

Washington State Paraeducator Guidelines

Title I Requirements of the
Elementary and Secondary
Education Act



Randy I. Dorn
State Superintendent of
Public Instruction

April 2013

OSPI Provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

For questions and complaints of alleged discrimination, contact:

Title IX/Section 504 Coordinator
Equity and Civil Rights Director
P.O. Box 47200
Olympia, WA 98504-7200
(360) 725-6162

Washington State Paraeducator Guidelines

Title I Requirements of the Elementary and Secondary Education Act

Prepared by

Title I A and Title II Part A

Office of Superintendent of Public Instruction

Gayle Pauley, Title I Director

Yvonne Ryans, Title II A Director

**Randy I. Dorn
Superintendent of Public Instruction**

**Ken Kanikeberg
Chief of Staff**

**Alan Burke
Deputy Superintendent, K-12 Education**

**Bob Harmon
Assistant Superintendent, Special Programs and Federal
Accountability**

April 2013

**Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200**

**For more information about the contents
of this document, please contact:
Julie Wright, OSPI
E-mail: julie.wright@k12.wa.us
Phone: 360.725.6340**

**To order more copies of this document,
please call 1-888-59-LEARN (1-888-595-3276)
or visit our Web site at <http://www.k12.wa.us/publications>**

Please refer to the document number below for quicker service:

**This document is available online at:
<http://www.k12.wa.us/>**

**This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.**

TABLE OF CONTENTS

Elementary and Secondary Education Act —Title I Paraeducator Requirements.....	7
Who is a Paraeducator?	7-8
The Roles of Paraeducators and Teachers in Washington.....	8
ESEA Title I Requirements & the Washington State Special Education Core Competencies.....	9
At-a-Glance Overview of Washington's Title I Paraeducator Options and Pathways	11

Options to Meet Title I Paraeducator Requirements

1. Two Years of Study at an Institution of Higher Education	18
Verification of Section 101(a) Higher Education Act Form.....	19
2. Associate Degree	21
Credit Evaluation Services	22
3. Formal Assessment Option and Pathways.....	25
Paraeducator Knowledge and Skill Requirements	26-28
• ETS ParaPro Assessment Pathway	29
• Paraeducator Apprenticeship Program Pathway.....	30

Resources

• Record of Verification of ESEA Title I Para Requirements.....	33
• ESEA Section 1119, Qualification of Teachers & Paraeducators	35-38
• Washington State Special Education Recommended Core Competencies for Paraeducators.....	39
• Educational Service District (ESD) Paraeducator Contacts	41
• Frequently Asked Questions and Answers	43-44

Elementary and Secondary Education Act- Title I 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 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 funds.

Paraeducators must meet one of the three requirements when hired.

- 1) paraeducators must currently have a **secondary school (high school) diploma** or its recognized equivalent, and
- 2) paraeducators must fulfill one of the three following requirements:
 - a) Complete at least two years of study at an institution of higher education; or
 - b) Obtain an Associate (or higher) degree; or
 - c) Meet a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
 - Knowledge of, and the ability to assist in instructing reading, writing, and mathematics; *or*
 - Knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness as appropriate.

Who is a Paraeducator?

Based on guidance from the US Department of Education, a paraeducator, for purposes of the Title I 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 Paraprofessional Non-Regulatory Guidance (March 2004) to mean the teacher prepares the lesson and plans the instructional support activities the paraeducator carries out, and

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.

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

The Title I 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.

ESEA Title I 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 1 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 Paraeducator requirements. Title I 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 37). Thus, the Washington State Recommended Core Competencies **cannot** be used to fulfill the ESEA Title I Requirements.

The Washington State Recommended Core Competencies for Paraeducators are found on page 37 of these Guidelines. For additional information regarding the Special Education core competencies for paraeducators, visit <http://www.k12.wa.us/Paraeducators/CoreCompDefinitions.aspx>.

At-a-Glance Title I Paraeducator Options and Pathways

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

Title I 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	Formal Assessment Option
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • All Associate degrees are accepted • Documented by official transcripts or copies of official transcripts 	<p style="text-align: center;">ETS ParaPro Assessment</p> <ul style="list-style-type: none"> • 90 multiple choice items – 30 questions in each subject (reading, writing, and mathematics) • 2.5 hours testing time • Offered through Educational Service Districts (ESDs) or through some school districts • Passing Score: 461 • 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. <p style="text-align: center;">Paraeducator Apprenticeship Program</p> <ul style="list-style-type: none"> • Governed through Apprenticeship and Training Council, coordinated by Public School Employees • Work-based training and clock hour classes extended over time depending on program specifications • Journeycard holders completing program prior to January 2004 need to document learning experiences in mathematics

Options to Meet Title I Paraeducator Requirements

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 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.

*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 Guidelines

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

- 72 quarter or 48 semester credits constitute 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.

Guidelines and Directions for Verifying Two Years of College

Credits used to meet the Paraeducator Title I 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 Paraeducator Requirements*** Form SPI 1581 (1/04). (See Data Collection and Recordkeeping Section)

Listed below are information on and instructions for:

- A list of institutions that meet the five Higher Education Act criteria;
- Instructions for 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- and Four-Year Institutions that Meet the Higher Education Act (HEA) criteria:

- Verify credits from official (or copy of official) transcript(s)
- Complete ***Record of Verification of ESEA Title I Paraeducator Requirements***

Washington Public Four-year Colleges and Universities

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

Washington Public (Two-year) Community and Technical Colleges

*Bates Technical College
Bellevue Community College
Bellingham Technical College
Big Bend Community College
Cascadia Community College
Centralia College
Clark College
Clover Park Technical College
Columbia Basin College
Edmonds Community College
Everett Community College*

Grays Harbor College
Green River Community College
Highline Community College
Lake Washington Technical College
Lower Columbia College
North Seattle Community College
Olympic College
Peninsula College
Pierce College - Fort Steilacoom
Pierce College - Puyallup
Renton Technical College
Seattle Central Community College
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
South Seattle Community College
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
Embry-Riddle Aeronautical University
Golden Gate Baptist Theological Seminary
Golden Gate University
Gonzaga University
Grand Canyon University
Heritage College
Mars Hill Graduate School
Moody Bible Institute
Northwest Baptist Seminary
Northwest College of the Assemblies of God
Northwest Graduate School of the Ministry
Northwest Indian College
Nova Southeastern University
Oklahoma Baptist University Pacific Lutheran
University Puget Sound
Christian College
Saint Martin's College
Seattle Pacific University
Seattle University
Trinity Lutheran College
University of Puget Sound Walla Walla 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 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 Paraeducator Requirements*.

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 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 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.



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

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 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; |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. This institution is legally authorized within the State of _____
<div style="text-align: right; margin-right: 100px;">Name of State</div> to provide a program of education beyond secondary education; |
| <input type="checkbox"/> | <input type="checkbox"/> | 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; |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. This institution is a public or other non-profit institution; |
| <input type="checkbox"/> | <input type="checkbox"/> | 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: _____

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 Paraeducator requirement for an associate (or higher) degree.

1. 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 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.

2. 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 Paraeducator Requirements*.

CREDENTIALS EVALUATION SERVICES

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

1 Dupont Circle, NW, Suite 520
Washington, DC 20036-1135

Phone: (202) 296-3359
Fax: (202) 822-3940
[Email: oes@aacrao.org](mailto:oes@aacrao.org)
Web: www.aacrao.org/credential

EDUCATION CREDENTIALS EVALUATORS

PO Box 514070
Milwaukee, WI 53203-3470

Phone: (414) 289-3400
Fax: (414) 289-3411
[Email: eval@ece.org](mailto:eval@ece.org)
Web: www.ece.org

FOUNDATION FOR INTERNATIONAL SERVICES, INC.

505 5th Avenue South, Suite 101
Edmonds, WA 98020

Phone: (425) 248-2255
Fax: (425) 248-2262
Email: info@fis-web.com
Web: www.fis-web.com

INTERNATIONAL EDUCATION RESEARCH FOUNDATION

PO Box 3665
Culver City, CA 9023 1-3665

Phone: (310) 258-9451
Fax: (310) 342-7086
[Email: info@ierf.org](mailto:info@ierf.org)
Web: www.ierf.org

JOSEF SILNY & ASSOCIATES INC. INTERNATIONAL EDUCATION CONSULTANTS

PO Box 248233
Coral Gables, FL 33124

Phone: (305) 273-1616
Fax: (305) 273-1338
[Email: info@jsilny.com](mailto:info@jsilny.com)
Web: www.jsilny.com/foreign.html

WORLD EDUCATION SERVICES INC.

PO Box 745
Old Chelsea Station
New York, NY 10113-0745
Web: www.wes.org

Phone: (212) 966-6311 or
(800) 937-3895
Fax: (212) 739-6100
[Email: info@wes.org](mailto:info@wes.org)

Formal Assessment Options and Pathways

Formal Assessment Option using Two Allowable Pathways

Paraeducators who do not qualify either through two years of study at an institution of higher education or an associate degree must qualify to meet the requirements through one of the following two pathways designated as meeting the formal assessment option and a rigorous standard of quality.

1. **ETS ParaPro Assessment** developed by the Educational Testing Service (ETS), *or*
2. **Paraeducator Apprenticeship Program** - Completion of an approved apprenticeship program of the Washington State Apprenticeship and Training Council and registered with the Washington State Department of Labor and Industries.

Note: The Paraeducator Portfolio Assessment and the School District Paraeducator Assessment are no longer options to meet the Title I requirements.

In order to establish two comparable pathways to meet the Title I Paraeducator requirements, a common set of knowledge and skill requirements were established. These knowledge and skill requirements are based on:

- Title I qualification requirements in Section 1119, *and*
- U.S. Department of Education March, 2004 Non-regulatory Guidance for Title I Paraeducators, *and*
- Washington Essential Academic Learning Requirements, *and*
- Job analysis of the practical application of the paraeducator's subject area knowledge to assist with instruction in the subject areas, and the relationship to teaching methods and strategies to help children be successful.

The “Washington Paraeducator Knowledge and Skill Requirements in Reading, Writing, and Mathematics” are the foundation for all two formal assessment pathways to meet the Title I requirements.

Washington Paraeducator Knowledge and Skill Requirements for Reading and Assisting with Instruction in Reading

Knowledge of Reading

The ability to understand and apply reading skills to interpret and analyze a wide range of text; including informational, literary, and graphic text.

Assist with Instruction

Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in reading readiness and reading:

The elements of **specific instructional techniques to support:**

Reading Readiness (developmentally appropriate, prerequisite skills) includes:

- Oral language development - vocabulary, syntax, listening, comprehension, discourse/conversation;
- Phonological awareness;
- Alphabetic principle;
- Print awareness and concepts;
- Book knowledge and appreciation.

Reading includes:

- Phonemic awareness instruction (*EALR 1*);
- Building fluency to aid comprehension (*EALR 1*);
- Vocabulary building strategies (*EALR 1*);
- Know how to use text features/components in various kinds of text to aid comprehension; (*EALR 2*);
- Understanding organizational structures of text and how to use that knowledge to find information in a text and organize it (*EALR*);
- Text comprehension instruction (*EALR 2*);
- Research-based comprehension strategies (*EALR 2*);
- Literacy elements and story structure (*EALR 2*);
- How to assist students in reading different materials for a variety of purposes (*EALR 3*);
- How to assess strengths and needs for improvement (*EALR 4*).

Washington Paraeducator Knowledge and Skill Requirements for Writing and Assisting with Instruction in Writing

Knowledge of Writing

The ability to understand the components and processes of writing and apply them as working knowledge to develop a topic or theme in a variety of forms for different audiences and purposes using:

- *Knowledge of the writing process, i.e., prewriting, drafting, revision, and editing*
- *Knowledge of the components of good writing, i.e., idea development, organization, voice, a variety of sentence structures and lengths, and word choice*
- *Knowledge of conventions*
- *Understand that writing changes for different audiences and purposes*
- *Individual and group editing techniques*

Assist with Instruction

Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in writing readiness and writing:

The elements of **specific instructional techniques to support:**

Writing Readiness (developmentally appropriate, prerequisite skills) includes:

- Purpose of writing: What print is used for?
- Composing: How to put ideas into print; using play, scribbles, pictures, dictation, and print to express ideas.
- Structure: How letters, words, and text are organized; letter shapes, names, organizing pictures and scribbles, and print on paper.
- Sound letter links: How to link sounds to letters.

Writing includes:

- How to use appropriate conventions, i.e., spelling, punctuation, capitalization, usage, paragraphing, and complete sentences (*EALR 1*);
- How to assist students to develop and focus and organize their ideas, make effective word choices, and vary sentence structures (*EALR 1*);
- How to write for different audiences and purposes, choosing appropriate forms and voice (*EALR 2*);
- How to use the steps of the writing process effectively (*EALR 3*);
- How to assist students to analyze and evaluate their own written work as well as the works of others (*EALR 4*).

Washington Paraeducator Knowledge and Skill Requirements for Mathematics and Assisting with Instruction in Mathematics

Knowledge of Mathematics

The ability to understand mathematical concepts and apply them as working knowledge to abstract and real-life situations in the areas of:

- Number Sense
- Measurement
- Geometry
- Data Analysis, Probability, and Statistics
- Algebra

Assist with Instruction

Under the supervision of a highly qualified teacher and as part of an instructional team, the paraeducator has an awareness of Washington's Essential Academic Learning Requirements and assessment practices and is able to demonstrate specific instructional techniques to assist in instruction in mathematics readiness and mathematics:

The elements of **specific instructional techniques to support:**

Mathematics Readiness (developmentally appropriate, prerequisite skills) include:

- Number and operations: writing and ordering, grouping and place values, composing and decomposing adding to/taking away equal (fairness);
- Geometry: Shapes, transformations and symmetry (slides, flips, turns), visualizations and spatial reasoning (size, position), locations, directions;
- Measurement: Attributes, units techniques and tools;
- Algebraic thinking (patterns and descriptions), data analysis (describing information using visual representations such as charts and graphs), predictions.

Mathematics in understanding and applying concepts and procedures from:

- Number Sense - number and numeration, computation and estimation (*EALR 1*);
- Geometric Sense - properties and relationships and locations and transformations (*EALR 1*);
- Probability and Statistics - probability, statistics, and prediction and inference. (*EALR 1*);
- Algebraic Sense - patterns, representations, and operations (*EALR 1*);
- Measurement - attributes and dimensions, approximation and precisions, and systems and tools. (*EALR 1*);
- Problem Solving - investigate situations; formulate questions and define the problem, construct solutions (*EALR 2*);
- Mathematical Reasoning - analyze information from a variety of sources; predict results, and make conjectures; draw conclusions and verify results. (*EALR 3*);
- Communication (related to mathematics) - gather information; organize and interpret information; represent and share information (*EALR 4*);
- Connections - understand how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations (*EALR 5*).

Assisting with instruction in mathematics also includes the:

- Use of manipulatives;
- Questioning strategies;
- Techniques that support student thinking.

ETS ParaPro Assessment Pathway

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

The test is offered through your local Educational Service District (ESD) and some school districts. For additional questions regarding the test, please contact ETS directly at <http://www.ets.org/parapro/> or 1-800-772-9476. For a list of the nine ESDs located in Washington please see the Appendix section of this publication.

General Information about the ETS ParaPro Assessment

	Question	Answer
1.	What is the format and length of the ETS ParaPro Assessment?	<ul style="list-style-type: none"> • The test consists of 90 multiple choice items and is 2.5 hours in length. • The test can be taken either online at school districts or at paper and pencil sites set up by ETS.
2.	What are the costs/fees?	<ul style="list-style-type: none"> • 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.
3.	How often can the test be taken?	<ul style="list-style-type: none"> • Pencil and paper - six times per year. • Internet based - ETS recommends that school districts observe a 30-day period between retakes.
4.	What is Washington State's qualifying score?	<ul style="list-style-type: none"> • Washington's score is 461.
5.	What subjects are covered on the test?	<ul style="list-style-type: none"> • Test subjects include reading, writing and math.
6.	What Are the Questions Like?	<ul style="list-style-type: none"> • 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.
7.	What test preparation materials are available?	<ul style="list-style-type: none"> • 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
8.	How can additional information be accessed?	<ul style="list-style-type: none"> • Additional information can be accessed at www.ets.org/parapro.
9.	How does the school district document the paraeducator have successfully met the Title I requirement?	<ul style="list-style-type: none"> • ETS ParaPro Assessment official (or copy of official) results must be kept on file at the employing school district office.

Washington Paraeducator Apprenticeship Program Pathway

Nine apprenticeship programs related to instructional and specialized assistants are registered with the Washington State Department of Labor and Industries, governed through the Washington State Apprenticeship and Training Council, coordinated through Public School Employees (PSE), and provided at various community colleges. In order for these apprenticeship programs to meet the Title I Paraeducator requirements they must align with the Washington Paraeducator Knowledge and Skill Requirements in reading, writing, mathematics, and assisting with instruction. PSE and OSPI have agreed upon slight changes in five of the nine programs to ensure all nine apprenticeship programs meet the requirements. Specific program information is provided in the table below. Complete *Record of Verification of ESEA Title I Paraeducator Requirements* form for documentation.

For specific apprenticeship program questions, contact Tim Busch, Public School Employees of Washington (PSE) at 360-755-3295 or visit <http://pseclassified.org/classified-school-employee-apprenticeship-program/>.

Name of Apprenticeship Program	Work-Based Training Hours	Clock Hours of Related Instruction	Comments	Meets Title I Requirements
Educational Paraprofessional	6000	760		Yes
Instructional Assistant	2000	400		Yes
Early Childhood Education Associate I	2000	320	Focus on readiness knowledge and skills	Yes
Early Childhood Education Associate II	3000	320	Focus on readiness knowledge and skills	Yes
Communications Technician	2000	310	Journeycard holders on or before January 2004 must document six (6) hours of professional learning in assisting with instruction in mathematics. Documentation of this requirement can be through college credit courses or non-college credit classes. Future journeycard holders will meet the Title I paraeducator requirements through completion of these programs if they have completed the Survey of Mathematical Concepts class.	
Educational Sign Language Interpreter I	2000	370+		
Educational Sign Language Interpreter II	2000	370+		
Teacher Assistant for Blind and Vision Impaired	4000	283		
Library Technician	8000	550	Journeycard holders on or before January 2004 must document six (6) hours of professional learning in each area of mathematics, English, and assisting with instruction. All future journey card holders who complete these new requirements will meet the Title I Paraeducator requirements without	

Resources



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 PARAEUCATOR REQUIREMENTS

PARAEUCATOR'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 _____
 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.

 Signature _____
 Date

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

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 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 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.

(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 (l), 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.

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 of 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.

Educational Service Districts (ESDs)

<p style="text-align: center;">Northeast Washington ESD 101 <i>Spokane Area</i></p> <p style="text-align: center;">4202 S. Regal Street Spokane, WA 99203-7738 509-789-3800 http://www.esd101.net</p>	<p style="text-align: center;">Puget Sound ESD 121 <i>Renton / Seattle Area</i></p> <p style="text-align: center;">800 Oakesdale Avenue, S.W. Renton, WA 980557-5221 425-917-7855 http://www.psesd.org</p>
<p style="text-align: center;">ESD 105 <i>Yakima Area</i></p> <p style="text-align: center;">33 South 2nd Avenue Yakima, WA 98902-3486 509-575-2885 http://www.esd105.org</p>	<p style="text-align: center;">ESD 123 <i>Pasco Area</i></p> <p style="text-align: center;">3918 W. Court Street Pasco, WA 99301 509-547-8441 http://www.esd123.org</p>
<p style="text-align: center;">ESD 112 <i>Vancouver Area</i></p> <p style="text-align: center;">2500 N.E. 65th Avenue Vancouver, WA 98661-6812 360-750-7505 http://www.esd112.org</p>	<p style="text-align: center;">North Central ESD 171 <i>Wenatchee Area</i></p> <p style="text-align: center;">430 Olds Station Road Wenatchee, WA 98801 509-665-2610 http://www.ncesd.org</p>
<p style="text-align: center;">ESD 113 <i>Olympia Area</i></p> <p style="text-align: center;">6005 Tyee Drive S.W. Tumwater, WA 98512 360-464-6700 http://www.esd113.org</p>	<p style="text-align: center;">Northwest ESD 189 <i>Anacortes Area</i></p> <p style="text-align: center;">1601 R Avenue Anacortes, WA 98221 360-299-4000 http://www.nwesd.org</p>
<p style="text-align: center;">Olympic ESD 114 <i>Bremerton Area</i></p> <p style="text-align: center;">105 National Avenue, North Bremerton, WA 98312 360-479-0993 http://www.oesd.wednet.edu</p>	<p style="text-align: center;">Office of Superintendent of Public Instruction (OSPI)</p> <p style="text-align: center;">600 Washington Street SE Olympia, WA 98504-7200</p> <p style="text-align: center;">Title I Office: 360-725-6100 Special Education: 360-725-6075</p>

Frequently Asked Questions and Answers

1. Do substitute paraeducators need to meet the Title I 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 or in a Title I schoolwide building and assists with instruction, the paraeducator must meet the Title I requirements.

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

If a paraeducator 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 requirements.

If a special education paraeducator works in a Title I 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 requirements.

If a special education paraeducator works in a Title I schoolwide program and has instructional support duties, the Title I 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, 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 building and provide services other than instruction the rest of the day (e.g. playground duty) need to meet the Title I requirements?

Yes. The Title I 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 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 requirements. Many school districts find this option provides more flexibility when assigning paraeducators to various duties.

6. Does training in the Washington State Special Education Recommended Core Competencies meet the Title I 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 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 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 is NOT leveled (e.g. 100, 200, etc.)?

All classes must be leveled 100 or higher to meet the Title I 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.

13. Where does a paraeducator take the ETS ParaPro Assessment?

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.

14. What if a paraeducator lost her/his ETS ParaPro Assessment results?

The paraeducator must contact ETS directly at 1-800-772-9476 or <http://www.ets.org/parapro/>. For a fee, the company will send the test results directly to the paraeducator.

