Paraprofessional Training to Demonstrate Proficiency of State Core Competencies  
2003-2004

**Phase I  Development and Assessment**

1) Determine Leadership Vision  
   • Smaller group of stakeholders
2) Establish Advisory Group  
   • Staff Development, Title 1, Para Rep, Para Union Rep, Special/General Ed. Teacher, Administration, Title I Teacher, and Parent
3) Pilot Tool for Pre-Assessment of Current Paraprofessionals  
   • Personnel and Special Ed. will review college experience/ degrees.  
   • Pilot in spring ’03: Paraprofessional(s) from each level Early Childhood, Elementary, Middle School, Secondary & Transition +
     a) AA / 2 years higher Ed./credits – (Personnel Department)
     b) Para’s pre-assess competencies using Inventory Checklist
     c) Workshop CEU’s / align competencies to topic
     d) Para eLink - look at technology piece for on-line training
4) Align Job Description with Competencies  
   • Advisory Group
5) Establish/Design Multi-Path Proficiency Process  
   • flow chart
   • sample portfolio

**Phase II  Training and Implementation**

1. Communicate Model to All Staff  
   • Orientation week – 1 hour for teams on core competencies  
   • Principals, Building Special Ed. Lead Teachers, Coordinators: Awareness of training and implementation  
   • Embed and assess teacher competencies for directing the work of paraprofessionals into strand sessions

2. Pre-assessment completed by all Paraprofessionals.
3. Each Individual Chose Own Path/Options
   • Para eLink
     a) Tier system: Based on needs assessment of core competencies.
     b) Paraprofessionals create portfolios district wide
   • Assessment
     a) Test of knowledge of and assisting in, instruction of Reading, Writing and Math.
4. Begin 3 Year Implementation Process
   • Job responsibility to plan training within work day. (Coordinator, Special Ed Teacher, Paraprofessionals)
   • Implement training for paraprofessionals (Coordinator, Program Leads, Paraprofessionals)
   • Teacher self-assess strand, needs topic related (i.e. CPI)
5. Continue with Advisory Group
   o Evaluation Process
   o Make Recommendations

**Phase III  System Development and Implementation**

1. Review Teacher Competencies
2. Align Annual Evaluation with Competencies
   • Teacher and Para evaluations
3. Develop Data Base of records for each Para
   • Portfolio Competency completion summary
   • Para eLink record system
4. Review Initial Hiring Qualification and Contracts