



**Official Procedure
of
Ogden Preparatory Academy**

Section 6. Human Resources

6.11.PRC.1 Paraprofessional Portfolio Guidelines

Effective/Revision Date: 01/03/2018

Page 1 of 5

If a teacher does not satisfy the educational requirements (2 years of college or a college degree) and is unable to successfully pass the ParaProfessional Exam, the school may choose to offer a portfolio route to qualification.

Aspects of the portfolio:

1. Complete a meeting with a direct supervisor (Assistant Principal or Principal) to discuss the Utah Paraprofessional Standards and areas of growth. At the meeting complete the Standards for Instructional Paraprofessionals Worksheet.
2. Complete a Focus Student Project with evidence for a period of time specified by supervisor.

Related Documents:

- Utah Standards for Instructional Paraprofessionals under the supervision of licensed and/or certificated personnel.
- Standards for Instructional Paraprofessionals Worksheet
- Paraprofessional Focus-Student Project

Document History

Approved:

Legal References

Section 1119 of Title I, as amended by the No Child Left Behind Act

Utah Standards for Instructional Paraprofessionals under the supervision of licensed and/or certificated personnel.

The Instructional Paraprofessional will:

STANDARD 1 Support instructional opportunities:	STANDARD 2 Demonstrate professionalism and ethical practices:	STANDARD 3 Support a positive learning environment:	STANDARD 4 Communicate effectively & participate in the team process:
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Have knowledge and proficiency in basic reading/reading readiness basic math/math readiness basic writing/writing readiness • Have knowledge of strategies, techniques, and delivery methods of instruction • Assist in delivering instruction according to supervisor’s lesson plans • Demonstrate the ability to record relevant information/ data about learners • Organize material and be prepared to support learning and the instructional process 	<p>Core Competencies:</p> <ul style="list-style-type: none"> • Have knowledge of and adhere to the distinctions in the roles and responsibilities of teachers/ providers, paraprofessionals, administrators, families, and other team members • Carry out responsibilities in a manner consistent with all pertinent laws, regulations, policies and procedures 	<p>Core Competencies:</p> <ul style="list-style-type: none"> • Use proactive management strategies to engage learners • Support the supervising teachers’ behavior management plan(s) 	<p>Core Competencies:</p> <ul style="list-style-type: none"> • Serve as a member of an instructional team when required • Use effective communication skills (written, verbal, nonverbal)

6.11.PRC.1 Paraprofessional Portfolio Guidelines

Paraprofessional Focus-Student Project

Directions:

- The supervisor and the TA will determine a timeline for the focus-student project, which will last at least one term up to one year.
 - The TA should complete the following sections for the Portfolio. The TA may use this template and fill in information directly under each topic.
 - The TA should also reference and/or include data in the form of student work, test scores, and/or other classroom data for topics #2 and #4.
1. **DESCRIPTION OF FOCUS STUDENT:** Demographics, interests, demeanor, and why the TA chose this student for your focus student. (Note: an ideal focus student will have consistent attendance and will meet with the TA regularly.)
 2. **DATA ON THE STUDENT AT THE BEGINNING OF THE PROJECT:** DIBELS scores, specific data on phonics skills mastered vs. needed, discussion of areas of concern within DIBELS, reading level, special education testing (if applicable), classroom data, etc. The TA may work with the focus student's primary teacher to gather relevant data.
 3. **SPECIFIC STRATEGIES TRIED:** During the designated time period, the TA should keep track of strategies he/she implements with the student during intervention times. Both successful and unsuccessful strategies should be noted. The TA should keep track of both formal strategies (ex: Early steps, repeated reading, digital interventions, etc.) and informal strategies (games, motivators, incentives, etc.).
 4. **DATA ON THE STUDENT AT THE END OF THE PROJECT:** When the determined timeline is over, the TA should present and describe new data that represents the student's abilities after a period of intervention. This data can be compiled in conjunction with the classroom teacher; however, some data should be generated through the student working with the TA.
 5. **REFLECTION:** The TA should reflect on the strategies tried and the student's progress, focusing on what worked and what could be changed for future interventions or similar students. Please note that there are times when for various reasons students do not make desired progress. This is understood and above-typical progress is not a requirement for the portfolio to be a success. Instead, the most important thing is that the TA is able to reflect on whether and why the student did or did not make progress and generate ideas for future interventions.

Document History

Approved: 01/03/2018

Legal References