The Northeast Kingdom

Paraeducator Portfolio

WORKING COPY

JULY, 2003

Portfolio Development Team

Cynthia Adams – Derby Elementary School
Kathleen Britch – Newport City Elementary School
Lenore Dwyer – Lyndon Town School
Paricia Nelson – Lyndon Town School
Patrice Royer – Lyndon Town School
Ilene Satchell – Caledonia Central Supervisory Union
Timothy Sturm, – Lyndon State College
Chair
TABLE OF CONTENTS

I. EXPLANATION OF THE PORTFOLIO PROCESS

A. NO CHILD LEFT BEHIND ACT OF 2001
B. INTRODUCTION – THE PURPOSE OF THE PORTFOLIO
C. PORTFOLIO REQUIREMENTS
   1. Applicant
   2. Probationary Paraeducator
   3. Beginning Paraeducator
   4. Veteran Paraeducator
D. PORTFOLIO REVIEW
   1. Reviewers
      a. Applicant and Probationary Paraeducators
      b. Beginning and Veteran Paraeducators
   2. Review Process
      a. Applicant
      b. Probationary Paraeducator
      c. Beginning Paraeducator
      d. Veteran Paraeducator
   3. Types of Appropriate Documentation

II. PORTFOLIO CONTENTS

A. NEK – PORTFOLIO REVIEW DOCUMENTATION SHEET
B. RESUME’
C. REFERENCE LETTERS
D. PHILOSOPHY OF EDUCATION
E. BASIC SKILLS
   1. Reading
   2. Writing
   3. Mathematics
F. ABILITY TO ASSIST IN INSTRUCTION
   1. Instructional Assistance – Reading, Writing, Mathematics and Other Topics
   2. Management of Individuals and Groups
   3. School Teamwork and Collaboration
G. KNOWLEDGE OF CHILD DEVELOPMENT
H. ADVANCED ABILITIES THAT REQUIRE SPECIFIC TRAINING
I. GENERAL CLERICAL AND HOUSEKEEPING DUTIES
J. APPENDICES
   1. Transcripts (if applicable)
   2. Test Results (if applicable)
   3. Other

III. ADDENDUM – HELPFUL ADVICE AND WORKSHEETS
I. EXPLANATION OF THE PORTFOLIO PROCESS

I. A. NO CHILD LEFT BEHIND ACT OF 2001 - The impetus behind creation of this document is the reauthorization of the Elementary and Secondary Education Act (Title I), known as the No Child Left Behind Act of 2001. President Bush signed NCLB into law on January 8, 2002. It dramatically increases the employment qualifications for ESEA –Title I paraeducators. Paraeducators hired after January 8, 2002, must meet these new standards, and paraeducators hired prior to January 8, 2002, have until January 8, 2006 to meet them.

Further, most education professionals believe that these requirements will be a part of the reauthorization of the Individuals with Disabilities Education Act (IDEA), which Congress will address in the near future.

It is therefore likely that most paraeducators will soon be held to higher employment standards.

The following is the relevant excerpt from No Child Left Behind.

ESEA – Part A, Section 1119

(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 –
(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. (Emphasis added)

(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 the paraprofessionals’ hiring date, have earned a secondary school diploma or its recognize 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. B. INTRODUCTION - THE PURPOSE OF THE PORTFOLIO

The Northeast Kingdom Paraeducator Portfolio assessment serves four important purposes.

**The portfolio assessment is a gateway to employment.** The portfolio assessment addresses the provisions of the No Child Left Behind Act of 2001, as presented in Section 1. A Para educator who does not have an Associate’s degree, or who has not accrued two years of college credits, can document her or his competence by completing this portfolio.

**The portfolio assessment enhances paraprofessional development.** The portfolio assessment goes beyond the minimum requirements of NCLB, and addresses knowledge and skills that well-qualified paraeducators must possess. It can be used to identify relevant training that will benefit an individual and a school. For these reasons, all paraeducators are encouraged to develop a portfolio.

**The portfolio assessment provides both structure and flexibility.** The portfolio assessment establishes a common format for organizing large amounts of information. It sets parameters within which the para educator can document competence in a variety of ways. The assessment also provides the employer with a high degree of flexibility for reviewing and accepting evidence.

**And finally, the portfolio assessment establishes a uniform permanent record of accomplishment in a time of change.**

In light of changing federal, state, and local expectations, the authors and superintendents believe that a portfolio assessment is the most adaptable, efficient and coherent way to document one’s knowledge and skills.
I. C. PORTFOLIO REQUIREMENTS

Given the portfolio’s multiple purposes, requirements for paraeducators differ by category of employment. The four categories are: Applicants; Probationary paraeducators (usually first 30-60 days as a paraeducator); Beginning paraeducators (after probationary period - through 3rd year of employment as a paraeducator, or anyone who has been employed less than 3 years as a paraeducator in a Northeast Kingdom Supervisory Union School, and; Veteran paraeducators-more than 3 years of employment as a paraeducator in a Northeast Kingdom Supervisory Union School.

Following are the minimum requirements for each category. Requirements for earlier levels serve as the foundation for the next level. New requirements at each level beyond that of Applicant are printed in bold type.

I. C. 1. Applicant

1. Current resume’
2. Letter of interest
3. References
4. Evidence of Competence in Basic Skills
   Passing Score – Para Pro Assessment or approved equivalent standardized assessment (e.g. Para-on-file/Master Teacher) OR
   Passing grade (C- or better) in two non-remedial college courses
   a. English course (or equivalent course that requires writing)
   b. Mathematics course
   OR
   Passing Score - Local assessment of reading, writing and mathematics*(To be used only in emergencies. A paraeducator must meet one of the above requirements within one year of employment.)
I. C. 2. Probationary Paraeducator

1. Current resume
2. Letter of interest
3. References
4. Evidence of Competence in Basic Skills
   Passing Score – Para Pro Assessment or approved equivalent standardized assessment (e.g. Para-on-file/Master Teacher)
   OR
   Passing grade (C- or better) in two non-remedial college courses
   a. English course (or equivalent course that requires writing)
   b. Mathematics course
   OR
   Passing Score - Local assessment of reading, writing and mathematics (To be used only in emergencies. This assessment must be replaced with one of the above requirements within one year of employment.)

5. Initial job performance observation/evaluation

I. C. 3. Beginning Paraeducator

1. Current resume
2. References
3. Evidence of Competence in Basic Skills
   Passing Score – Para Pro Assessment or approved equivalent standardized assessment (e.g. Para-on-file/Master Teacher)
   OR
   Passing grade (C- or better) in two non-remedial college courses
   a. English course (or equivalent course that requires writing)
   b. Mathematics course
4. Additional Evidence of Basic Skills Knowledge
   Reading
   Writing
   Mathematics
5. Evidence of Ability to Assist in Instruction*
   Reading or Reading Readiness
   Writing or Writing Readiness
   Mathematics or Mathematics Readiness
   *NOTE: Documentation of successful completion of these two courses, or equivalent evidence of competence, is required:
   EDU 1820 – The Paraeducator in the Classroom
   EDU 1010 – Supporting Students with Challenging Behaviors
6. Current job performance observation/evaluation
7. Philosophy of Education

NOTES: The Local Portfolio Review Team may identify deficiencies in basic skills or instructional skills, and recommend options for remediation. (The authors recommend that schools or supervisory unions pay for remedial work required of paraeducators.)

A Beginning paraeducator must complete the portfolio requirements on a timeline established by her or his school or superintendency

A beginning paraeducator’s portfolio is an entrance-level portfolio, and she or he is encouraged to continue to document developing knowledge and skills.

I. C. 4. Veteran Paraeducator* (See note at end of document.)
1. Current resume’
2. Evidence of Competence in Basic Skills
   Passing Score – Para Pro Assessment or approved equivalent standardized assessment (e.g. Para-on-file/Master Teacher)
   OR
   Passing grade (C- or better) in two non-remedial college courses
a. English course (or equivalent course that requires writing)
b. Mathematics course

3. Additional Evidence of Basic Skills Knowledge
   Reading
   Writing
   Mathematics

4. Evidence of Ability to Assist in Instruction
   Reading or Reading Readiness
   Writing or Writing Readiness
   Mathematics or Mathematics Readiness
   *NOTE: Documentation of successful completion of these two courses, or equivalent evidence of competence, is required:
   EDU 1820 – The Paraeducator in the Classroom
   EDU 1010 – Supporting Students with Challenging Behaviors

5. Current job performance observation/evaluation

6. Philosophy of Education

7. Evidence of Knowledge of Child Development

8. Evidence of Advanced Abilities That Require Specific Training

NOTES: The Local Portfolio Review Team may identify deficiencies in basic skills or instructional skills, and recommend options for remediation. (The authors recommend that schools or supervisory unions pay for remedial work required of paraeducators.)

A Veteran paraeducator must complete the portfolio requirements on a timeline established by her or his school or superintendency
I. D. PORTFOLIO REVIEW

Adherence to the following steps brings regional consistency to the review process, and ensures that paraeducators who move within the Northeast Kingdom Supervisory Unions have met the same fundamental requirements.

I. D. 1. Reviewers

I. D. 1. a. Applicant and Probationary Paraeducators

A designated school administrator works with applicants and probationary paraeducators to ensure that they meet the minimum requirements. She or he also orients the applicant and probationary paraeducator to the portfolio process.

I. D. 1. b. Beginning and Veteran Paraeducators

A Local Paraeducator Portfolio Review Team reviews the portfolios of beginning and veteran paraeducators. The team consists of a school administrator, preferably a supervisor, a teacher, and a veteran paraeducator. If necessary, a fourth member who is more familiar with the paraeducator’s work assignment may be appointed.

The team assists the paraeducator in developing her or his portfolio. It makes recommendations to the school or superintendency regarding the paraeducator’s progress and final acceptance of the portfolio. The team does not participate in personnel actions.

I. D. 2. The Review Process

I. D. 2. a. Applicant - An administrator meets with the applicant to explain requirements for employment, and to develop, if necessary, a plan of action for meeting those requirements.

I. D. 2. b. Probationary Paraeducator - Within 60 school days of being hired an administrator from the school meets with the
newly hired paraeducator and explains the steps she or he needs to take to continue to be employed as a paraeducator. The steps are:
1. Meet with responsible administrator who gives the paraeducator a Portfolio Information Packet and reviews the requirements.
2. Establish the 1-year review date to review progress.

I. D. 2. c. Beginning Paraeducator
The steps are:
1. Meet with administrator who gives the paraeducator a Portfolio Information Packet, reviews the requirements and sets a 1-year progress review date (if not done during the probationary period).
2. Meet with administrator on the 1-year review date. Establish a timeline for completion of the portfolio.
3. Consult with Local Paraeducator Portfolio Team as needed.
4. Complete Portfolio requirements within established timeline.

I. D. 2. d. Veteran Paraeducator
The steps are:
1. Meet with administrator during the first 60 days of the 2003/2004 school year to determine how she or he meets requirements under “No Child Left Behind”.
   a. Associates Degree,
   b. Two years of college classes (48-60 credits), or
   c. Portfolio,
2. Present documentation for a. or b. to administrator.
3. If option c., determine with administrator when to meet with Local Paraeducator Portfolio Review Team to plan for completion of the portfolio.
4. Meet with Local Paraeducator Portfolio Review Team.
5. Consult with Review Team as needed.
6. Complete Portfolio requirements within established timeline.

NOTE: In the future, introductory steps will take place for all employees during the application and probationary stages.

A Portfolio Review Form is placed in the next section to assist employer and employee in keeping track of the process.
I. D. 3. Types of Appropriate Documentation

A paraeducator can document her or his competence in a variety of ways, and is encouraged to do so.

There are two types of “best evidence.” The first type documents that the paraeducator’s work has been evaluated by a credible source. Two examples are a supervisor’s written observation and a Certificate of Training. The second type of “best evidence” is paraeducator work that the Local Portfolio Review Team can evaluate. Three examples are written narratives, student work that documents assistance in instruction, and videotapes of the paraeducator at work.

Certificates of workshop or conference attendance carry less weight, because participants usually are not evaluated. Handouts and information printed off the Internet are examples of evidence that have value only in support of the “hard” evidence described above.

The following are examples common types of evidence that a paraeducator might provide.

- Standardized Test results - Para Pro Assessment or approved equivalent standardized assessment
- Other standardized test results (SAT’s, GRE’s, Praxis, military)
- Transcripts from accredited college/university
- Tests from specific college courses
- Research papers
- Written narratives
- Workshop/conference/In-service Documentation
- Certificates of Training
- Reference letters
- Teacher’s or Supervisor’s written observations or evaluations
- Paraeducator-made games, teaching tools
- Student work *
- Photos (to supplement other forms of evidence)*
- Video presentations of work with children*

*(Parent/guardian and school permission obtained, and sensitive information removed per school policy)
II. PORTFOLIO CONTENTS

II. A. NORTHEAST KINGDOM PARAEDUCATOR PORTFOLIO REVIEW FORM

Name: 
School: 
Supervisory Union: 

Probationary /Date of Hire: ______________

________Portfolio Packet Review date with ________________________________

__________________________

________ 1 Year Review date

Beginning

________Portfolio Packet Review date with ________________________________

__________________________

________1 year review date with ________________________________

______Completion date/meeting with Local Portfolio Review Team

Veteran

________Requirement review date with ________________________________

__________________________

______a. Two year Associates Degree

__________________________

______b. Two years of college (48-60 credits)

__________________________

______c. Portfolio

______Portfolio Packet Review

______Meeting with Local Portfolio Review Team

______Completion date/meeting with Local Portfolio Review Team
This form will be kept in employee personnel file and a copy will be given to the employee after each meeting date. All documentation should be included in portfolio.

Local Portfolio Review Date:______________
Additional review date:______________

Comments and Recommendations: (If necessary)
II. B. Resume

Example*

Name:

Mailing address:

E-mail address (optional):

Phone number:

Education

Work Experience:

Volunteer Experience:

Interests, Hobbies and Skills:

Notable Achievements/Awards:

*Note: Microsoft Word has a useful program entitled “Resume’ Wizard.” Go to “New” under “File,” and click on “Other Documents.” Then click on “Resume Wizard” and the program will list choices that you can make. Once you have made your choices, the program will create a blank form for your use. Type in your information, and print it out!

(Thanks to Ms. Terri Vest of Twinfield School for this suggestion.)
II. C. REFERENCE LETTERS

Character References:

Work-Related References:
II. D. PHILOSOPHY OF EDUCATION

Note: The Beginning or Veteran paraeducator is asked to write briefly about what she or he believes schools should do for children; what knowledge, skills and values they need to learn, how they should be taught, and how they should be treated.
II. E. BASIC SKILLS

The paraeducator is to provide evidence of her or his competence on topics that are marked with + and **printed in bold type.** Lists that appear under these topics are solely intended to serve as guides for the paraeducator and reviewers. A paraeducator does not have to address everything on a list. Conversely, a paraeducator may provide appropriate information that is not listed.

Please note that one submission (i.e. results of a standardized test) may serve as evidence for multiple items.

***II. E. 1. Reading***

**+Mechanics  (Decoding)**
- Common Words
- Sentence Reading
- Paragraph Reading

**+Comprehension**
- Main idea or Primary Purpose
- Supporting Ideas
- Word Meaning In Context
- Meaning of Phrases In Context
- Inferences or Implications

**+Analysis**
- Factual Reports
- Opinion
- Propaganda
- Data From Tables, Graphs, Diagrams Charts and Tables
II. E. 2. Writing

Mechanics

Clear Sentences
Variety
Exact (Economical) Language

Grammatical Sentences
Subject – Verb Agreement
Pronoun – Antecedent Agreement
Clear Reference of Pronouns Used
This – That – Which – It
They, It – You
Who – Whom – Which – That
I – Me – We – Us

Proper Use of Adverbs And Adjectives
Proper Use of Standard English Verbs
Proper Use of Mood and Tense

Punctuation
Comma – Semicolon – Colon – Apostrophe – Quotation Marks –
End Punctuation – Period – Question mark – Exclamation Mark

Other skills
Abbreviations
Use of Numbers
Italics
Hyphen
Capital Letters
Spelling
Rules
Common Words
Commonly Misspelled Words

Communication
Illustrate Experience
Compare: Similarities and Differences
Explain a Step-By-Step Procedure
Analyze an Event or Experience
Put Forth and Defend a Position
Use and cite Research Properly

Identification, and avoidance, of plagiarism
+II. E. 3. Mathematics

**Whole Numbers**
- Addition
- Subtraction
- Rounding and Estimating
- Multiplication
- Division
- Solving Equations
- Applications and Problem Solving
- Exponential Notation and Order of Operations

**Fraction Notation**
- Multiplication and Division
- Factorizations
- Divisibility
- Fractions and Fraction Notation
- Multiplication and Applications
- Simplifying
- Multiplying, Simplifying and Applications
- Division and Applications
- Least Common Multiples
- Addition and Applications
- Subtraction, Order, and Applications
- Addition and Subtraction – Mixed Numerals
- Order of Operations; Estimation

**Decimal Notation**
- Notation, Order and Rounding
- Addition and Subtraction
- Multiplication
- Division
- Converting Fractions to Decimals
- Applications

**Ratio and Proportion**
- Ratios
- Rates and Unit Prices
- Proportions and Applications of Proportions
- Geometric Applications
**Percent Notation**
- Percents
- Percent and Fraction Notation
- Percent Problems and Percent Equations
- Percent Problems and Proportions
- Applications
- Practical Uses – e.g. sales tax, interest rate

**Data, Graphs, and Statistics**
- Averages, Medians and Modes
- Tables and Pictographs
- Bar Graphs, Line Graphs and Circle Graphs

**Measurement**
- Linear Measures: American Units and the Metric System
- Converting American and Metric Units
- Weight and Mass
- Time
- Temperature
- Converting Units of Area

The Local Portfolio Review Team will determine if the following categories are applicable.

**Geometry**
- Perimeter and Area
- Circles
- Volume
- Angles and Triangles
- Square roots
- Pythagorean Theorem

**Real Numbers**
- Positive and Negative Integers
- Properties of Real Numbers
- Addition and Subtraction of Real Numbers
- Multiplication and Division of Real Numbers
- Order of Operation

**Algebra**
- Equations
- The Addition and Subtraction Principles
- The Multiplication Principle
- Applications
II. F. ABILITY TO ASSIST IN INSTRUCTION

The paraeducator is to provide evidence of knowledge and skills that are essential to her or his work in the classroom or other educational settings. Because the work of paraeducators varies so widely, there are fewer and more general headings.

Required topics are marked with + and printed in bold type. Lists that appear under these topics are solely intended to serve as guides for the paraeducator and reviewers. A paraeducator does not have to address everything on a list. Conversely, a paraeducator may provide appropriate information that is not listed.

Please note that one submission (i.e. a supervisor’s written observation, or a videotape) may serve as evidence for multiple items.

+ II. F. 1. Instructional Assistance – Reading, Writing, Mathematics and Other Topics
  Implementation of Teacher-Planned Instruction
  Implementation of 504 Plans and IEPs
  Reinforcement / Encouragement of Existing Skills
  Reinforcement / Encouragement of New Learning

+ II. F. 2. Management of Individuals and Groups
  Individual or Group Supervision During Lunch, Recess, Bus Duty and Transition Times
  Support of Appropriate Behaviors (e.g. on-task work)
  Anticipation/ Prevention of Problem Behaviors
  “Defusing” Explosive Situations
  Enforcement of Classroom/School Rules
  Implementation of Behavior Plans

+ II. F. 3. School Teamwork and Collaboration
  Data Collection/ Behavior Charting
  Information Sharing
  Participation in School Team Meetings
  Participation in IEP meetings
The paraeducator is asked to provide evidence of basic knowledge of child development. Information relevant to students with whom the paraeducator works should be emphasized.

Topics and lists are solely intended to serve as guides for the paraeducator and reviewers. A paraeducator does not have to address everything. Conversely, a paraeducator may provide appropriate information that is not listed.

Please note that one submission (i.e. a supervisor’s written observation, or coursework) may serve as evidence for multiple items.

Thinking
  - Cognitive Abilities
    - Stages
    - Problem Solving
    - Moral Reasoning
    - Creativity
    - Play
  - Intelligence/Multiple Intelligences
  - Learning Styles
  - Intrinsic/Extrinsic Motivation

Communication
  - Receptive/Expressive Language
  - Delays in Language Development
  - English as a Second Language

Emotional Development
  - Basic Emotions – (e.g. anger, fear, joy)
  - Complex Emotions – (shame, guilt, pride, empathy)
  - Temperament/Personality
    - Introversion/Extroversion
    - The Easy Child
    - The Difficult Child
    - The Wary or “Slow to Warm Up” Child
Social Development
  Family
  School
  Other Community Groups
  Play
  Friendship
  Organized groups
  Cooperation/Leadership

Gender, Race and Ethnicity

Physical Development/Activity
  Gross Motor Skills
  Fine Motor Skills
  Strength
  Athleticism

Common Negative Childhood Experiences
  Illness/Injury
  High Stress (e.g. due to separation, divorce, economic
  hardship, academic/social failure)
  Emotional Trauma/Abuse
  Neglect
  Other

Common Childhood Problem Behaviors
  Teasing/Bullying/Scapegoating
  Opposition/Defiance
  Aggression/Fighting
  Anxiety/Fear
  Withdrawal
  Truancy
  Risk Taking
  Sexual Activity

Common Disabilities
  Mental Retardation
  Learning Disabilities
  Emotional/Behavioral Disabilities
  Speech and Language Disabilities
  Attention Deficit and/or Hyperactivity Disorder
  Physical/Health Disabilities
II. H. + ADVANCED ABILITIES THAT REQUIRE SPECIFIC
TRAINING

The paraeducator is to provide evidence of her or his advanced abilities (+). Topics and lists are solely intended to serve as guides for the paraeducator and reviewers. A paraeducator does not have to address everything. Conversely, a paraeducator may provide appropriate information that is not listed.

Please note that one submission (i.e. a supervisor’s written observation, or coursework) may serve as evidence for multiple items.

Instructional Assistance
  Reading or Reading Readiness
    Reading Recovery
    Literature-based Reading
    Basal Reading Series
  Writing or Writing Readiness
    Response Journals/Learning Logs
    Vermont Writing Process
  Mathematics or Mathematics Readiness
    Math Recovery
    Math Trailblazers
  Spelling
    Cast-A-Spell
Cooperative Learning
Group Management/Social Skills Development
  Responsive Classroom
  Non-Coercive Discipline (Glasser)
Individual Behavior Management
  Behavior Modification/ Cognitive Behavior Modification
  Life Space Crisis Intervention
  Physical Restraint
Facilitative Instruction/Training
  Speech and Language
    Augmentative Communication Devices
    English as a Second Language
    Speech Therapy
Vision/Hearing
   Amplification/Facilitative Devices
   Sign Language
   Mobility Training
Physical/Occupational Therapy
Personal Assistance
   Feeding
   Toileting
   Moving/Transporting
II. I. General Clerical and Housekeeping Duties
   Record Keeping
   Preparation of Instructional Materials
   Maintenance of Equipment and Classroom
II.J. APPENDICES

1. Transcripts (if applicable)
2. Test Results (if applicable)
3. Other
Note on I. C. 4. - Veteran Paraeducator – The Paraeducator Portfolio Development Team did not reach consensus on the ways in which a veteran paraeducator can document her or his basic skills competence. Some members believed that coursework or a passing score on a standardized test was necessary in addition to portfolio documentation. Others believed that portfolio documentation should suffice.