

Guidelines for the Michigan Paraprofessional Portfolio Assessment



**Michigan Department of Education
2004**

8-3-05 version

Table of Contents

Introduction	4
Framework:	5
Basic Elements	5
District Review Committee	5
Qualified Colleague	5
Standards	5
Professional Development	6
Professional Dialogue/Demonstration	6
Mandatory Knowledge of Math Objectives Standard	7
Optional Standard	7
Documentation	7
Professional Readings	7
Professional Workshop/Conference Participation	8
Math Objectives Knowledge	8
College Credits	9
Previous Relevant Work Experience	9
Supportive Instruction Activities	9
Portfolio Collaboration	9
Portfolio Maintenance	10
Portfolio Record–Keeping	10
Conclusion	11
Contact Information	11
Appendix	
Form A:	
<i>Professional Reading Record</i>	12
Form B:	
<i>Professional Reading Reflection Framework</i>	13
Form C:	
<i>Professional Workshop/Conference Participation Record</i>	14
Form D:	
<i>Professional Workshop/Conference Reflection Framework</i>	15
Form E:	
<i>Math Objectives Knowledge Checklist (2 pages)</i>	16
Form F:	
<i>Portfolio Summary</i>	18

Form G:		
	<i>Supportive Instruction Activity Reflection Framework</i>	19
Form H:		
	<i>Portfolio Collaboration Record</i>	20
Form I:		
	<i>Portfolio Assessment Participant Checklist</i>	21
Form J:		
	<i>Paraprofessional Portfolio Final Recommendation</i>	22
Form K:		
	<i>Portfolio Assessment Review Committee Checklist</i>	23

Introduction

On January 8, 2002, President Bush signed the *No Child Left Behind Act (NCLB)*, federal legislation that mandates 100 percent proficiency in reading, writing and mathematics for all students by the 2013 – 2014 school year. To reach this goal, the law requires that teachers and instructional paraprofessionals become Highly Qualified.

For the purposes of Title I, Part A, an instructional paraprofessional is defined as an employee who provides instructional support in a program supported with Title I, Part A funds. This includes paraprofessionals who do the following:

- 1.) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- 2.) assist with classroom management, such as organizing instructional and other materials,
- 3.) conduct parental involvement activities,
- 4.) provide instructional assistance in a computer laboratory,
- 5.) provide support in a library or media center,
- 6.) act as a translator, or
- 7.) provide instructional support services under the direct supervision of a teacher.

Individuals who work in food services, cafeteria or playground supervisors, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I. These individuals do not need to become qualified.

As partners in the instructional process, paraprofessionals who work in programs supported with Title I funds must meet one of the following requirements:

- Complete at least two years of study at an institution of higher education; or
- Obtain an associate's degree (or higher); or
- Meet a rigorous standard of quality and 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.

All instructional paraprofessionals hired after January 2, 2002, must already meet *NCLB* requirements as a condition of employment, while instructional paraprofessionals hired prior to January 8, 2002, have four years, or until January 8, 2006, to meet *NCLB* requirements. As this deadline approaches, the options of earning an associate's degree or completing two years of college (60 college credits) are becoming less realistic for paraprofessionals who are employed full-time and do not have the time and resources to pursue college credits. Therefore, the Michigan Department of Education (MDE) is focusing on the local, rigorous assessment as an optional path for instructional paraprofessionals to meet the *NCLB* deadline of January 8, 2006.

At this time, several commercial tests have been approved to address the areas in which instructional paraprofessionals must be assessed. Most of these assessments are taken in one sitting under timed conditions, which may introduce an element of test anxiety for some individuals, since their continued employment may depend on the outcome. With this in mind, the MDE has developed these guidelines for a portfolio assessment that should be used as the rigorous, local assessment to meet *NCLB* paraprofessional requirements.

A portfolio is a collection of documents including lists, descriptions, explanations, examples or other evidence of opportunities that the paraprofessional has experienced and completed to learn and practice as a paraprofessional. This portfolio assessment is to be used by currently employed paraprofessionals as an option for demonstrating the paraprofessional's ability to assist the Title I students. The paraprofessional should construct a portfolio around their needs, the needs of the students they assist and the district and teachers they support. The focus should be on the content areas defined in the *NCLB* legislation: reading, writing and mathematics.

Framework

The *NCLB* legislation seeks to strengthen paraprofessionals' reading/writing skills and understanding of mathematics. Therefore, paraprofessionals will develop a portfolio that will demonstrate their content area knowledge in math, reading and writing. The portfolio will contain experiences that focus on assisting with instruction in these content areas.

Basic Elements

• ***District Review Committee:*** A district review committee must be established to affirm that individuals submitting completed portfolios have met the necessary requirements. The committee should include a balance of representation for paraprofessionals, administrators and teachers. Examples may be:

- Paraprofessional Education Committee
- Professional Development Committee
- School Improvement Committee

Final recommendation will be issued by the school or school district superintendent. This approved option is available to all paraprofessionals without restriction by any school or district. Once a paraprofessional has demonstrated competence in one Michigan district, he/she is then considered qualified in any Michigan district to which he/she may seek employment upon presentation of appropriate documentation.

• ***Qualified Colleague:*** The participating paraprofessionals must work with one or more Qualified Colleague who will assist the paraprofessional with the assessment process. The Qualified Colleague is the paraprofessional's choice based upon an agreement between the two. They will establish a formative relationship that is collaborative, collegial and confidential in nature, with the primary goal that the Qualified Colleague(s) will provide support and guidance throughout the assessment process. The paraprofessional must work with a Qualified Colleague to establish the number of portfolio points earned for specific activities, if applicable. A Qualified Colleague may be a teacher, *NCLB* qualified paraprofessional, or administrator. The Qualified Colleague will assist in the development and submission of the completed portfolio to the District Review Committee.

Standards

A point system is used to document each type of activity/experience used for the portfolio. A total of sixty (60) portfolio points must be accumulated based on the following standards. Activities/experiences documented to meet these standards, must reflect a deeper understanding in the content areas of reading, writing and math and/or the ability to assist instruction in these areas.

Professional Development Standard

This standard is comprised of two components, Professional Readings and Professional Workshops/Conferences.

Professional Readings: A maximum of thirty (30) portfolio points can be accumulated from Professional Readings.

- Each reading must be documented on the *Professional Reading Record* (Form A) and with the *Professional Reading Reflection Framework* (Form B). See attached forms.
- All aspects of the reflection must be completed for the points to be earned.
- One (1) point per article is recommended, depending on the size of the article. Complex articles, books, etc. may be awarded additional points based on collaboration with the Qualified Colleague.
- Professional Readings may be selected by the paraprofessional or recommended to the paraprofessional.

Professional Workshops/Conferences: A maximum of thirty (30) portfolio points can be accumulated from Professional workshops/Conferences.

- Each workshop/conference must be documented on the *Professional Workshop/Conference Participation Record* (Form C) and with the *Professional Workshop/Conference Reflection Framework* (Form D). See attachments.
- All aspects of the reflection must be completed for the points to be earned.
- For every five (5) contact hours, a paraprofessional will earn one (1) portfolio point.
- Workshops/conferences attended within the last five (5), years for which a certificate of completion or transcript is submitted, may be used.

Professional Dialogue/Observation/Demonstration Standard

This standard is met through collaborative sessions, conferences, demonstrations and observations that enhance understanding in the content areas and the ability to provide instructional support. A maximum of thirty (30) portfolio points can be accumulated from Supportive Instruction Activities.

- These activities/experiences must be documented by the *Supportive Instruction Activity Reflection Framework* (Form G). See attachment.
- All aspects of the reflection must be completed for the points to be earned.
- A range of points may be earned for Supportive Instruction Activities that include:
 - Volunteer or appointed membership on a school, district, regional or state committee/panel for curriculum development/instruction;
 - Made or assisted in presentations(s)/demonstration(s) to colleagues that enhance the understanding of instructional support in reading, writing, and math;
 - Visitations/observations to learn methods, techniques, tools for assisting instruction to students; and
 - Designed or delivered projects/products that support or enhance the instruction of reading, writing, and math.

Mandatory Math Knowledge Standard

This standard must be met even if the total number of portfolio points earned exceeds the sixty (60) point requirement. One (1) portfolio point is earned by completion of the *Math Objectives Knowledge Checklist*.

- This standard must be documented by the *Math Objectives Knowledge Checklist* (Form E). See attachment.

Optional Standard

The portfolio assessment process can be completed without meeting this standard. This is based on the assumption that all paraprofessionals may not have college credit or relevant work experience to include as a part of this assessment process. Those that do, however, may be awarded portfolio points.

College Credit: No time limit or point maximum.

- One (1) portfolio point is earned for every college credit as documented on an official transcript from a state approved degree granting institution.
- Credit must be listed under the appropriate section of the *Portfolio Summary* (Form F). See attachment.

Relevant Work Experience: A maximum of thirty (30) portfolio points may be earned.

- Years of experience must be listed under the appropriate section of the *Portfolio Summary* (Form F). See attachment.
- One (1) portfolio point is earned for every year of successful employment.

Documentation

Professional Readings:

Paraprofessionals may read professional literature in the areas of reading, writing and math. Completed readings must be distributed between these content areas. The portfolio is used as a tool to document completed readings and must include summaries of any professional readings completed by the paraprofessional.

Upon completing a professional reading, the paraprofessional will add the reading to the *Professional Reading Record* (Form A). For every reading assignment, the paraprofessional may reflect on the reading in one of two ways:

- a) an observation of behavior with students, showing an assimilation of knowledge, or
- b) dialogue with a Qualified Colleague about the content.

A written summary of the content of the reading is to also be documented on the *Professional Reading Reflection Framework* (Form B). The summary should include a brief description of the reading and how information from the reading can be used in the paraprofessional's everyday practice, i.e. it affirms prior knowledge or introduces new concepts that will inform future practice. All aspects of the reflection must be completed for the points to be earned. The *Professional Reading Reflection Framework* (Form B) should be entered into the completed portfolio for each reading. A maximum of thirty (30) portfolio points can be accumulated from Professional Readings.

Readings for the portfolio can be found in professional education journals or publications of professional education organizations. Based on the needs established by the paraprofessional, it may be advantageous to read a portion of a teacher's manual (i.e. *Open Court Training Manual*). If a lengthier piece is chosen, such as a book for a class, more points may be received than the point value assigned for reading a shorter article. Also, each chapter of a large publication may be considered as a separate reading. For example, a journal article would be assigned one (1) portfolio point, whereas two chapters of a textbook would be worth two (2) points.

Professional Workshop/Conference Participation:

Professional development/workshop activities completed by the paraprofessional should be distributed between the content areas. The paraprofessional will maintain a record of any professional development activity on the *Professional Workshop/Conference Participation Record* (Form C).

Additionally, for each activity, there must be a corresponding reflection that highlights the new practices, new insights and new knowledge gained from the experience. As with the professional reading, for every professional development activity, the paraprofessional may reflect on their experience in one of two ways:

- a) observation of behavior with students, showing an assimilation of knowledge, or
- b) dialogue with a Qualified Colleague about the content.

A written summary of the content of the activity is documented on the *Professional Workshop/Conference Reflection Framework*(Form D). All aspects of the reflection must be completed for the points to be earned. The *Professional Workshop/Conference Reflection Framework* (Form D) should be entered into the completed portfolio for each activity. A maximum of thirty (30) portfolio points can be accumulated from Professional Workshops/Conferences.

Paraprofessionals currently enrolled in professional workshops, conferences or activities, or who have completed workshops within the last five (5) years, may use these as Professional Workshop/Conference participation. The professional workshop, conference or activity must, however, lead to a deeper understanding of the content areas and/or the ability to assist in the content areas. A workshop that covers more than one content area may only be used once. Choose the content area that is most applicable. Each class meeting can be used to meet the hourly requirement for Professional Workshop/Conference participation, provided that the paraprofessional records each class on the proper form and completes a reflection for each meeting. For every five (5) contact hours, a paraprofessional will earn one (1) portfolio point. For example, five (5) contact hours in a class on children's literature through a Community Education program can be entered in the portfolio as one (1) portfolio point.

To assist paraprofessionals with meeting this standard, the MDE encourages districts to develop a professional development plan based on the reading, math and writing subject areas. Expanding the number of professional development activities open to paraprofessionals can accomplish this. Paraprofessionals may also seek out professional development through Community Colleges, Community Adult Education Programs, Intermediate School Districts (ISD), State Organizations/Associations and other relevant opportunities.

College coursework, where credit is assigned, does not count as professional development/workshop points. Those credits should be accumulated under the college credit standard only.

Math Knowledge Checklist: Given the list of math objectives, the paraprofessional must provide evidence of knowledge, competency and ability to assist. The paraprofessional must

demonstrate evidence of math knowledge as a part of the portfolio, even if the total number of portfolio points exceeds the sixty (60) points required. This can be accomplished in one of two ways:

- a) observation or
- b) dialogue with the Qualified Colleague.

To assist with establishing competency, the *Math Knowledge Checklist* (Form E) should be used. This portion of the portfolio is worth one (1) portfolio point no matter how it is completed.

College Credit: College credit may be applied to the portfolio assessment process with the inclusion of a transcript detailing course work. A paraprofessional may count one (1) portfolio point for every college credit earned. For example, a 3-credit college course would count for three (3) portfolio points. A Child Development Associate (CDA) Certificate received with twenty-nine (29) college credits would count as twenty-nine (29) portfolio points. Thus, a paraprofessional may only need to accumulate thirty-one (31) additional portfolio points. College credit accumulated in the content areas and in non-content areas should be listed under the appropriate section of the *Portfolio Summary* (Form F).

Previous Relevant Work Experience: Up to thirty (30) portfolio points may be applied to the portfolio based upon previous, relevant work experience assisting students as an instructional paraprofessional. For every year of successful employment, the paraprofessional may receive one (1) point. Successful employment is defined as continuous employment in a paraprofessional position. The number of years experience applied toward the portfolio process can be recorded on the *Portfolio Summary* (Form F).

Supportive Instruction Activities: Portfolio points can be awarded for additions to the portfolio assessment documenting special projects, individualized study, work with students, committee participation or other activities showing independent work and knowledge in the content areas. The paraprofessional must work with a Qualified Colleague to establish the number of points received for a particular project or activity. A range of points may be available, for instance: one (1) point for creating a math manipulative to ten (10) points for participating in a reading curriculum design team that meets once a month throughout the school year. The documentation for any activity or experience must be completed using the *Supportive Instruction Activity Reflection Framework* (Form G).

Portfolio Collaboration: Paraprofessionals and a Qualified Colleague should meet on a regular basis to discuss the assessment process. During a collaborative meeting, the paraprofessional and colleague may discuss the contents of the portfolio, ideas presented in Professional Readings and/or Professional Workshop/Conference participation. At this time, the paraprofessional should seek clarification, ask for assistance and discuss reflections to complete the portfolio assessment process. The Qualified Colleague may discuss the paraprofessional's progress and collaborate with the paraprofessional by providing suggestions or recommendations for professional growth. By meeting regularly, paraprofessionals have periodic interaction with a colleague, thereby receiving more timely recommendations and assistance.

Collaborative sessions with other paraprofessionals may also be offered. Paraprofessionals participating in the portfolio process may meet to discuss the portfolio assessment process. This may include talking about professional readings and workshops attended and exchanging instructional assistance strategies and approaches. Similar to a book club format or Japanese study group plan, a leader should provide structure to these sessions.

Round-table discussions/sessions and one-on-one conferences can take place during school-wide (or district) designated professional development days. These conferences are documented using the *Portfolio Collaboration Record* (Form H).

Portfolio Maintenance

A *Portfolio Assessment Participant Checklist* (Form I) is provided to allow the paraprofessional to work through the portfolio process. They are responsible for collection of all portfolio information until the requirements have been met. When the portfolio is complete, the employing district is responsible for maintaining a record in the employee's personnel file. The district approval committee must complete the required *Paraprofessional Portfolio Final Recommendation* (Form J) attesting that the paraprofessional has met *NCLB* requirements through the path of a rigorous, local assessment. To assist districts with the portfolio process, a *Portfolio Assessment Review Committee Checklist* (Form K) has been provided. The portfolio with the final recommendation should be kept in the paraprofessional's personnel file at the district level. The paraprofessional should maintain a copy of the completed portfolio for their personal records as well.

Portfolio Record-Keeping

To maintain records of assessment progress, paraprofessionals should complete several forms, all of which document their work (with the exception of Forms I and K) and are submitted with the final portfolio.

• Form A - Professional Reading Record

This form is used as a record of the paraprofessional's professional readings for the portfolio. This completed form must be included in the final portfolio submission.

• Form B - Professional Reading Reflection Framework

This form acts as a rubric to guide the paraprofessional's reflection required for each professional reading. For every reading title recorded on Form A, there must be a corresponding *Professional Reading Reflection Framework* included in the final portfolio submission.

• Form C - Professional Workshop/Conference Participation Record

The completed portfolio must include a record of the workshop, conferences, and seminars that are used to meet the portfolio point requirements. All activities should be documented using this form. It must be included in the final portfolio submission.

• Form D - Professional Workshop/Conference Reflection Framework

After participating in any professional development activity or workshop, the paraprofessional must complete this form, which acts as a rubric, for reflection of the activity. For every activity recorded on Form C, there must be a corresponding *Professional Workshop/Conference Reflection Framework* included in the final portfolio submission.

• Form E - Math Knowledge Checklist

The completed portfolio must include evidence of the paraprofessional's knowledge, competency and ability to assist in the area of math. The way by which the paraprofessional has chosen to evaluate must be documented on this form. The objectives listed on this form are to assist the Qualified Colleague in the assessment of the paraprofessional's math knowledge using the dialogue or observation method. It must be included in the final portfolio submission.

• Form F – Portfolio Summary

Successful completion of the portfolio assessment is contingent upon the paraprofessional accumulating 60 portfolio points. This form is a matrix of each area in which points may be

accumulated. Here the paraprofessional documents the points earned for each area. During a conference between the Qualified Colleague and paraprofessional, this form should be used as a reference to gauge the paraprofessional's progress in the assessment process. It must be included in the final portfolio submission.

- **Form G – Supportive Instruction Activity Reflection Framework**

After completing a supportive instruction project, experience or activity, the paraprofessional must complete this form, which acts as a rubric, and include it in the final portfolio submission.

- **Form H - Portfolio Collaboration Record**

After every collaborative session, the paraprofessional and a Qualified Colleague should sign and date this form. It must be included in the final portfolio submission.

- **Form I - Portfolio Assessment Participant Checklist**

This form is to assist the paraprofessional with the steps necessary for completion of the portfolio and does not need to be submitted with the final, complete portfolio assessment.

- **Form J – Paraprofessional Portfolio Final Recommendation**

When the portfolio is complete, it is to be submitted, along with all other forms and documentation, to be approved by the district review committee. The committee established by the district must authorize this recommendation. This final recommendation confirms that the paraprofessional has successfully met *NCLB* requirements. A copy of this completed form must be given to the paraprofessional for their personal records.

- **Form K – Paraprofessional Portfolio Review Committee Checklist**

This form is to assist the school district and the Portfolio Review Committee with the steps necessary for completion of the portfolio. It does not need to be submitted with the final, complete portfolio assessment.

Conclusion

Paraprofessionals who complete this process will have demonstrated the theoretical knowledge and practical skills needed to assist in the instruction of reading, writing and mathematics and increase the proficiency levels of the students with whom they work.

Contact Information

For questions or comments, contact:

Krista Ried, Education Consultant
Office of Professional Preparation Services
Michigan Department of Education
608 W. Allegan Street
Lansing, Michigan 48909

517-373-0699

riedk@michigan.gov

Professional Reading Record
(Form A)

Name:			Date:		
Content Area	Title, Publication and/or Web Site	Author(s)	# Pages	Copyright Date	Points Earned

One point per chapter or article read is recommended. Attach additional pages as needed.

Professional Reading Reflection Framework (Form B)

Name: _____	Date of Observation or Dialogue: _____
Content Area of Focus: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math	
Points: _____ (1 Point per chapter/article recommended)	
Provide a summary on a separate sheet of paper and attach. The summary must include: <ul style="list-style-type: none">— Identification of topic/theme.— Identification of the type of audience discussed in the reading material (teacher, student, parent, etc.)— Identification of the grade level or setting (elementary/secondary school, before/after school, etc.) around which the reading is centered/applicable.— Three main points made/covered in the reading.	
Choose <u>one</u> of the following styles of documentation by marking the appropriate box. A response to each item under the marked box is required.	
<input type="checkbox"/> Dialogue/Conversation	
The paraprofessional must: <ul style="list-style-type: none">— Explain why the reading was selected for inclusion in the portfolio.— Identify prior knowledge the reading is related to <u>and/or</u> new concept(s), new practice(s), new insight(s), or new knowledge covered in the reading.— Explain how information from the reading can/will be used to assist student learning.	
<input type="checkbox"/> Observation	
The paraprofessional must: <ul style="list-style-type: none">— Identify prior knowledge the reading is related to and/or new concept(s), new practice(s), new insight(s), or new knowledge covered in the reading.— Demonstrate how information from the reading is used: to assist instruction to an individual or a small group; to develop instructional materials; to assist assessment of student learning; to support struggling or advanced student(s); to assist parent/guardian in supporting instruction, etc.	
Paraprofessionals who work in programs supported with Title I funds must demonstrate knowledge of, and the ability to assist in, instructing reading, writing, and mathematics.	
Submission Reviewed and Verified By:	
Qualified Colleague's Name: _____	
Qualified Colleague's Signature: _____	
Date: _____	

All aspects of the reflection must be completed for the points to be earned.

**Professional Workshop/Conference Participation Record
(Form C)**

Name:					
CONTENT AREA: <i>READING</i>					
Workshop Title	Presenter(s)	Location	Date (s)	Hours	Points
CONTENT AREA: <i>WRITING</i>					
Workshop Title	Presenter(s)	Location	Date(s)	Hours	Points
CONTENT AREA: <i>MATHEMATICS</i>					
Workshop Title	Presenter(s)	Location	Date(s)	Hours	Points

Attach additional pages as necessary. It is recommended that hours/points be distributed as evenly as possible over the 3 content areas.
Five seat hours/contact hours is equal to one portfolio point.

**Professional Workshop/Conference Reflection Framework
(Form D)**

Name:	Date of Observation or Dialogue:
Content Area of Focus: <input type="checkbox"/> <i>Reading</i> <input type="checkbox"/> <i>Writing</i> <input type="checkbox"/> <i>Math</i>	
Points: _____ (5 contact hours = 1 point)	
Provide a summary on a separate sheet of paper and attach. The summary must include: <ul style="list-style-type: none">— Identification of topic/theme.— Identification of the type of audience around which the professional development activity is centered/applicable (teacher, student, parent, etc.).— Identification of the grade level or setting (elementary/secondary school, before/after school, etc.) around which the professional development activity is centered/applicable.— Three main points learned from the professional development activity.	
Choose <u>one</u> of the following styles of documentation by marking the appropriate box. A response to each item under the marked box is required.	
<input type="checkbox"/> Dialogue/Conversation	
The paraprofessional must: <ul style="list-style-type: none">— Explain why the professional development activity was selected for participation.— Identify prior knowledge/experience that the professional development activity relates to and/or new concept(s), new practice(s), new insight(s), or new knowledge covered in the presentation(s).— Explain how knowledge/skill from the professional development activity can/will be used to assist student learning.	
<input type="checkbox"/> Observation	
The paraprofessional must: <ul style="list-style-type: none">— Identify prior knowledge the professional development activity relates to and/or new concept(s), new practice(s), new insight(s), or new knowledge covered in the professional development activity.— Demonstrate how information from the professional development activity is used: to assist instruction to an individual or a small group; to develop instructional materials; to assist assessment of student learning; to support struggling or advanced student(s); to assist parent/guardian in supporting instruction.	
Paraprofessionals who work in programs supported with Title I funds must demonstrate knowledge of, and the ability to assist in, instructing reading, writing, and mathematics.	
Submission Reviewed and Verified By:	
Qualified Colleague's Name: _____	
Qualified Colleague's Signature: _____	
Date: _____	

All aspects of the reflection must be completed for the points to be earned.

Math Knowledge Checklist (Form E)

Name:		Date:	
Concepts	What It Might Look Like	Demonstrates Competency	
I. Using number concepts and computation skills	$1+1$, 4×3 , $\frac{1}{4} + \frac{1}{4}$, $\$2.00 / 10$, $2 + 3 \times 4 - 5$ If a portion of a pie is eaten, what percent is left? If you have a room that is 12 foot square, what is its area in square feet? You have \$5, how many candy bars might you be able to buy?		
II. Solves word problems involving integers, fractions or decimals	Recognize meaning of operations when words like difference, sum, product, quotient are used.		
III. Interpret information from a graph, table or chart	Was there an increase or decrease? Which month had the highest sales? What portion of a company's product was clothing? In what month were the most bananas eaten? Locate the cost of an item in a particular month on a table. If car sales for GMC, Ford and Toyota are graphed on the same line graph, determine which had the most sales on any given day?		
IV. Graphing numbers or number relationships	Locate items on a graph; Write coordinates; Determine location of points on a series of graphs or given a series of graphs, be able to identify which has the specified ordered pair; Determine the increase/decrease of a line; Recognize a slope and locate an interception of lines.		

V. Solving one- and two-variable equations	The wholesale cost of an item is x . The mark-up is 10%. What is the final cost? $x = y+2$ given a two-variable equation, solve for either of the unknowns. $-x+y = 2$ and $x+y=2$ find any one point that would be a solution to either equation by graphing, trial and error, algebraically or with a calculator	
VI. Solving word problems involving one- and two-variables	4 lawnmowers and 5 rakes = \$100 and 2 lawnmowers and 15 rakes = \$80. What is the value of the lawnmowers and the rakes?	
VII. Understanding operations with algebraic expressions	$3(x^2 + 1)$ or $2x^2 + 3x - 2$ add $x^2 + 2x + 1 = 3x^2 + 5x + 1$	
VIII. Solving problems involving geometric figures		
IX. Applying reasoning skills		

1 Point The paraprofessional must demonstrate evidence of math knowledge as a part of the portfolio, even if the total number of portfolio points exceeds the sixty (60) points required. This point is required for completion of the portfolio.

Assessment Style: *ð Observation* *ð Dialogue*

Math Knowledge Reviewed and Verified By:

Qualified Colleague's Name: _____

Qualified Colleague's Signature: _____

Date: _____

Portfolio Summary (Form F)

Name:		Date:
CONTENT AREA – READING		Points
Professional Readings		
Professional Workshops/Conferences		
Supportive Instruction Activities		
College Credit		
CONTENT AREA – WRITING		Points
Professional Readings		
Professional Workshops/Conferences		
Supportive Instruction Activities		
College Credit		
CONTENT AREA - MATHEMATICS		Points
Math Knowledge	<i>1 point required for evidence of knowledge and competency: observation or dialogue</i>	
Professional Readings		
Professional Workshops/Conferences		
Supportive Instruction Activities		
College Credit		
NON-CONTENT SPECIFIC		Points
College Credit		
Previous Relevant Work Experience	<i>30 point maximum 1 year of successful employment = 1 point</i>	
TOTAL PORTFOLIO POINTS ACCUMULATED (60 Required for completion)		POINTS =

Supportive Instruction Activity Reflection Framework (Form G)

Name: _____	Date of Activity: _____
Content Area of Focus: <input type="checkbox"/> <i>Reading</i> <input type="checkbox"/> <i>Writing</i> <input type="checkbox"/> <i>Math</i>	
Points: _____	
Type of Supportive Instruction Activity; Indicate choice of activity in the appropriate box.	
<input type="checkbox"/> Individualized Study	
<input type="checkbox"/> Individual Project	
<input type="checkbox"/> Group, Committee, or Task Force Appointment/Participation	
<input type="checkbox"/> Product Development, Adaptation, and/or Utilization	
<input type="checkbox"/> Process or Procedure Development, Implementation or Application	
<input type="checkbox"/> Other: _____	
On a separate sheet of paper, provide a description <u>and</u> explanation of the Supportive Instruction Activity.	
The <u>description</u> must include:	
— Identification of the target audience around which the activity is centered/applicable (teacher, student, parent, etc.)	
— Identification of the grade level or setting (elementary/secondary school, before/after school, etc.) around which the Supportive Instruction Activity is centered/applicable.	
— Identification of the purpose of the Supportive Instruction Activity	
The <u>explanation</u> must include:	
— A statement of why the Supportive Instruction Activity was selected for the portfolio	
— Identify prior knowledge related to or used in the supportive instruction activity	
— New concept(s), new practice(s), new insight(s), or new knowledge involved or discovered in the activity/project	
— The results of the activity/project and how it will/can be used to assist student learning	
Paraprofessionals who work in programs supported with Title I funds must demonstrate knowledge of, and the ability to assist in, instructing reading, writing, and mathematics.	
Submission Reviewed and Verified By:	
Qualified Colleague's Name: _____	
Qualified Colleague's Signature: _____	
Date: _____	

All aspects of the reflection must be completed for the points to be earned.

Portfolio Conference/Collaboration Record
(Form H)

Name: _____ **Date:** _____

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

•
Conference Date: _____
Qualified Colleague: _____
 Conference Collaborative Session

Portfolio Assessment Participant Checklist *(Form I)*

As an assessment participant:

- ❑ Working with a Qualified Colleague, identify professional development or workshops to meet your needs and the needs of the students, teachers and school(s) you support.
- ❑ Attend professional workshops and/or conferences. Complete a reflection for each.
- ❑ Read articles from professional education journals, publications from professional education organizations, on-line articles or books regarding education. Complete a reflection for each.
- ❑ Meet periodically with a Qualified Colleague to discuss the portfolio, your goals/achievements and to complete reflections (as needed).
- ❑ Meet with other paraprofessionals in collaborative sessions to discuss the portfolio and your goals/achievements.
- ❑ Document Supportive Instruction Activities. Complete a reflection for each.
- ❑ Continue to meet with a Qualified Colleague, and in collaborative sessions, to review goals and progress.
- ❑ Keep completed forms and all Portfolio Assessment documentation in a safe place.
- ❑ Once your Portfolio Assessment has been completed and 60 portfolio points have been accumulated, retain a copy for your records and submit all documentation to your school district's review committee. Also include transcripts for college credit used in the portfolio.

Paraprofessional Portfolio Final Recommendation
(Form J)

Paraprofessional's Name: _____ **Date:** _____

Based on the submitted portfolio:	Meets Expectations	Below Expectations
The paraprofessional demonstrates knowledge in reading to appropriately meet the learning needs of the students.		
The paraprofessional demonstrates knowledge in writing to appropriately meet the learning needs of the students.		
The paraprofessional demonstrates knowledge in math to appropriately meet the learning standards of the students.		
The paraprofessional demonstrates ability to assist with reading, writing and mathematics.		

The District Review Committee has reviewed the attached Paraprofessional Portfolio.

Committee Representative: _____ Date: _____

The above mentioned paraprofessional has **met** / **not met** the portfolio requirements that affirm he/she is a qualified paraprofessional.

Superintendent or Designee: _____ Date: _____

School District: _____

Portfolio Assessment Review Committee Checklist (Form k)

In using the Portfolio as an assessment option, the school district must agree to the following:

- ❑ Establish a Portfolio Review Committee, consisting of paraprofessionals, teachers and administrators.
- ❑ Provide each participating paraprofessional with a Qualified Colleague.
- ❑ Identify professional workshops or conferences to meet the needs of the students, teachers and school(s) that the participating paraprofessionals support (example: L.I.F.T. training).
- ❑ Make recommendations for articles from professional education journals, publications from professional education organizations, on-line articles or books regarding education that would benefit the participating paraprofessional and those teachers they support. (example: *Open Court Reading* teacher's manual)
- ❑ Provide time for participating paraprofessionals to meet with Qualified Colleagues and other paraprofessionals in collaborative sessions to discuss the portfolio.
- ❑ Evaluate all submitted portfolios based upon the guidelines provided by MDE.
- ❑ Retain completed Portfolio Assessment in the paraprofessionals personnel file.
- ❑ Provide a copy of the completed portfolio, including signed Final Recommendation, to the paraprofessional for their personal records.

Note: The Portfolio Assessment Review Committee is responsible for determining the connection between professional workshops/conferences or college coursework and the paraprofessional's knowledge of and ability to assist in the content areas.