

Paraprofessional Standards: Skills, Knowledge and Application for Idaho Alternative Paraprofessional Assessment

1. The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences. [67 questions]

READING	
Skill & Knowledge	
<ul style="list-style-type: none"> • Identify the main idea or primary purpose • Identify supporting ideas • Identify how a reading selection is organized • Determine the meanings of words or phrases in context • Draw inferences or implications from directly state content • Determine whether information is presented as fact or opinion • Interpret information from tables, charts, and graphs • Sound out words (e.g, recognize short and long vowels) • Break down words into parts (e.g. recognize syllables, root words, prefixes, and suffixes) • Decode words or phrases using context clues • Distinguish between synonyms antonyms, and homonyms • Alphabetize words 	
Application of skills & knowledge	
<ul style="list-style-type: none"> • Helps students use pre-reading strategies, such as skimming or making predictions • Ask questions about a reading selection to help students understand the selection • Make accurate observations about students' ability to understand and interpret text • Interpret written directions 	

WRITING	
Skills & Knowledge	Application of Skills & Knowledge
<ul style="list-style-type: none"> • Errors in capitalization • Errors involving word order • Errors in word usage • Errors in punctuation • Parts of a sentence • Parts of speech • Errors in spelling 	<ul style="list-style-type: none"> • Using prewriting skills to generate and organize ideas • Identify and use appropriate resource materials • Draft and revise • Edit written documents for clarity, grammar, sentence integrity • Write for different purposes and audiences • Recognize and write in different modes and forms

MATHEMATICS skills, knowledge, and application

Number Sense and Basic Algebra

- Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals
- Recognize multiplication as repeated addition and division as repeated subtraction
- Recognize and interpret mathematical symbols
- Understand the definitions of basic terms such as sum, difference, product, quotient, numerator, and denominator
- Recognize the position of numbers in relation to each other (e.g. $1/3$ is between $1/4$ and $1/2$)
- Recognize equivalent forms of a number
- Demonstrate knowledge of place value for whole numbers and decimal numbers
- Compute percentages
- Demonstrate knowledge of basic concepts of exponents
- Demonstrate knowledge of "order of operations" (parentheses, exponents, multiplication, division, addition, and subtraction)
- Use mental math to solve problems by estimation
- Solve word problems
- Solve one-step, single variable linear equations (e.g. find X if $X+4=2$)
- Identify what comes next in a sentence of numbers

Geometry and Measurement

- Represent time and money in more than one way (e.g. 30 minutes = $1/2$ hour; 10:15=quarter after 10; \$0.50 = 50 cents = half dollar)
- Convert between units or measures in the same system (e.g. inches to feet; centimeters to meters)
- Identify basic geometrical shapes (e.g. isosceles triangle, right triangle, polygon)
- Perform computations related to area, volume, and perimeter for basic shapes
- Graph data on an xy-coordinate plane

Data Analysis

- Interpret information from tables, charts, and graphs
- Given a table, chart or graph with time-related data, interpret trends over time
- Create basic tables, charts, and graphs
- Compute the mean, median, and mode

2. The paraprofessional has a basic knowledge of how students learn and develop, which supports students' intellectual, social, and emotional development. [3 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none">• Understand that a student's social and emotional comfort affects their learning.• Understand that learning processes from concrete understanding to more abstract reasoning and results in students learning at different paces.• Uses developmentally and age-appropriate strategies, materials, and techniques as directed by the teacher/provider.
-------------------------------------	---

3. The paraprofessional is knowledgeable regarding how students differ in their approaches to learning, and are able to adapt to students' diverse needs. [4 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none">• Recall the difference between an IEP and 504.• Recite that IEP and 504 information is confidential.• Recognize common accommodations used in school settings.• Recognize that students should develop skills to be independent learners.
-------------------------------------	---

4. The paraprofessional utilizes a variety of instructional strategies to assist the teacher/provider in meeting students' needs. [4 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Understand that students from diverse experiential cultural, economic, and language backgrounds may need different strategies for learning. • Recognize common instructional strategies used in school settings.
-------------------------------------	---

5. The paraprofessional understands the importance of and assists in creating a positive educational environment. [3 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environment.
-------------------------------------	--

6. The paraprofessional uses various communication techniques to effectively meet students' needs. [3 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Understand the importance of communicating with students in a respectful manner at all times. • Recognize the importance of sharing information multiple ways with students (verbally, in writing, with images, modeling, etc.) and checking for their understanding.
-------------------------------------	--

7. The paraprofessional delivers teacher/provider designed instructional plans effectively based upon knowledge of the students, subject areas, community, and curriculum goals. [7 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Understand and delineate the role of a para verses that of a teacher. • Understand the importance of knowing the learning target before providing instruction (including IEP goals of individual students).
-------------------------------------	--

8. The paraprofessional supports the teacher/provider in observing and collecting data related to the student. [3 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Understand the importance of reporting in a timely and accurate manner. • Understand that student data is confidential.
-------------------------------------	--

9. The paraprofessional engages in meaningful professional development on a regular basis. [3 questions]

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Commit to ongoing reflection, assessment, and learning as a process for all adults on campus. • Ask for and accept feedback from teacher/supervisor.
-------------------------------------	---

10. The paraprofessional interacts in a professional manner with colleagues, parents, and other members of the community. [3 questions].

Skills, knowledge, and applications	<ul style="list-style-type: none"> • Understands the school/district policies and procedures regarding professional conduct. • Exhibits a high level of customer service towards all district staff, students, and patrons.
-------------------------------------	---

Annual Evaluation Review Checklist for Evaluators

This document is intended to be a checklist to support evaluators with submitting the required documents for the State-Mandated Annual Evaluation Review.

REQUIRED INDICATORS	EVIDENCE
1. Evaluation must align with the Idaho Framework for Teaching Evaluation (as defined by IDAPA 08.02.02.120).	Include documentation from SDE if LEA uses a different framework for teacher evaluations.
2. At least one (1) documented observation completed by January 1 (as defined by IDAPA 08.02.02.120).	Include observation notes and specific date of observation.
3. A second observation completed by June 1 (as defined by IDAPA 08.02.02.120).	Include observation notes and specific date of observation. <ul style="list-style-type: none"> • If embedded into the summative evaluation, indicate date and observation notes in the summative evaluation.
4. At least one (1) additional measure of professional practice (as defined by IDAPA 08.02.02.120) <ul style="list-style-type: none"> ○ Student input ○ Parent/guardian input ○ Portfolio (as defined by IDAPA 08.02.02.007) 	Include evidence of ONE of the following: <ul style="list-style-type: none"> • Student input <ul style="list-style-type: none"> ○ Include data to verify survey results that informs the professional practice of the educator. ○ Surveys without responses are not eligible. ○ Schoolwide/LEA-wide surveys are not eligible unless the survey informs the professional practice of the educator. • Parent/guardian input <ul style="list-style-type: none"> ○ Include data to verify survey results that informs the professional practice of the educator. ○ Surveys without responses are not eligible. ○ Schoolwide/LEA-wide surveys are not eligible unless the survey informs the professional practice of the educator. • Portfolio <ul style="list-style-type: none"> ○ Portfolios must include an organized collection of artifacts and/or reflection. ○ If submitting the IPLP, the IPLP must be paired with an organized collection of artifacts and/or reflection to meet the definition of portfolio.
5. At least one (1) measure of student achievement and/or indicator of student success (as defined by Idaho Code § 33-1001)	Evidence (data) must be specific to the subject, grade range, and/or position taught by the instructional staff or pupil service staff. * Growth in student achievement may be considered as an optional measure, as determined by the local board of trustees.
6. At least one (1) summative evaluation completed no later than June 1 (as defined by Idaho Code § 33-514).	The summative evaluation must include a visible date , be aligned to applicable professional standards, and include scores for all 22 components or state approved teaching evaluation framework. <ul style="list-style-type: none"> • If weighting the summative evaluation toward only two or three of the domains, the evaluation must indicate how this aligns with the individual professional learning plan (IPLP).