



# Assessment Checklist for Paraprofessionals



*Preschool-Grade 12*

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*Preschool-Grade 12*

**2007**

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# A s s e s s m e n t C h e c k l i s t

for Paraprofessionals  
Preschool-Grade 12  
2007



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## **Acknowledgements**

In May 2004, the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students Birth to 21* developed by the State Advisory Committee (SAC) on Special Education and CT's Comprehensive System of Personnel Development (CSPD) Council was published by the State Education Resource Center (SERC). This document surfaced many questions regarding *how* to train and support paraprofessionals in light of budget crunches and the paucity of relevant materials. Kjell Fenn, Consultant at SERC and Trainer of paraprofessionals throughout Connecticut, initiated the development of a self-assessment checklist based on the Guidelines which were revised in 2007. Marianne Kirner, SERC, Peg Hayden, Rhode Island Department of Education, Iris White, American Federation of Teachers, Rosemary Tralli, and Perri Murdica, Connecticut State Department of Education, provided consultation as the content and language of the checklist were refined. After many revisions, edits, and changes, the Assessment Checklist for Paraprofessionals is complete.

Special thanks to the Connecticut State Department of Education for their continuing encouragement and assistance in the development of this document. Thanks also to Debbie Williams, Education Services Specialist, SERC and Erin McNamee, Consultant, SERC for their diligence in bringing this resource to publication.

# Introduction to the Assessment Checklist for Paraprofessionals (AC)

Paraprofessionals are an important part of the early intervention and educational workforce. As articulated in the introduction of the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21* (2004), “paraprofessional roles and responsibilities continue to grow and systems must work diligently to ensure high quality personnel and services (page 4)”. This **Assessment Checklist for Paraprofessionals (AC)** is designed to aid teachers, supervisors, and administrators to support and enhance the skills of paraprofessionals through training and ongoing supervision. This assessment is also intended to be used as a guide for paraprofessionals in self-assessment and self-improvement, a collaborative informal assessment between paraprofessional and supervisor, a needs assessment regarding paraprofessionals in a school or district, and/or a guide in the design of professional development for paraprofessionals.

The **Assessment Checklist for Paraprofessionals**, which is based on the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21* (2004), is an informal assessment of the role, function, and responsibilities of the paraprofessional within a school or program. This document was created for instructional paraprofessionals—those who are in classrooms and working with teachers and students. Prior to utilizing the AC, the user should be very familiar with Connecticut’s *Guidelines*. This checklist is not an evaluation or a judgment of the paraprofessional or the performance of the paraprofessional; it is a means of identifying, enhancing, and articulating the roles and responsibilities of the paraprofessional for use by both the paraprofessional and his/her colleagues, particularly the supervisor of the paraprofessional.

Please note:

- The intended use of this instrument is to build capacity within Preschool-Grade 12 schools and/or districts regarding the training and support of paraprofessionals.
- This tool is based on the Connecticut *Guidelines*, which has over 120 line items of skills, knowledge competencies, and responsibilities. The AC has taken those that were deemed the most pertinent to paraprofessionals working in schools, Preschool-Grade 12.
- Birth to Three language and specific items applicable to paraprofessionals working in Birth to Three programs have been omitted (i.e., agency, providers, etc.).
- The competencies and skills addressed in the ParaPro Assessment are included in this checklist.

## Terminology and Job Titles Used in the Assessment Checklist

(Based on the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21*, 2004)

*Level 1, Level 2, and Level 3* refer to the three different competency levels of paraprofessionals as outlined within the Connecticut *Guidelines*. These Levels are based on education and experience (see page 4).

*Paraprofessional* is used as a general term to indicate any non-certified school personnel working with students, PreK-12, on a regular basis. For the purposes of the AC, a paraprofessional refers specifically to instructional paraprofessionals—those who work in classrooms and work with teachers and students.

*Responsibility* refers to the category of responsibilities, knowledge competencies, and skills a paraprofessional must be able to demonstrate. There are six Responsibilities outlined in the Connecticut *Guidelines*.

*Schools* refers to school districts, whether private, public, charter, or magnet; RESC programs; and community-based early childhood programs.

*Student* is any youth or adolescent involved in an educational program.

The term *supervisor* refers to a certified professional, typically a teacher, with whom the paraprofessional works on a regular basis. *Topical Area* is any area of focus, such as instruction or classroom management.

# Assessment Checklist (AC)

## for Paraprofessionals in Schools, Preschool-Grade 12

### Suggested Uses of the Assessment Checklist for Paraprofessionals:

1. Self-assessment tool for individual paraprofessionals.
2. Collaborative informal assessment between paraprofessional and supervisor.
3. Needs assessment regarding paraprofessionals in a school or district.
4. Guide in the design of professional development for paraprofessionals.

### Step by Step Guide for Suggested Uses of the PAC:

1. **Self-assessment tool for individual paraprofessionals.**
  - a) Complete the *Paraprofessional Professional Information* section (page 4).
  - b) Use the *Easy-Find Topical Area Guide* (page 5) to select one focus area/topic.
  - c) Complete all the items listed under that topical area.
  - d) Choose up to three (3) items that have been scored at a two or below.
  - e) Use the *First Steps* form (page 16) to set goals to increase your competence, knowledge, and/or skills in those areas.
2. **Collaborative informal assessment between paraprofessional and supervisor.**
  - a) The paraprofessional and supervisor obtain separate copies of the AC.
  - b) The paraprofessional and the supervisor each complete the *Paraprofessional Professional Information* (page 4) section on both ACs prior to completing a checklist.
  - c) Choose a particular Responsibility or ParaPro Topic (see pages 6-15) or Topical Area (see the *Easy-Find Topical Area Guide* on page 5) for each to complete.
  - d) If the supervisor is not available to complete the checklist, an alternate certified professional should be chosen. This certified professional should observe the paraprofessional in the classroom multiple times and consult with the supervisor to complete this checklist.
  - e) After the checklist is completed by both the paraprofessional and the supervisor/alternate, the two of them should review each other's checklist, remembering that this is an assessment tool, not an evaluative measurement or judgment.
  - f) Any discrepancies between any items should be discussed with a rationale from each partner as to why he/she scored the way he/she did.

(Continued on next page.)

(Continued from page 2.)

- g) The objective of this assessment is to support and provide professional development for the paraprofessional. He/she should not be expected to work on more than three items during one period of time (as mutually agreed upon by both the paraprofessional and the supervisor). The supervisor, in collaboration with the paraprofessional, should assist the paraprofessional in identifying which three items will be the focus for the paraprofessional in order to improve performance.
  - h) The paraprofessional and supervisor should create, set, and plan goals and first steps (see below and page 16 for *First Steps* worksheet) to achieve success on those particular focus items.
  - i) The paraprofessional and supervisor should set regular meeting times (informal or formal) in order to monitor progress, challenges, and small and large successes.
    - j) When the items have been successfully mastered, the paraprofessional and supervisor may decide to complete another checklist or reevaluate the already completed checklist to identify other items to consider for continued growth and improvement.
- 3. Needs assessment regarding paraprofessionals in a building or entire district.**
- a) Have each paraprofessional complete the *Paraprofessional Professional Information* section (see page 4).
  - b) Choose a particular Responsibility or ParaPro Topic (see pages 6-15) or Topical Area (see the *Easy-Find Topical Area Guide* on page 5) for each paraprofessional to complete.
  - c) Gather and analyze the results.
- 4. Professional development designed for paraprofessionals.**
- a) Have each paraprofessional involved in the professional development/training complete the *Paraprofessional Professional Information* section.
  - b) Choose a particular Responsibility or topic (see the *Easy-Find Topical Area Guide* on page 5).
  - c) Have each participant complete the chosen topical area.
  - d) Gather materials/information regarding the topical area.
  - e) Form a study group or hold discussions regarding the chosen Responsibility or Topical Area, recording the salient points.





# Paraprofessional Professional Information

Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Date Completed \_\_\_\_\_

Level of Paraprofessional (see below for description)		Years of classroom experience	
Years of experience in current district		Years of experience in current building	
Years of experience with current teacher		Years of experience in current position	

Strengths: \_\_\_\_\_

Other pertinent information:	Is there a clear job description? (Attach copy.)	Yes	No
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A Paraprofessional at **Level 1** has a high school diploma or GED and personally relevant experience such as being a parent or day care provider. [Works directly with a certified professional and with a high level of direct supervision by certified professionals as identified in job description.]

A Paraprofessional at **Level 2** has a high school diploma or GED and multiple years of experience as a paraprofessional, specific on-the-job training in behavior management or knowledge of specific disability, and holds positions such as One-to-One Aide or Speech Aide. [Works under the direction of a certified professional and with formal identified level of on-site supervision by certified professional as identified in job description.]

A Paraprofessional at **Level 3** has completed at least two years of study at an accredited institution of higher education and/or has acquired an Associate's degree and/or highly specialized training that leads to a high degree of proficiency. This individual holds positions such as Speech Assistant, Job Coach, Tutor, ABA Instructor, or Sign Language Interpreter. [Works under the direction of a certified professional but may not have on-site direct supervision by a certified professional at all times. Level of supervision is designated in job description.]

Only respond to the statements which correspond to the highest level for the individual paraprofessional and all the levels below. For example, if the paraprofessional is at Level 1, then only respond to those statements which are in the Level 1 section of each Responsibility. If the paraprofessional is at Level 2, then respond to all those in Level 1 and Level 2. For a Level 3 paraprofessional, respond to all the statements in the checklist.

# Easy-Find Topical Area Guide

Use the following matrix to quickly and easily find the topical area(s) to assess. The following topical areas are in response to the typical needs identified during district and statewide professional development by instructional paraprofessionals. It is broken out by Responsibility (Resp.), the line number of the specific item (#), and the page number (Pg) in the AC. (The *ParaPro* Assessment section to the far right of this matrix uses the term 'topic' in place of 'Responsibility' to maintain terminology actually used in the test.)

Instruction:		
Resp.	#	Pg
1	4	6
1	8	6
1	9	6
2	14	7
2	15	7
2	18	7
3	27	8
3	30	8
3	37	8
3	39	8
3	40	8
4	41	9
4	42	9
4	44	9
4	49	9
4	50	9
4	51	9
4	52	9
4	53	9
4	55	9
4	57	9
4	59	10
4	60	10
4	61	10
4	64	10
4	65	10
4	69	10
5	74	11
5	77	11
5	78	11

Collaboration:		
Resp.	#	Pg
1	1	6
1	7	6
1	10	6
2	20	7
2	22	7
3	24	8
3	31	8
3	31	8
3	37	8
3	38	8
4	57	9
5	74	11
5	75	11
5	76	11
5	77	11
5	79	11
5	80	11
6	84	12
6	91	12
6	92	12

ESL:		
Resp.	#	Pg
2	21	7
2	22	7
3	37	8
3	39	8
4	45	9
4	50	9
4	60	10
4	67	10
4	68	10

Student Behavior Management:		
Resp.	#	Pg
2	16	7
2	19	7
3	31	8
3	33	8
3	36	8
3	37	8
3	38	8
3	40	8
4	44	9
4	47	9
4	48	9
4	53	9
4	54	9
4	56	9
4	62	10
4	63	10
4	70	10
4	71	10
5	78	11
5	82	11
6	85	12
6	89	12

PreK:		
Resp.	#	Pg
1	8	6
2	15	7
2	18	7
2	20	7
2	22	7
2	23	7
4	65	10

Professionalism & Conduct:		
Resp.	#	Pg
1	1	6
1	2	6
1	4	6
1	5	6
1	7	6
1	9	6
1	11	6
2	15	7
4	45	9
4	46	9
4	50	9
5	75	11
6	83	12
6	84	12
6	85	12
6	86	12
6	87	12
6	88	12
6	89	12
6	90	12
6	91	12
6	92	12

Planning Instruction:		
Resp.	#	Pg
1	11	6
1	12	6
3	24	8
3	25	8
3	26	8
3	27	8
3	28	8
3	29	8
3	30	8
3	31	8
3	32	8
3	36	8
3	37	8
3	38	8
3	40	8
4	49	9
4	50	9
4	53	9
4	59	10
4	60	10
4	61	10
4	64	10
4	65	10
5	74	11
5	76	11
5	77	11
5	80	11

ParaPro Assessment Topics:		
Topic	#	Pg
Reading	93-109	13
Math	110-132	14
Writing	133-144	15

Special Education:		
Resp.	#	Pg
1	11	6
2	15	7
2	23	7
3	27	8
3	30	8
3	34	8
3	35	8
3	37	8
3	40	8
4	48	9
4	51	9
4	53	9
4	57	9
4	58	9
4	59	10
4	60	10
4	66	10
4	70	10
5	78	11

# Responsibilities in the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21, 2004*

Responsibility 1 – PARAPROFESSIONALS ASSIST TEACHERS WITH BUILDING AND MAINTAINING EFFECTIVE INSTRUCTIONAL TEAMS.

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

Item	The paraprofessional:	5	4	3	2	1	N/A
Level 1	1	Attends meetings and shares relevant information with other team members to facilitate problem-solving, decision-making, program-planning, and other team activities.					
	2	Uses ethical practices for confidential communication about students.					
	3	Is aware of communication styles that contribute to effective participation in program implementation teams.					
	4	Is able to follow teacher instructions and carry out team decisions.					
	5	Is able to interact constructively with and demonstrate respect for learners, families, and other school personnel.					
Level 2	6	Is able to contribute relevant objective information to teachers to facilitate planning, problem-solving, and decision-making.					
	7	Participates in regularly scheduled meetings with teachers.					
	8	Assists teachers in activities that engage children in learning experiences.					
	9	Understands the distinctions in the roles and responsibilities of teachers, families, paraprofessionals, and other team members in identifying learner needs, developing plans to meet learner needs, and implementing programs to achieve learner goals.					
Level 3	10	Is able to participate in program-planning team meetings, when required by program or district policies and procedures.					
	11	Attends program-planning team meetings, based on program/district policies, to assist with developing individualized education plans and transition plans for children who have disabilities or other special needs.					
	12	Aware of problem-solving and decision-making strategies that strengthen program-planning teams and program implementation teams.					

Comments/Notes:

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Responsibility 2 – PARAPROFESSIONALS ASSIST TEACHERS WITH MAINTAINING LEARNER-CENTERED, SUPPORTIVE ENVIRONMENTS.

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

Item	The paraprofessional:	5	4	3	2	1	N/A	
Level 1	13	Assists teachers/providers with the implementation of district policies and procedures for protecting the safety, health, and well-being of learners and staff.						
	14	Implements strategies, developed by teachers, that maintain supportive and inclusive environments; respects individual differences among learners, their families, and school staff; and protects the human and legal rights of all individuals.						
	15	Understands the value of serving all children and youth in the least restrictive environment and in supportive learning environments.						
	16	Is able to implement proactive behavior and learning strategies developed by teachers that maintain supportive learning environments.						
Level 2	17	Is able to follow and use prescribed district policies and procedures to ensure the safety, health, and well-being of learners and staff.						
	18	Understands strategies that support families, strengthens their ability to assist their children with learning activities, and encourages participation in the learning environment.						
	19	Is able to implement procedures or plans for managing individual student behavior.						
Level 3	20	Assists teachers with involving families in their children’s learning experiences.						
	21	Assists teachers with communicating with children/families through interpretation of native language.						
	22	Is able to carry out teacher plans to enhance family interactions with young children that facilitate physical, social, language, and cognitive development, and share information about community support services and resources.						
	23	Is able to carry out teacher plans to support and share information with families about community services and resources available to students making the transition to the workforce, post-secondary education, and the adult world.						

Comments/Notes:

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Responsibility 3 – PARAPROFESSIONALS SUPPORT TEACHERS WITH PLANNING AND ORGANIZING LEARNING EXPERIENCES.

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

	Item	The paraprofessional:	5	4	3	2	1	N/A
Level 1	24	Assists teachers/providers with the development/preparation of learning materials/instructional resources and the environment.						
	25	Provides support in data entry and record keeping.						
	26	Inventories supplies and orders materials selected by the teacher.						
	27	Understands the value of organized environments to facilitate transitions and promote learning.						
	28	Is aware of resources, equipment, and technology for preparing learning materials developed by teachers.						
	29	Is able to use copy machines, computers, and other equipment to prepare learning materials and resources.						
Level 2	30	Is able to follow instructions in creating modifications of learning materials.						
	31	Gathers and shares relevant information that supports the planning process about the performance and behavior of individual learners.						
	32	Is able to prepare and organize materials to support teaching and learning as directed.						
	33	Is able to use strategies that provide learner independence and positive self-esteem.						
	34	Is able to prepare and use adaptive equipment and assistive technology prescribed by teachers/providers and other professional staff.						
	35	Is able to assist physical therapists, occupational therapists, speech language pathologists, and nurses to maintain adaptive equipment.						
Level 3	36	Is able to objectively gather and report information about a learner’s performance and interactions to assist the teacher in the planning process.						
	37	Assists teachers to modify learning strategies to accommodate different learning styles, ability levels, and other learning needs of individual children and youth.						
	38	Assists teachers/providers with the development/preparation of resources and settings.						
	39	Is able to adapt instructional materials to the needs of the learner, under the direction of a certified professional.						
	40	Is able to assist teachers with modifying learning materials and activities to meet the needs of individuals with different ability levels, learning styles, or language backgrounds.						

Comments/Notes:

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Responsibility 4 – PARAPROFESSIONALS ASSIST TEACHERS WITH ENGAGING CHILDREN AND YOUTH IN LEARNING EXPERIENCES.

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

Item	The paraprofessional:	5	4	3	2	1	N/A
41	Uses lesson plans and learning strategies developed by teachers.						
42	Reviews and reinforces learning activities initiated by the teacher to help children and youth master concepts and skills.						
43	Performs monitoring duties as assigned in other learning environments (e.g., lunchrooms, playgrounds, libraries, and buses).						
44	Carries out learning activities for children, youth, and their families in educational settings, work sites, and other community-based settings.						
45	Is proficient in basic reading, math, writing, and speaking English.						
46	Is aware of the distinctions in teacher and paraprofessional roles in engaging children and youth in learning experiences.						
47	Understands basic principles of proactive behavior management strategies that increase learner independence, motivation, and self-esteem.						
48	Understands effective procedures for dealing with verbal aggression and other forms of resistance.						
49	Understands how the use of technology can promote learning.						
50	Is aware of different strategies used by teachers to support learners who come from different ethnic, cultural, and language minority backgrounds.						
51	Is aware of how various assistive and adaptive devices and materials facilitate learning and inclusion of children and youth with developmental, physical, and sensory disabilities and those who are medically fragile.						
52	Is able to develop and maintain effective interactions with all learners.						
53	Is able to use developmentally and age-appropriate reinforcement and other learning activities developed by teachers/providers.						
54	Is able to use teacher/provider developed positive behavioral strategies and procedures that facilitate the learning of children and youth with challenging behaviors.						
55	Is able to monitor and assist children and youth in other learning environments (e.g., libraries, computer labs, lunchrooms, playgrounds, and buses).						
56	Implements behavioral programs developed by teachers.						
57	Assists children and youth with individualized learning activities and/or independent study projects developed by teachers.						
58	Assists occupational and physical therapists, speech-language pathologists, and nurses in the delivery of related services.						

Comments/Notes:

Responsibility 4 - PARAPROFESSIONALS ASSIST TEACHERS WITH ENGAGING CHILDREN AND YOUTH IN LEARNING EXPERIENCES. (Continued)

Rating Scale:  
 5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

	Item	The paraprofessional:	5	4	3	2	1	N/A
Level 2	59	Understands academic/curriculum areas based on learner and program needs.						
	60	Is aware of patterns of cognitive, physical, social, emotional, and language development typically achieved at different ages and factors that impede typical development.						
	61	Is aware of the impact of different learning styles/preferences on the performance of individual children and youth.						
	62	Is able to carry out teacher developed behavioral strategies that increase learner independence, motivation, and self-esteem.						
	63	Is able to carry out teacher developed behavioral strategies and procedures that facilitate the learning of children and youth with challenging behaviors.						
	64	Is able to follow and carry out teacher plans for strengthening academic skills for school-age learners.						
	65	Is able to carry out teacher/provider plans for developmentally appropriate learning activities for infants and children.						
	66	Is able to assist nurses (based on State and local policies) with procedures required by learners who have special health care needs.						
Level 3	67	Is able to use teacher/provider developed learning strategies for English language learners.						
	68	Is able to preview lessons in native languages to ensure that English language learners understand instructions and concepts.						
	69	Carries out learning activities for children, youth and their families in educational settings, work sites, and other community-based settings.						
	70	Understands the validated practices for working with individuals with severe and challenging behaviors.						
	71	Is able to assist teachers in implementing advanced behavioral strategies to facilitate learning of children and youth with challenging behaviors and promote an orderly and safe learning environment for all.						
	72	Is able to carry out teacher plans in community-based, vocational, and transitional programs for students entering the workforce.						
	73	Is able to assist student with activities as designed and identified by physical and occupational therapists and speech-language pathologists.						

Comments/Notes:

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Responsibility 5 - PARAPROFESSIONALS ASSIST TEACHERS WITH ASSESSING LEARNER NEEDS, PROGRESS, AND ACHIEVEMENTS.

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

	Item	The paraprofessional:	5	4	3	2	1	N/A
Level 1	74	Collects data on learner activity as designed by teacher.						
	75	Is aware of the distinctions in the roles of teachers, other licensed district professionals, and paraprofessionals in the assessment process.						
Level 2	76	Assists in data collection as designed by certified professional.						
	77	Carries out functional (informal) assessment activities to assist teachers in documenting information about learner strengths and needs.						
	78	Is able to use functional (informal) assessment instruments developed by teachers to document and maintain data on learner behaviors and performance and to objectively report the results.						
Level 3	79	Provides information and assists in administering standardized tests based on the paraprofessional's qualifications to carry out assigned tasks (check on administration of CAPT and CMT rules).						
	80	Assists teachers and other team members with maintaining learner records required by the district/State.						
	81	Is able to assist with student modifications for standardized tests based on State/district policies (e.g. CT Mastery Test).						
	82	Is able to assist teachers in conducting functional behavioral analysis.						

Comments/Notes:

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Responsibility 6 - PARAPROFESSIONALS MEET STANDARDS OF PROFESSIONAL AND ETHICAL CONDUCT.

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

	Item	The paraprofessional:	5	4	3	2	1	N/A
Level 1	83	Practices the standards of professional and ethical conduct approved by the school district, state, and federal guidelines for education and/or human services personnel.						
	84	Follows the chain of command established by the district to address policy questions, systems issues, and personnel practices.						
	85	Follows guidelines established by the district/agency to protect the health, safety, and well-being of children and youth.						
	86	Respects individual differences among children, youth, their families, and school personnel.						
	87	Provides administrators and other stakeholders input in creating professional development activities for paraprofessionals.						
	88	Participates in continuing professional development.						
	89	Understands district and/or State and local laws, policies, and procedures for identifying signs/characteristics of, and reporting, suspected physical, sexual, and psychological child abuse.						
Level 2	90	Is willing to participate in professional and career development opportunities.						
	91	Is able to confer with principals/administrators and supervising teachers to identify strengths and professional development needs.						
	92	Participates with administrators and other stakeholders in creating and implementing comprehensive systems of professional development for paraprofessionals.						

(A Level 3 a Paraprofessional's standards of professional and ethical conduct is the same as Level 1 and Level 2, therefore there are no separate statements regarding their conduct.)

Comments/Notes:

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## ParaPro Assessment Topics

The following topics are based on the *ParaPro Assessment* by Educational Testing Service (ETS). They are divided into three main components (reading, math, and writing) and each of those are further broken into two components (Skills and Knowledge; Application). NOTE: The Math Application section assesses the skills and knowledge as outlined in the Mathematics Skills and Knowledge section. The following information is from *Test-at-a-Glance* (available online at [http://www.ets.org/Media/Tests/ParaPro\\_Assessment/0755.pdf](http://www.ets.org/Media/Tests/ParaPro_Assessment/0755.pdf)).

**Rating Scale:**

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

**READING SKILLS: KNOWLEDGE**

The paraprofessional is able to:		5	4	3	2	1	N/A
93	Identify the main idea or primary purpose of a passage.						
94	Identify supporting ideas.						
95	Identify how a reading selection is organized.						
96	Determine the meanings of words or phrases in context.						
97	Draw inferences or implications from directly stated content.						
98	Determine whether information is presented as fact or opinion.						
99	Interpret information from tables, diagrams, charts, and graphs.						

**APPLICATION OF READING SKILLS: KNOWLEDGE AND APPLICATION TO CLASSROOM INSTRUCTION**

The paraprofessional is able to help students:		5	4	3	2	1	N/A
100	Sound out words.						
101	Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes).						
102	Decode words or phrases using context clues.						
103	Distinguish between synonyms, antonyms, and homonyms.						
104	Alphabetize words.						
105	Use prereading strategies, such as skimming or making predictions.						
106	Ask questions about a reading selection to help students understand it.						
107	Make accurate observations about students' ability to understand and interpret text.						
108	Use a dictionary.						
109	Interpret written directions.						

Comments:

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(Continued.)

**Rating Scale:**

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

(Continued from previous page.)

**MATHEMATICS: SKILLS AND KNOWLEDGE, INCLUDING APPLICATION**

The paraprofessional is able to:		5	4	3	2	1	N/A
110	Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.						
111	Recognize multiplication as repeated addition and division as repeated subtraction.						
112	Recognize and interpret math symbols such as +, <, >.						
113	Understand the definitions of basic terms such as sum, difference, product, quotient, numerator, and denominator.						
114	Determine place value.						
115	Recognize equivalent forms of a number (e.g., $0.5 = \frac{1}{2} = 50\%$ ).						
116	Demonstrate knowledge of place value for whole numbers and decimal numbers.						
117	Read and calculate percents.						
118	Demonstrate knowledge of basic concepts of exponents.						
119	Demonstrate knowledge of "order of operations."						
120	Use mental math to solve problems by estimation.						
121	Solve word problems.						
122	Solve one-step single-variable linear equations (e.g., find $y$ if $6 + y = 10$ ).						
123	Identify what comes next in a sequence of numbers.						
124	Represent time and money in more than one way (e.g., 1 hour = 60 minutes; 25 cents = one quarter; 1:30 = half past 1).						
125	Convert between units or measures in the same system (e.g., 1 gallon = 4 quarts; 1 foot = 12 inches).						
126	Identify basic geometrical shapes.						
127	Measure areas, volumes, and perimeters for basic shapes.						
128	Locate points on a coordinate grid.						
129	Interpret information from tables, charts, and graphs.						
130	Given a table, chart, or graph with time-related data, interpret trends over time.						
131	Create basic tables, charts, and graphs.						
132	Compute the mean, median, and mode.						

Comments:

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(Continued.)

Rating Scale:

5= always; 4 = most of the time; 3 = sometimes; 2 = not often; 1 = never; N/A = not applicable (If there are any statements for which the answer is unknown, check the box marked N/A.)

(Continued from previous page.)

WRITING SKILLS: KNOWLEDGE

The paraprofessional is able to identify:		5	4	3	2	1	N/A
133	Basic grammatical errors in standard written English.						
134	Errors in word usage (e.g., its/it's, your/you're).						
135	Errors in punctuation.						
136	Parts of a sentence (e.g., subject, verb/predicate).						
137	Parts of speech (e.g., noun, adjective, adverb, verb, pronoun, and preposition)						
138	Errors in spelling.						

APPLICATION OF WRITING SKILLS: KNOWLEDGE AND APPLICATION TO CLASSROOM INSTRUCTION

The paraprofessional is able to help students:		5	4	3	2	1	N/A
139	Use prewriting to generate and organize ideas.						
140	Identify and use appropriate reference materials.						
141	Draft and revise.						
142	Edit written documents for clarity, grammar, sentence integrity, word usage, punctuation, and spelling.						
143	Write for different purposes and audiences.						
144	Recognize and write in different modes and forms (e.g., narratives, descriptive essays, memoirs).						

Comments:

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## FIRST STEPS Worksheet

Setting goals is the first step to successful growth. Upon completion of the *Assessment Checklist for Paraprofessionals*, the *First Steps* form should be used as a means to set and accomplish appropriate goals. Three goals are suggested as a beginning point in the journey to growth. A good formula to follow when creating first steps is SMART:

- Specific - make the step specific, not vague
- Measurable – how are you going to know when you have accomplished the step?
- Attainable – the step must be something that can actually be attained
- Realistic – realistic does not mean small or easy, it simply means that it must be within your means to achieve
- Timely – have a timeline for when the step should be accomplished.

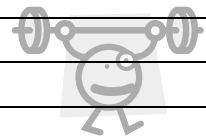
### Directions for First Steps worksheet:

- Enter your *name* in the space provided.
- Enter the *date* of the completion of this worksheet.
- In the box to the right of *Checklist #*, write the line item number from the Checklist you have chosen to work on. Write a brief *description* of the checklist item to the right.
- The *Done by* space is for the date of anticipated success of attainment of the goal.
- The *First Steps* are those individual tasks or activities that will accomplish the goal. The *Done by* space is provided here as well.
- The box to the left of the *First Steps* spaces is for a check mark when that step has been completed.
- *Strengths* refers to your strengths.
- *People who can help* refers to those people who can help attain the goal and/or steps. A box to the right is for a check mark for completion of contact with the particular person.
- *Learning* is designated for any learning that you need to do in order to complete the goal and/or steps. A box is provided for a completion check mark.
- *Notes* is for any notes or comments as the paraprofessional is attaining the goals and/or steps.
- *Monitoring Meeting Dates* is to indicate the dates when the supervisor and the paraprofessional will meet to discuss and monitor progress toward attaining the goals and/or steps.

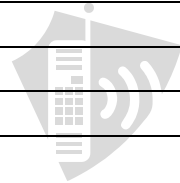
Name: \_\_\_\_\_

Date: \_\_\_\_\_

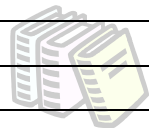
Checklist Item #:	Description:	Done by:	Strengths:
✓	First Steps:		



Checklist Item #:	Description:	Done by:	People who can help:
✓	First Steps:		
			✓



Checklist Item #:	Description:	Done by:	Learning:
✓	First Steps:		✓



Notes:

Monitoring Meeting Dates:




## Further Learning and Reading

Gerlach, K. (2001). *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals*. Washington, DC: National Education Association.

Pickett, A.L., Gerlach, K., Morgan, R., Likins, M., & Wallace, T. (2007). *Paraeducators in Schools: Strengthening the Educational Team*. Austin, TX: Pro-ed.

Mule, S., & Hanke, D. (2007). *Color Me Successful*. Eagle River, WI: Bridges to Growth.

*Guidelines for the Training and Support of Paraprofessionals Working with Students Birth to 21* (CT State Department of Education, in press).

*Paraprofessional Orientation Guide* (Montana Office of Public Instruction, 2004). Retrieved April 9, 2007 from <http://www.opi.state.mt.us/PDF/CSPD/ParaOrientMan.pdf>.

State Education Resource Center: <http://www.ctserc.org>