

## Title I Instructional Paraprofessional Assessment Framework

Title I of the Elementary and Secondary Education Act (ESEA) allows for state or local assessment in the determination of Highly Qualified Instructional Paraprofessionals working in Title I programs. In Spring of 2022, the Agency of Education collaborated with field partners to examine paraeducator standards developed in other US states and national organizations. This process led to the development of the Vermont Title I paraeducator standards below. These standards seek to address the need for holistic local assessment and flexibility for Title I paraeducator qualification, while also serving as an important steppingstone to a lifelong career as a Vermont educator.

### How to use these standards:

Local Education Agencies (LEA) may elect use these standards in their evaluation of new staff providing instructional assistance in a non-licensed paraeducator position in any Title I program<sup>1</sup>. Assessments may look different to meet local context and this framework may be adapted accordingly. LEAs may choose to evaluate educators through various methods including, but not limited to, individual portfolios, formal trainings or workshops, individualized observations/mentoring/evaluations, and/or interviews upon hire.

### Rating Scale

4 Advanced Understanding	3 Meets Standard	2 Approaching Standard	1 Standard Not Met
The Paraeducator demonstrates an advanced understanding of the standard, and the standard is fully reflected in their practice.	The Paraeducator demonstrates a comfortable understanding of the standard, and the standard is reflected in their practice.	The Paraeducator demonstrates a basic understanding of the standard, and/or the standard is not fully reflected in their practice.	The Paraeducator demonstrates a misunderstanding or lack of understanding in the standard, and/or the standard is not reflected in their practice.

<sup>1</sup> The Title I paraprofessional requirements apply to all instructional paraprofessionals working in a school operating a Title I schoolwide program, and any instructional paraprofessional funded in any part with Title IA dollars in a targeted assistance program.



## Title I Paraprofessional Assessment Rubric

**Standard One:** Learner Development - The Paraeducator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and engages in developmentally appropriate and challenging learning experiences under the supervision of licensed staff. Effective Paraeducators:

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
a) Demonstrate basic knowledge of how students learn and adjust instructional supports (including strategies, equipment, materials, technology, etc) to meet students' intellectual, social and behavioral development needs.			
b) Collaborate with classroom teachers, special educators, and other professionals as needed to promote learner growth and development.			
c) Demonstrate an ability to assist students at their developmental stage and report student concerns or risk factors to certificated staff or supervisor.			

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
d) Demonstrate an awareness of student emotion, and the skill to help direct or express a student's emotions, thoughts, impulses, and stress in constructive ways.			
e) Respect students' differing strengths and needs and are committed to using this information to further each student's development.			

**Standard Two:** Learning Differences - The Paraeducator uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Effective Paraeducators:

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
a. Seek to understand students' differentiated needs, including those associated with disabilities, and use individualized strategies and resources to provide developmentally and age-appropriate instructional support for individual students.			

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
b. Demonstrate an ability to assist in administration of work, assessments, and monitoring of student progress as directed by certificated/licensed staff.			
c. Respect learners as individuals with differing personal, family, and linguistic backgrounds and various skills, abilities, perspectives, talents, and interests.			
d. Access credible resources to extend and expand their own understanding of how race, culture, gender identity, wealth, and exceptionalities impact students' education.			
e. Recognize that individual students' experiences with school and society are impacted by their identity, and that considerations of these factors are essential to creating opportunities that maximize and celebrate their strengths.			

**Standard Three:** Learning Environments - The Paraeducator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Effective Paraeducators:

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
a. Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the backgrounds and differing perspectives students bring to the learning environment.			
b. Demonstrate an ability to implement behavior support systems/strategies as directed by certificated staff or supervisor.			
c. Protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity.			
d. Use knowledge of individual's strengths and interests to encourage engagement in varied school and community activities as determined by the instructional team.			

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
e. Demonstrate the ability to assist students to access family, school, and community resources of support.			
f. Recognize purposes, benefits, and limitations of adaptive equipment, are trained to use student adaptive equipment correctly, and support students to use such equipment independently where possible.			

**Standard Four:** Supporting Instructional Strategies in Content Areas - The Paraeducator has basic knowledge of instructional strategies across various content areas and supports the teacher in providing meaningful learning experiences for students. Effective Paraeducators:

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
a. Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the assignment.		*Paraeducator must score a 3 or 4 in order to meet Title I requirements	

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
b. Use developmentally and age-appropriate reinforcement techniques to facilitate student learning of vocabulary, skills and knowledge identified as essential by content area teachers.		<i>*Paraeducator must score a 3 or 4 in order to meet Title I requirements</i>	
c. Use multiple representations and explanations that capture key ideas in the discipline, and guide learners through learning progressions.			
d. Make responsive adjustments to instructional support consistent with professional development guidelines as determined by the instructional team.			
e. Facilitate learners' independent use of tools and resources to maximize content learning in varied contexts.			
f. Collaborate with licensed staff to facilitate learning experiences based on collected and observed data on individual student strengths and needs.			

**Standard Five:** Professional and Ethical Practice - The Paraeducator demonstrates an ability to maintain a high level of ethical behavior, confidentiality, and privacy with information regarding all job-related matters, and conducts oneself as a professional team member. Effective Paraeducators:

Standard	Evidence of Standard	Score 4-1	Evaluation Notes
a. Maintain the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members.			
b. Adhere to confidentiality as consistent with all applicable laws, regulations, policies, procedures, and professional ethics.			
c. Implement legal and ethical practices in behavioral interventions as determined by the instructional team.			
d. Model appropriate academic, professional, social, and conflict-management skills for students and colleagues.			
e. Collaborate with licensed staff in supporting students through effective communication and positive relationships with staff, students, and families.			



Standard	Evidence of Standard	Score 4-1	Evaluation Notes
f. Provide accurate and timely information about students' academic, social, emotional and health requirements to individuals who have the need and right to know as determined by the instructional team.			