experiences.

In matters of curriculum and instruction, the teacher should ensure the paraeducator carries out instructional opportunities and goal setting expectations based on the teacher's planning and preparation, and at the teacher's direction.

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ESEA Title I, Part A Requirements and the Washington State Special Education Recommended Core Competencies for Paraeducators

Washington State special education regulations require that paraeducators working with students eligible for special education:

> "....present evidence of skills and knowledge necessary to meet the needs of students eligible for special education, and shall be under the supervision of a certificated teacher with a special education endorsement or a certificated educational staff associate..."

Paraprofessional staff in Title I, Part A school-wide programs shall meet ESEA standards for paraprofessionals. Districts shall have procedures that ensure that classified staff receive training to meet state recommended core competencies pursuant to RCW 28A.415.310 [WAC 392-172A-02090(1)(f)].

The Washington State Recommended Core Competencies for Paraeducators were developed to serve as a general baseline of the knowledge and skills related to the role and responsibilities of paraeducators working with special education students in educational settings in our state.

It is important to note, the Recommended Core Competencies are *different* from the ESEA Title I, Part A Paraeducator requirements. Title I, Part A requirements specifically mandate knowledge and ability in reading, writing, mathematics, and assisting with instruction in these specific subject areas. The Recommended Core Competencies addresses assisting with instruction, but only in general terms (see Recommended Core Competencies 9 through 11 on page 20). Thus, the Washington State Recommended Core Competencies cannot be used to fulfill the ESEA Title I, Part A requirements.

The Washington State Recommended Core Competencies for Paraeducators are found on page 23 of these Guidelines. For additional information regarding the Special Education core competencies for paraeducators, visit
http://www.k12.wa.us/Paraeducators/CoreCompDefinitions.aspx.

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Options to Meet Title I, Part A
Paraeducator Requirements

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At-a-Glance
Title I, Part A Paraeducator Options

School Districts are responsible for determining which options and/or pathways best meet the needs of their staff and district policy.

Title I, Part A paraeducators in the state of Washington must have a secondary school (high school) diploma or its recognized equivalent and meet one of the following options:

Two Years of Study at an Institution of Higher Education Option	Associate Degree (or higher) Option	ETS ParaPro Assessment

• Institution must meet five criteria of Section 101(a) of the Higher Education Act
 	
• Classes at 100 level or above
 	
• 72 quarter or 48 semester credits
 	
• Credits from more than one institution are allowable
 	
• No time limit on credits
 	
• Documented by official transcripts or copies of official transcripts
	• All Associate degrees are accepted
	
	• Documented by official transcripts or copies of official transcripts
		• 90 multiple choice items – 30 questions in each subject (reading, writing, and mathematics
		
		   o 2.5 hours testing time
		
		   o Offered through Educational Service Districts (ESDs) or through some school districts
		
		   o Passing Score: 461
		
		   o For additional information regarding the test and available test preparation materials, please contact ETS directly at http://www.ets.org/parapro/ or (800) 772-9476.

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Two Years of Study at an Institution of Higher Education Option

U.S. Department of Education Guidance

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

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

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

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

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*Note: In some states, a high school diploma or its equivalent is not required for entrance into a community college. District may use these institutions if criterion 1 is not met. However, when counting classes, a district may only use level 100 or above.

Washington State Guidelines

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

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

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Guidelines and Directions for Verifying Two Years of College

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

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

Listed below are information on and instructions for:

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

List of Two-Year and Four-Year Institutions that Meet the Higher Education Act (HEA) Criteria

Washington Public Four-year Colleges and Universities

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

Washington Public (Two-year) Community and Technical Colleges

Bates Technical College	Highline Community College
Bellevue Community College	Lake Washington Technical College
Bellingham Technical College	Lower Columbia College
Big Bend Community College	North Seattle Community College
Cascadia Community College	Olympic College
Centralia College	Peninsula College
Clark College	Pierce College
Clover Park Technical College	Renton Technical College
Columbia Basin College	Seattle Central Community College
Edmonds Community College	Shoreline Community College
Everett Community College	Skagit Valley College
Grays Harbor College	South Puget Sound Community College
Green River Community College	South Seattle Community College

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Spokane Community College
Spokane Falls Community College
Tacoma Community College
Walla Walla Community College

Wenatchee Valley College
Whatcom Community College
Yakima Valley Community College

Other Institutions

Antioch University Seattle
Bastyr University
Brigham Young University-Idaho
Chapman University
City University
Columbia College of Missouri
Cornish College of the Arts
DeVry University
Digipen Institute of Technology
Embry-Riddle Aeronautical University
Golden Gate Baptist Theological Seminary
Golden Gate University
Gonzaga University
Grand Canyon University
Heritage University
Mars Hill Graduate School
Moody Bible Institute

Northwest Baptist Seminary
Northwest College of Art
Northwest College of the Assemblies of God
Northwest Graduate School of the Ministry
Northwest Indian College
Northwest University
Nova Southeastern University
Oklahoma Baptist University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University
Trinity Lutheran College
University of Puget Sound
Walla Walla College
Whitman College
Whitworth College

Out-of-State Public Four-Year Colleges/Universities and Community Colleges

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

Other Private Four-Year and Two-Year Colleges/Universities

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

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Private Vocational-Career Schools in Washington State, and Out-of-State Technical or Private Vocational-Career Colleges

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

Foreign Colleges and Universities

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

Out-of-Business Institutions

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

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

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

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

The above named person is submitting credits on a transcript from your institution to meet the Elementary and Secondary Education Act (ESEA) federal law related to the Paraeducator Title I requirement of "two years of study at an institution of higher education". In order for their credits to be accepted from your institution, verification of Section 101(a) of the Higher Education Act's five criteria defining an "institution of higher education" must be verified.

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

Return this form to the Personnel Office at

NAME OF SCHOOL DISTRICT
ADDRESS
CITY/STATE/ZIP

Yes   No

☐   ☐   1.   This institution admits as regular students only persons having a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate;

☐   ☐   2.   This institution is legally authorized within the State of_____

Name of State

to provide a program of education beyond secondary education;

☐   ☐   3.   This institution provides an educational program for which the institution awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree;

☐   ☐   4.   This institution is a public or other non-profit institution;

☐   ☐   5.   This institution is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation by such an agency or association that has been recognized by the Secretary of State for the granting of pre-accreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Name of accrediting agency:

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

_____   _____
Name (Printed)   Title

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

Signature:_____ Date:_____

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Associate (or Higher) Degree Option

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

U.S. Colleges and/or Universities

- Verify college credits from official (or a copy of official) transcript(s).
- Complete Record of Verification of ESEA Title I, Part A Paraeducator Requirements.
- District must keep on file a copy of the official transcripts at the district office. A photocopy of the diploma does not meet the documentation requirements for Title I, Part A.

Foreign Colleges/Universities

An associate or higher degree will be accepted based on a translated and evaluated transcript only.

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

Washington State now accepts any National Association of Credential Evaluation Services approved courses. For approved credential evaluation services information, visit http://www.k12.wa.us/certification/colleges/reg_accred.html.

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ETS ParaPro Assessment

Paraeducators who do not qualify to be highly qualified either through two years of study at an institution of higher education or an associate degree must qualify through passing the ETS ParaPro Assessment developed by the Educational Testing Service (ETS).

Educational Testing Service (ETS) developed the ParaPro Assessment to meet the ESEA Title I, Part A paraeducator qualification requirements. This nationally developed assessment is based on a job analysis of the day-to-day responsibilities of paraeducators and in accordance with the federal guidance requirements.

Contact the school district the paraeducator is employed with or seeking employment to determine if it offers the assessment. If not, contact the local Educational Service District (ESD). See the RESOURCES section of this manual for ESD contact information.

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General Information about the ETS ParaPro Assessment

What is the format and length of the Educational Testing Services (ETS) ParaPro Assessment?
The test consists of 90 multiple choice items and is 2.5 hours in length. It can be taken either online at school districts or at paper and pencil sites set up by ETS.

What are the costs/fees?
If you take the test online, check with the ESD or school district for fees charged. If you take the test at an ETS designated paper and pencil site see http://www.ets.org/parapro/about/fees/ for applicable fees.

How often can the test be taken?
Pencil and paper tests can be taken six times per year. ETS recommends that school districts observe a 30-day period in between retakes of online tests.

What is Washington State's qualifying score?
Washington's qualifying score is 461.

What subjects are covered on the test?
Test subjects include reading, writing and math.

What are the questions like?
The test has 90 multiple-choice questions, approximately two-thirds of which focus on basic skills and knowledge. The remaining one-third focuses on applying skills in the classroom. All test questions are in English.

What test preparation materials are available?
ETS has developed a study guide and a practice test for test takers to help them prepare for the Assessment. The free Test at a Glance (PDF) and other useful tips are also available.

How can additional information be accessed?
Additional information can be accessed at http://www.ets.org/parapro.

How does the school district document the paraeducator have successfully met the Title I A requirement?
ETS ParaPro Assessment official (or copy of official) results must be kept on file at the employing school district office.

Can the ETS test score from another state transfer to Washington?
Yes, if the score is 461 or higher and documentation is provided.

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Resources

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

RECORD OF VERIFICATION OF ESEA TITLE I A
PARAEDUCATOR REQUIREMENTS

PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE)	CERTIFICATION NUMBER	SCHOOL DISTRICT

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

☐ This paraeducator has a secondary school (high school diploma) or its recognized equivalent.

Check One Box Only

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

_____

Name of Institution of Higher Education

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

_____   _____

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

☐ Educational Testing Service (ETS) ParaPro Assessment as documented by official ETS ParaPro Assessment Test Score Report Score must be 461 or higher.

☐ State Apprenticeship for _____ as documented by Washington State
Type of Apprenticeship

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

SCHOOL DISTRICT	DATE

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

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

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ESEA Title I, Part A SEC. 1119:
QUALIFICATIONS FOR TEACHERS AND
PARAPROFESSIONALS

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

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

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

   (A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;
   (B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and
   (C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

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

(b) REPORTS-

(1) ANNUAL STATE AND LOCAL REPORTS-

   (A) LOCAL REPORTS- Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).
   (B) STATE REPORTS- Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002-2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).
   (C) INFORMATION FROM OTHER REPORTS- A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be

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necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

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

(c) NEW PARAPROFESSIONALS-

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

(A) completed at least 2 years of study at an institution of higher education;
(B) obtained an associate's (or higher) degree; or
(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —
1. knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
2. knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

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

(d) EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT ACTIVITIES

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

(1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or
(2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

(f) GENERAL REQUIREMENT FOR ALL PARAPROFESSIONALS

Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of

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the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

(g) DUTIES OF PARAPROFESSIONALS

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

(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED- A paraprofessional described in paragraph (1) may be assigned —
- (A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- (B) to assist with classroom management, such as organizing instructional and other materials;
- (C) to provide assistance in a computer laboratory;
- (D) to conduct parental involvement activities;
- (E) to provide support in a library or media center;
- (F) to act as a translator; or
- (G) to provide instructional services to students in accordance with paragraph (3).

(3) ADDITIONAL LIMITATIONS

A paraprofessional described in paragraph (1) —
- (A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and
- (B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

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

(i) VERIFICATION OF COMPLIANCE-

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

(2) AVAILABILITY OF INFORMATION- Copies of attestations under paragraph (1) —
- (A) shall be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local educational agency; and
- (B) shall be available to any member of the general public on request.

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

(k) SPECIAL RULE- Except as provided in subsection (I), no State educational agency shall require a school or a local educational agency to expend a specific amount of funds for professional development activities under this part, except that this paragraph shall not apply with respect to requirements under section 111 6(c)(3).

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

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The Washington State
Special Education Recommended Core Competencies
For Paraeducators

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

1. understanding the value of providing instructional and other direct services to all children and youth with disabilities;

2. understanding the roles and responsibilities or certificated/licensed staff and paraeducators;

3. knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development;

4. ability to practice ethical and professional standards of conduct, including the requirements of confidentiality;

5. ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team;

6. ability to provide positive behavioral support and management;

7. knowledge of the legal issues related to the education of children and youth with disabilities and their families;

8. awareness of diversity among the children, youth, families and colleagues with whom they work;

9. knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings;

10. ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff;

11. ability to motivate and assist children and youth;

12. knowledge of and ability to follow health, safety, and emergency procedures of the agency where they are employed;

13. awareness of the ways in which technology can assist teaching and learning; and

14. awareness of personal care and/or health related support.

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Educational Service District (ESD) Contact Information

Northeast Washington ESD 101 *Spokane Area* 4202 S. Regal Street Spokane, WA 99203-7738 509-789-3800 http://www.esd101.net	**Puget Sound ESD 121** *Renton / Seattle Area* 800 Oakesdale Avenue, S.W. Renton, WA 980557-5221 425-917-7855 http://www.psesd.org
ESD 105 *Yakima Area* 33 South 2nd Avenue Yakima, WA 98902-3486 509-575-2885 http://www.esd105.org	**ESD 123** *Pasco Area* 3918 W. Court Street Pasco, WA 99301 509-547-8441 http://www.esd123.org
ESD 112 *Vancouver Area* 2500 N.E. 65th Avenue Vancouver, WA 98661-6812 360-750-7505 http://www.esd112.org	**North Central ESD 171** *Wenatchee Area* 430 Olds Station Road Wenatchee, WA 98801 509-665-2610 http://www.ncesd.org
ESD 113 *Olympia Area* 6005 Tyee Drive S.W. Tumwater, WA 98512 360-464-6700 http://www.esd113.org	**Northwest ESD 189** *Anacortes Area* 1601 R Avenue Anacortes, WA 98221 360-299-4000 http://www.nwesd.org
Olympic ESD 114 *Bremerton Area* 105 National Avenue North Bremerton, WA 98312 360-479-0993 http://www.oesd.wednet.edu	

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Frequently Asked Questions and Answers

1. Do substitute paraeducators need to meet the Title I, Part A requirements?

   If a paraeducator is employed as a substitute in the same position for four or more weeks (or 20 consecutive school days) and is funded with Title I, Part A or in a Title 1, Part A schoolwide building and assists with instruction, the paraeducator must meet the Title I, Part A requirements.

2. Do special education paraeducators need to meet the Title I, Part A requirements?

   A paraeducator who works with special education students and does not provide any instructional support (such as a person who solely provides personal care services), is not required to meet the Title I, Part A requirements.

   If a special education paraeducator works in a Title I, Part A targeted assistance program has instructional support duties, and is paid, in whole or in part, with Title I, Part A funds, the paraeducator is required to meet the Title I, Part A requirements.

   If a special education paraeducator works in a Title I, Part A schoolwide program and has instruction support duties, the Title I, Part A requirements apply without regard to the source of funding that supports the position.

3. Do paraeducators who are funded from multiple sources, including Title I, Part A, need to meet the requirements?

   Yes, if they assist with reading, writing, and mathematics.

4. Do paraeducators who work one period a day in a Title I, Part A building and provide services other than instruction the rest of the day (e.g. playground duty) need to meet the Title I, Part A requirements?

   Yes. The Title I, Part A requirements apply regardless of the amount of time spent in the building or in various roles.

5. May a school district require that ALL paraeducators meet the Title I, Part A requirements regardless if they are required to do so by federal law?

   Yes. A school district has the authority to require all paraeducators to meet the Title I, Part A requirements. Many school districts find this option provides more flexibility when assigning paraeducators to various duties.

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6. Does training in the Washington State Special Education Recommended Core Competencies meet the Title I, Part A paraeducator requirements?

No. Training related to the core competencies does not meet the Title I requirements.

7. Will a diploma (or a copy of a diploma) in lieu of college transcripts meet the Title I, Part A documentation requirements when the district is monitored by OSPI or audited by the State Auditor's Office?

No. A copy of a paraeducator's official transcripts must be kept on file at the district office. A photocopy of a diploma will not meet the Title I requirements.

8. What if the school or college attended by a paraeducator is out-of-business?

Only an Associate degree (or higher) will be accepted. Unfortunately, there is no way for a school district to verify attendance or ensure the criterion of the Higher Education Act is met with an out-of-business institution.

9. Can continuing education units (CEUs) or hours be converted into semester/quarter units?

These units or hours must be converted by the issuing institution. Contact the university or community college registrar directly for further information.

10. Can clock hours count as college credits to meet the Title I, Part A requirements?

Clock hours that have been converted by a college or university may count.

Clock hours that have not been converted by a college or university (e.g. school district classes and workshops) do not count.

Note: Clock hours that have been converted to credits by a college or university will be listed on official transcripts.

11. What if college or university coursework in NOT leveled (e.g. 100, 200, etc.)?

All classes must be leveled 100 or higher to meet the Title I, Part A requirements.

12. What if a paraeducator attended a college/university outside of the United States?

The foreign transcript must be translated and evaluated for equivalency to U.S. standards by a credentials evaluation service. Note: This also applies to transcripts from Canada.

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