



## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

### Overview

The portfolio is a framework that can be used to assist paraprofessionals who work in special education and Title I instructional programs. This tool records the evidence of knowledge and skills necessary to meet the legislative requirements relating to preparation and training.

The system of evaluating portfolios is through a set of rubrics, which outlines the Minnesota Core Competencies. The portfolio criteria will determine when a paraprofessional has the understanding of each of the nine competencies and their subparts. This process allows an effective and efficient process for districts to assist the portfolio validation team to ensure that paraprofessionals have the required knowledge and skills.

The following is an example of a rubric that can be used by reviewers for documentation of competency completion. This rubric was developed using Charlotte Danielson's framework of an evaluation system for teachers. This portfolio criterion can be applied to the experienced as well as to the novice paraprofessional. A paraprofessional evaluation allows demonstration in their mastery of the competencies and provides opportunities for paraprofessionals at different stages to be involved in different processes and activities.

The four levels of performance (unsatisfactory, basic, proficient and distinguished) are described for each of the components and provide a useful guide for charting the paraprofessional's professional growth. The novice paraprofessional is setting a base of knowledge for the day-to-day work they do, where the experienced paraprofessional wants to improve their effectiveness as they work with students across all settings. This process enables the paraprofessional to be reflective of their work and makes their job more purposeful, thoughtful and rewarding.

### Acknowledgements

The following individuals are recognized for their outstanding professional work and contributions in developing this rubric for use of reviewing paraprofessional portfolios. Rebecca Christiansen, Leila Horazdovsky, Shaun Steffen, Becky Mullaly, White Bear Lake Area Schools and Sharon Johnson, Minnesota Department of Education and White Bear Lake Area Schools.

The Paraprofessional Portfolio was developed by Bob Braun, Director of Regional Special Needs Project: Southwest/West Central Service Cooperative, and Jean Davis, Low Incidence Facilitator, Region 210 Special Education Projects, in collaboration with Teri Wallace, Institute on Community Integration, University of Minnesota, and Barbara Jo Stahl, Minnesota Department of Education.

### References

Danielson, C. (1996). *Enhancing Professional Practice, A Framework for Teaching*. Association for Supervision and Curriculum Development. Alexandria, Virginia.

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### Competency 1: Philosophical, Historical, and Legal Foundations of Education

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1.1(K)</b> Sensitivity to the beliefs, traditions, and values across cultures and how these impact the relationships between children, families and schooling.	<ul style="list-style-type: none"> <li>• Understand how culture affects the learning environment.</li> <li>• Identify appropriate strategies to learn how individuals and families prefer to be identified.</li> </ul>	<input type="checkbox"/> Is unable to explain how beliefs, traditions and values of students impact the relationship between home, school and community.	<input type="checkbox"/> Can identify descriptors of beliefs, traditions and values across cultures and how culture affects the learning environment and how that knowledge is played out in their everyday role as a paraprofessional.	<input type="checkbox"/> Does not only know the sensitivities of different cultures but has taken extra steps to learn more about the students' beliefs and values in classrooms and shares with other staff members. Can explain specific student culture giving respect to their beliefs, traditions and values.	<input type="checkbox"/> Seeks out additional information about cultures, knowing terminology and serves as a model for other staff members.
<b>1.2(K)</b> Awareness of the human and legal rights and responsibilities of parents and children/youth as they relate to students.	<ul style="list-style-type: none"> <li>• Recognize and understand the laws that protect the rights of individuals with disabilities.</li> <li>• Recognize and understand the various plans that are used when developing services for individuals with disabilities.</li> <li>• Understand the rights and responsibilities of parents or guardians of students with disabilities.</li> <li>• Learn what the paraprofessional role is in the individualized planning process.</li> </ul>	<input type="checkbox"/> Is unable to explain the legal rights and responsibilities and how this affects the everyday job of a paraprofessional.	<input type="checkbox"/> Can identify the laws that protect the rights of individuals, explain the various plans for students with disabilities and how this affects their role as a paraprofessional.	<input type="checkbox"/> Can effectively demonstrate knowledge about the laws protecting the rights of students and parents and how it relates to written plans and to their role as a paraprofessional.	<input type="checkbox"/> Knowing the role of the paraprofessional when attending an IEP/IFSP/etc. meeting and knowing the laws and rights that defend each of the plans.
<b>1.3(K)</b> Understanding of the distinctions between roles and responsibilities of professionals, paraprofessionals and support personnel.	<ul style="list-style-type: none"> <li>• Identify the roles and responsibilities associated with a paraprofessional's position in your setting.</li> <li>• Identify the roles and responsibilities associated with the supervision of a paraprofessional in your setting.</li> <li>• Identify the members of the educational team.</li> </ul>	<input type="checkbox"/> Is unable to identify each member of the learning team's responsibilities and how that affects the day-to-day practice of the paraprofessional.	<input type="checkbox"/> Is able to identify each member of the learning team's responsibilities and how it affects the day-to-day practice of the paraprofessional.	<input type="checkbox"/> Knows and demonstrates through writing that every team member has a role and that the team learns skills from one another that are integrated throughout the students day... thus the paraprofessional continually learns from all service providers, which strengthens the paraprofessional's instructional skills.	<input type="checkbox"/> The paraprofessional provides student information to Team members, through observation, charting, base lining objectives, etc. so service providers can make continual instructional improvements for the student, each remembering their role as it relates to his/her job.
<b>1.4(K)</b> Understanding of the purposes and goals of education and instruction for all students.	<ul style="list-style-type: none"> <li>• Learn what the term "Education for All" means and how that relates to the special education system.</li> <li>• Learn what the term "Least Restrictive Environment" means.</li> <li>• Learn what the purposes and goals of education for all are.</li> </ul>	<input type="checkbox"/> Is unable to explain the term - "Education for All" and "Least Restrictive Environment" and how it relates to the students you work with from day to day.	<input type="checkbox"/> Can identify and explain terms used, and identify the goals of "Education for All" and how it is played out when working with students as a paraprofessional.	<input type="checkbox"/> Knows and understands the importance of goals and of "Education for All" and acknowledges this as a right of the child in a classroom.	<input type="checkbox"/> Knows and understands the interplay of a student's plan and how the goals of education and the "Least Restrictive Environment" comes into focus each day.

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COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>1.5(KS)</b> Knowledge of relevant laws, rules, regulations and local district policies and procedures to ensure paraprofessionals work within the parameters.</p>	<ul style="list-style-type: none"> <li>•Recognize and understand the laws that protect the rights of individuals with disabilities.</li> <li>•Understand and describe what information must be kept confidential when working with individuals with disabilities and their families.</li> <li>•Understand and describe your responsibility regarding recognizing and reporting of abuse and neglect of children and vulnerable adults.</li> <li>•Identify local policies and procedures, which ensure compliance of law.</li> <li>•Integrate knowledge of laws, rules and regulations with daily applied practice with students.</li> <li>•Generalize knowledge of fundamental rights and responsibilities across settings and situations.</li> </ul>	<p><input type="checkbox"/> Is unable to explain various laws and relevant district policies and relate it to the everyday job of the paraprofessional.</p>	<p><input type="checkbox"/> Understands and can explain the importance of the laws and the responsibilities that come with each and using examples from the day-to-day practice of a paraprofessional.</p>	<p><input type="checkbox"/> Knows, understands and can explain the guidelines of the laws and the responsibilities of each of them as it relates to their everyday experiences as paraprofessional and is a model for other team members.</p>	<p><input type="checkbox"/> Very knowledgeable about the laws and responsibilities as a paraprofessional and integrates learning through a scenario or a story. (ie: a scenario on confidentiality, reporting abuse or neglect. Sharing a story of a life experience.)</p>

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

### Competency 2: Characteristics of Students

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>2.1(K)</b> Knowledge of the similarities and differences between cognitive, communicative, physical, social, and emotional needs of students and the factors that influence these different needs.</p> <p><b>2.5(K)</b> Awareness of the potential implications of various student characteristics on learning and achievement.</p>	<ul style="list-style-type: none"> <li>• Develop an awareness of normal intellectual development</li> <li>• Develop an awareness of normal emotional/social development</li> <li>• Be aware of developmental differences that may exist between students you teach.</li> </ul>	<input type="checkbox"/> Has limited awareness of normal intellectual and social/emotional development within the setting in which you work	<input type="checkbox"/> Has awareness of normal intellectual and social/emotional development within the setting in which you work.	<input type="checkbox"/> Does not only know normal intellectual and social/emotional development, but can differentiate between developmental differences within the setting in which you work.	<input type="checkbox"/> Does not only know normal intellectual and social/emotional development, but can differentiate between developmental differences across settings from Preschool to Transition.
<p><b>2.2(K)</b> Awareness of the effects that exceptional conditions have on a student's life, family, school, and community.</p>	<ul style="list-style-type: none"> <li>• Develop a greater awareness of how a disability can influence an individual and his or her family within a school setting.</li> </ul>	<input type="checkbox"/> Has limited awareness of how a disability affects student life; their family, school and community.	<input type="checkbox"/> Can identify exceptional conditions in which a student can be successful.	<input type="checkbox"/> Can effectively communicate exceptional conditions specific to the student(s) with whom you work.	<input type="checkbox"/> Can effectively communicate exceptional conditions, which affects learners of all disabilities.
<p><b>2.3(K)</b> Knowledge of and respect for the diverse backgrounds (cultural, linguistic, environmental) of students and how these characteristics affect the student's life and learning.</p>	<ul style="list-style-type: none"> <li>• Develop a greater understanding of how the cultural background and environment of children influences their particular needs.</li> <li>• Know of some steps you can take to improve the student environment.</li> </ul>	<input type="checkbox"/> Has limited knowledge of cultural backgrounds and how it affects the students' life and learning.	<input type="checkbox"/> Has an understanding of cultural backgrounds and how it affects the students' life and learning.	<input type="checkbox"/> Knows and can demonstrate how to improve the student's environment looking at cultural backgrounds specific to the student(s) with whom you work.	<input type="checkbox"/> Collaboratively identifies how to improve the student's environment looking at cultural backgrounds, which affects learners of all disabilities from Preschool to Transition.
<p><b>2.4(K)</b> Understanding of the effects and side effects of medications commonly prescribed for students.</p>	<ul style="list-style-type: none"> <li>• Understand the importance of medication and specific issues of medication.</li> <li>• Be able to differentiate between some medications and their effects.</li> <li>• Understand how some medications affect students in the classroom.</li> </ul>	<input type="checkbox"/> Is unable to explain how medications can affect student learning.	<input type="checkbox"/> Has an understanding of how medications and their side effects can influence student learning.	<input type="checkbox"/> Has an understanding and can explain how medications and their side effects can influence student learning specific to the student(s) with whom you work.	<input type="checkbox"/> Knows and understands the interplay of medications, making observational notes of side effects and effects of learning, reporting to the case manager/school nurse.

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### Competency 3: Assessment, Diagnosis, and Evaluation

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>3.1(K)</b> Awareness of the tools used by the district for student assessment, diagnosis and evaluation.</p>	<ul style="list-style-type: none"> <li>• Understand the difference between assessment, evaluation and intervention.</li> <li>• Describe the importance of on-going assessment of a child's progress towards educational goals.</li> <li>• Identify reasons why schools are required to provide appropriate service for all students.</li> <li>• Identify special education procedures used for the identification and placement of students with disabilities.</li> <li>• Describe how students' and parents' rights are safeguarded.</li> <li>• Become familiar with different methods of assessment.</li> </ul>	<p><input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional does not understand the process of identifying, assessing and evaluating students.</p>	<p><input type="checkbox"/> Has an awareness of the process used to identify, assess and evaluate students</p>	<p><input type="checkbox"/> Has an understanding of how the student(s) are identified, assessed and evaluated and how this information is used to implement the educational plan</p>	<p><input type="checkbox"/> Is familiar with the tools used for assessing students within specific disability areas or students with academic concerns</p>
<p><b>3.2(KS)</b> Ability to collect and record performance data on students under the direction of a licensed teacher, while respecting student confidentiality and the laws regarding ethical practices of assessment.</p>	<ul style="list-style-type: none"> <li>• Describe the importance of keeping accurate, relevant, on-going data on the progress of each child.</li> <li>• Define behavior in observable, measurable terms.</li> <li>• Understand what is meant by "objective observation."</li> <li>• Be familiar with ways that observations are recorded.</li> <li>• Identify the purposes and problems inherent with using behavior observation as an information source.</li> <li>• Use systematic procedures for observing and recording behavior.</li> </ul>	<p><input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has not taken responsibility to collect and record performance data on students, respecting the laws of confidentiality.</p>	<p><input type="checkbox"/> Has an understanding and is able to collect and record performance data (observations) on students, while respecting the laws of confidentiality.</p>	<p><input type="checkbox"/> Is proficient in obtaining accurate relevant data and has a broad knowledge on ways that observations are recorded and is able to respect the laws of confidentiality.</p>	<p><input type="checkbox"/> Does not only know how to obtain accurate performance data but can develop a system of data collection, under the direction of a licensed teacher.</p>

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### Competency 4: Instructional Content and Practice

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>4.1(K)</b> Ability to utilize learning styles theory in supporting instructional practices.</p> <p><b>4.2(K)</b> Awareness of the challenges and expectations of various learning environments.</p> <p><b>4.3(S)</b> Ability to establish and maintain rapport with students.</p>	<ul style="list-style-type: none"> <li>• Identify various types of learning styles.</li> <li>• Know how to use learning styles for effective instruction.</li> <li>• Gain knowledge on establishing classroom rules and procedures.</li> <li>• Learn how to establish and maintain rapport with students.</li> </ul>	<input type="checkbox"/> Has limited knowledge of learning styles, establishing classroom rules and procedures, establishing and maintaining rapport with students.	<input type="checkbox"/> Can identify learning styles, establish classroom rules and procedures, establishing and maintaining rapport with students.	<input type="checkbox"/> Can effectively communicate and implement best practices in identifying learning styles, establishing classroom rules and procedures and maintaining rapport with students.	<input type="checkbox"/> Can communicate specific knowledge about student(s) learning characteristics, what is needed for a positive learning environment and how to establish a learning relationship across all settings from preschool to Transition.
<p><b>4.4(KS)</b> Ability to draw on knowledge and resources regarding a variety of developmental and age-appropriate instructional methods, techniques and materials when supporting the instruction of the licensed teacher.</p>	<ul style="list-style-type: none"> <li>• Identify components of quality instructional time.</li> <li>• Learn how to establish and maintain classroom schedules.</li> <li>• Identify what an organized lesson looks like.</li> <li>• Gain knowledge of instructional materials and techniques.</li> <li>• Learn about group work.</li> <li>• Know ideas for keeping learners involved.</li> <li>• Learn the importance of monitoring student progress.</li> </ul>	<input type="checkbox"/> Has limited knowledge of the resources available to assist and support the instruction of the licensed teacher.	<input type="checkbox"/> Can identify and explain the developmental and age appropriate resources available when supporting the instruction of the licensed teacher.	<input type="checkbox"/> Knows and is able to demonstrate knowledge of available resources that are developmentally and age appropriate for specific students.	<input type="checkbox"/> Knows and is able to demonstrate knowledge of available resources that are developmentally and age-appropriate for specific students across all settings.
<p><b>4.5(S)</b> Ability to assist in adapting instructional strategies and materials according to the needs of the student, under the direction of a licensed teacher.</p> <p><b>4.6(S)</b> Ability to follow oral and written direction of licensed teachers, seeking clarification as needed.</p>	<ul style="list-style-type: none"> <li>• Identify the circumstances that might require you to deviate from a lesson.</li> <li>• Learn how and why to give complete and specific instructions to activities.</li> <li>• Provide appropriate alternative activities.</li> <li>• Know how to read and follow a lesson plan.</li> </ul>	<input type="checkbox"/> Has limited knowledge of the process of adapting materials according to the needs of the student. Has difficulty following oral and written direction and does not seek clarification from licensed teacher.	<input type="checkbox"/> Is able to understand and demonstrate the adaptation process when looking at the needs of the student and can provide an appropriate alternative activity. Seeks out clarification when needed under the direction of a licensed teacher.	<input type="checkbox"/> Can successfully collaborate with educational team on meeting student's needs in adapting lesson plans specific to the curriculum.	<input type="checkbox"/> Takes leadership role on the educational team in providing anecdotal observations, written or oral, of student needs and making appropriate alterations to the curriculum. The paraprofessional is able to mentor and guide team members.

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### Competency 5: Supporting the Teaching and Learning Environment

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>5.1(KS)</b> Ability to assist and reinforce elements that support a safe, healthy and effective teaching and learning environment.	<ul style="list-style-type: none"> <li>• Identify the factors in the environment that affect teaching and learning.</li> <li>• Examine how a student's learning is affected by a disability.</li> <li>• Recognize the health and safety issues involved in providing service to students with disabilities.</li> <li>• Maintain a healthy and safe learning environment for students.</li> </ul>	<input type="checkbox"/> Has limited awareness of factors affecting the teaching and learning environment and how students disability affects their learning.	<input type="checkbox"/> Under the direction of a licensed teacher, is able to identify: <ul style="list-style-type: none"> <li>* Factors that affect the teaching and learning environment</li> <li>* How the student's learning environment is affected by the disability</li> <li>* Recognize and report conditions which may be potentially unsafe</li> <li>* Examine and Implement ways to improve the student learning environment with minimal direction</li> </ul>		<input type="checkbox"/> Can encourage and problem solve factors of a learning environment and how the disability affects the learning and identify unsafe conditions across all settings.
<b>5.2(K)</b> Awareness of the ways in which technology can assist teaching and learning.	<ul style="list-style-type: none"> <li>• Define assistive technology</li> <li>• Define instructional technology</li> <li>• Identify the differences between instructional and assistive technology</li> <li>• Give examples of instructional and assistive technology</li> <li>• Suggest ways in which technology could be used in current curriculum</li> </ul>	<input type="checkbox"/> Has limited awareness of definition of instructional and assistive technology.	<input type="checkbox"/> Through collaboration with educational team is able to define instructional and assistive technology, identify the differences between the two, give examples of instructional and assistive technology and suggest ways in which technology could be used in current curriculum.	<input type="checkbox"/> Bring observations and concerns to the educational team where assistive technology may be beneficial.	<input type="checkbox"/> Stay current on best practices for instructional and assistive technology and share knowledge with educational team.
<b>5.3(K)</b> Understanding of strategies for assisting with the inclusion of students in various settings.	<ul style="list-style-type: none"> <li>• Learn what is meant by inclusion.</li> <li>• Know the laws and the purposes of inclusion.</li> <li>• Know your districts policies regarding inclusion.</li> <li>• Identify best practices for inclusion.</li> <li>• Identify strategies to facilitate inclusion of students with disabilities.</li> </ul>	<input type="checkbox"/> Has no understanding of inclusion as it relates to students in various educational settings.	<input type="checkbox"/> Knows and identifies: <ul style="list-style-type: none"> <li>* What is meant by inclusion</li> <li>* Laws and purpose</li> <li>* Best practices and strategies to facilitate inclusion of students with disabilities.</li> </ul>	<input type="checkbox"/> Can implement best practices and strategies to facilitate inclusion of students with disabilities.	<input type="checkbox"/> Can serve as a resource and model that encourages collaboration when including students in general education classrooms.
<b>5.4(S)</b> Ability to use strategies that promote the student's independence.	<ul style="list-style-type: none"> <li>• Learn what is meant by inclusion.</li> <li>• Know the laws and the purposes of inclusion.</li> <li>• Know your districts policies regarding inclusion.</li> <li>• Identify best practices for inclusion.</li> <li>• Identify strategies to facilitate inclusion of students with disabilities.</li> </ul>	<input type="checkbox"/> Is unable to use inclusive strategies that promote student independence	<input type="checkbox"/> Knows and implements strategies to promote student independence.		<input type="checkbox"/> Can implement and encourage collaboration of educational team on promoting student independence.

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>5.5(K)</b> Awareness of how paraprofessionals can impact the overall learning environment for students and staff.</p>	<ul style="list-style-type: none"> <li>• Identify the benefits that the paraprofessional directly provides to students and staff.</li> <li>• Identify the benefits that the paraprofessional indirectly provides to students and staff.</li> <li>• Learn about ways in which the paraprofessional impacts the learning environment.</li> </ul>	<p><input type="checkbox"/> Is unable to identify the ways the paraprofessional impact the:</p> <ul style="list-style-type: none"> <li>* Classroom environment</li> <li>* Student</li> <li>* Teacher with whom you work</li> <li>* Educational Team</li> </ul>	<p><input type="checkbox"/> Can identify the ways the paraprofessional impact the:</p> <ul style="list-style-type: none"> <li>* Classroom environment</li> <li>* Student</li> <li>* Teacher with whom you work</li> <li>* Educational Team</li> </ul>	<p><input type="checkbox"/> Is able to mentor and guide team members in identifying the ways paraprofessionals impact the overall learning environment for students and staff.</p>	
<p><b>5.6(S)</b> Ability to prepare and organize materials to support teaching and learning, as directed by a licensed teacher.</p>	<ul style="list-style-type: none"> <li>• Distinguish between teachers' responsibilities and paraprofessionals' responsibilities.</li> <li>• Learn how to prepare for instruction.</li> <li>• Gain knowledge about evaluating instruction.</li> <li>• Demonstrate self-evaluation in relation to instructional practices.</li> </ul>	<p><input type="checkbox"/> Has limited knowledge and understanding of the roles and responsibilities of preparing, implementing and evaluating the instructional plan</p>	<p><input type="checkbox"/> Has knowledge and understanding of the roles and responsibilities of preparing, implementing and evaluating the instructional plan</p>	<p><input type="checkbox"/> Has knowledge and understanding of the roles and responsibilities of preparing, implementing and evaluating the instructional plan, and can monitor and adjust the instructional plan based on student needs.</p>	<p><input type="checkbox"/> Seeks out additional information and resources to provide training and support to others as it relates to the instructional process</p>



## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

### Competency 6: Managing Student Behavior and Social Interaction Skills

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>6.1(K)</b> Understanding of applicable laws, rules and regulations, and procedural safeguards regarding the management of student behaviors.</p>	<ul style="list-style-type: none"> <li>• Learn about the laws, rules/regulations and procedural safeguards regarding behavior management</li> <li>• Learn the three types of behavioral interventions: exempt, conditional and prohibited procedures.</li> <li>• Violence in the schools</li> </ul>	<input type="checkbox"/> Has limited understanding of the applicable laws, rules and regulations and procedural safeguards regarding the management of student behaviors.	<input type="checkbox"/> Has an understanding of and follows the applicable laws, rules and regulations, and procedural safeguards regarding the management of student behaviors.		<input type="checkbox"/> Serves as a model and resource for other team members in following the applicable laws, rules and regulations, and procedural safeguards regarding the management of student behaviors.
<p><b>6.2(K)</b> Understanding of ethical considerations inherent in the management of student behaviors.</p>	<ul style="list-style-type: none"> <li>• Learn about ethical considerations for ethical behavior management</li> <li>• Learn about the ethical treatment of individuals</li> <li>• Learn about the importance of considering ethics</li> </ul>	<input type="checkbox"/> Demonstrates unethical practices as it relates to student's dignity, value, respect, and understanding the behavior by providing a safe and positive environment.	<input type="checkbox"/> Through understanding the behavior, will demonstrate ethical practices as it relates to student's dignity, value and respect, by providing a safe and positive environment.	<input type="checkbox"/> Collaborate with the teacher(s) to provide an ethical classroom environment (student's dignity, value and respect) that ensures a positive learning atmosphere.	
<p><b>6.3(K)</b> Understanding of the district/building behavior management plans for students.</p>	<ul style="list-style-type: none"> <li>• Learn what a school-wide system of support is.</li> <li>• Learn about signs that indicate a school needs a support system.</li> <li>• Learn about several models of support.</li> <li>• Learn about what it takes to implement a school-wide support system.</li> </ul>	<input type="checkbox"/> Shows little or no knowledge in understanding a school-wide system of support in terms of behavior management for students.	<input type="checkbox"/> Has knowledge of a school-wide support system, knows the signs that a school needs support, and identifies support models and how to implement them.	<input type="checkbox"/> Increase the knowledge base of school-wide support systems, by seeking additional resources.	<input type="checkbox"/> Shares knowledge of training and support with educational team on models of a school-wide behavior support system for the school community.
<p><b>6.4(K)</b> Awareness of the primary factors that influence student behavior.</p> <p><b>6.6(S)</b> Ability to collect objective and accurate information on student behavior to be provided to licensed professionals, as appropriate and directed by a licensed teacher.</p>	<ul style="list-style-type: none"> <li>• Learn what behavior is</li> <li>• Learn what goes on before and after a behavior occurs</li> </ul>	<input type="checkbox"/> Fails to understand behaviors, why they occur, and has limited knowledge of how to collect objective and accurate information on student behavior.	<input type="checkbox"/> Has an understanding of what is behavior, why it occurs and can appropriately collect objective and accurate information on student behavior.	<input type="checkbox"/> Continues to learn how to provide positive strategies to change behavior and can appropriately collect objective and accurate information on student behavior.	<input type="checkbox"/> Serves as a resource and role model for others to determine behavior strategies for students and can appropriately collect objective and accurate information on student behavior.

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>6.5(KS)</b> Ability to effectively employ a variety of strategies that reinforce positive behavior.</p>	<ul style="list-style-type: none"> <li>• Learn about teacher and paraprofessional roles in managing behavior.</li> <li>• Learn about behavior management plans.</li> <li>• Learn how to address the behavioral needs of students with disabilities.</li> <li>• Demonstrate how you would implement effective strategies for positive behavior management.</li> </ul>	<input type="checkbox"/> Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior	<input type="checkbox"/> Has an understanding and can demonstrate a variety of strategies that reinforces positive behavior	<input type="checkbox"/> Can demonstrate a variety of strategies that reinforces positive behavior, using a student's behavior management plan.	
<p><b>6.7(K)</b> Awareness of the social skills needed for current and future environments.</p>	<ul style="list-style-type: none"> <li>• Learn what social skills are</li> <li>• Learn why social skills are important</li> <li>• Learn about the different levels of social skills</li> </ul>	<input type="checkbox"/> Unable to identify social skills and why they are important for student's current and future success in the school and community	<input type="checkbox"/> Can identify social skills and why they are important for student's current and future success in the school and community.	<input type="checkbox"/> Can identify social skill level appropriate to the student's setting, in which he/she works.	<input type="checkbox"/> Can identify social skill level appropriate to the student's setting from basic to complex (pre-school to Transition).
<p><b>6.8(KS)</b> Ability to reinforce the development of student social skills by using appropriate strategies to modify the environment.</p>	<ul style="list-style-type: none"> <li>• Learn about peer tutoring</li> <li>• Learn about cooperative learning</li> <li>• Learn about direct instruction.</li> <li>• Learn about other strategies to teach social skills.</li> <li>• Demonstrate ways to assist in the development of social skills</li> </ul>	<input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional minimizes the effectiveness of peer tutoring, cooperative learning and direct instruction for the development of social skills.	<input type="checkbox"/> Under the direction of a licensed teacher, will have the knowledge of peer tutoring, cooperative learning and direct instruction for the development of social skills.	<input type="checkbox"/> Can demonstrate the use and effectiveness of peer tutoring, cooperative learning groups and direct instruction for the development of social skills.	<input type="checkbox"/> Shares knowledge of training and support with the educational team on how to assist in the development of social skills (social stories, social skills group, peer modeling, etc.)

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### Competency 7: Communication and Collaboration Partnerships

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>7.1(KS)</b> Ability to participate as a member of the educational team when requested to attend conferences with families or primary caregivers, with an understanding of some of the concerns of parents.</p> <p><b>7.2(S)</b> Ability to use ethical practices for confidential communication about students.</p>	<ul style="list-style-type: none"> <li>• Understand the typical concerns of parents.</li> <li>• Know the characteristics of family-centered practice.</li> <li>• Identify personal practices that show respect for the family.</li> <li>• Define confidentiality and why it is important to the role of the paraprofessional.</li> <li>• Identify ethical communication practices.</li> <li>• Identify general ethical considerations for working with students with disabilities.</li> <li>• Know how to communicate in a confidential/ethical manner with families.</li> <li>• Identify laws related to confidentiality.</li> </ul>	<input type="checkbox"/> Has limited understanding of the importance of ethical practices of confidentiality as it relates to the student and his/her family.	<input type="checkbox"/> When communicating with parents, the paraprofessional can differentiate whom the communication should come from; the paraprofessional or the teacher, following the laws of confidentiality.	<input type="checkbox"/> Cannot only differentiate communication, but can provide a model to fellow peers on appropriate and effective communication to parents following the laws of confidentiality.	
<p><b>7.3(S)</b> Ability to be sensitive and respectful in communications regarding all children and families – regardless of differences in cultural heritage, lifestyle, values and home environment.</p> <p><b>7.4(K)</b> Awareness of the roles of students, parents, teachers, paraprofessionals and other school and community personnel in planning an individualized program, when relevant.</p>	<ul style="list-style-type: none"> <li>• Identify why working as a team is important to developing an individualized program.</li> <li>• Identify what members of the school community should be included on a planning team.</li> <li>• Identify what teamwork means. Identify what skills are necessary to work as an effective team member.</li> <li>• Learn the importance of developing and maintaining relationships with teachers, other school staff, students and their families and the community.</li> </ul>	<input type="checkbox"/> Fails to understand why working as a team is important to developing an individualized student program	<input type="checkbox"/> Understands and contributes to the student individualized educational program. Can effectively communicate with team members, including parents.	<input type="checkbox"/> Fosters frequent and effective dialogue with team members and models positive team support.	

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>7.5(S)</b> Ability to employ constructive communication strategies and approaches in working with and responding to students, their families and school and community personnel.</p>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the importance of communication in school.</li> <li>• Demonstrate knowledge of effective communication and listening strategies with students and staff</li> <li>• Examine techniques to aid in the communication with students.</li> <li>• Learn basic communication strategies.</li> <li>• Demonstrate knowledge of ways to appropriately deal with conflicts between staff members</li> <li>• Demonstrate the ability to work as a collaborative team with both general and special education teachers.</li> </ul>	<p><input type="checkbox"/> Has limited understanding of the importance of constructive communication strategies with students, families and staff.</p>	<p><input type="checkbox"/> Has an understanding and can demonstrate the importance of constructive communication strategies with students, families and staff.</p> <p><input type="checkbox"/> Can effectively resolve conflict using appropriate communication, following the chain of command in your district</p>	<p><input type="checkbox"/> The paraprofessional is able to mentor team members on effective communication and conflict resolution strategies.</p>	
<p><b>7.6(S)</b> Ability to follow teacher instructions while conferring and collaborating with them around student schedules, instructional goals and performance.</p>	<ul style="list-style-type: none"> <li>• Understand the nature of the working roles of the paraprofessional and the supervisor.</li> <li>• Learn topics that should be discussed with your supervisor to help make your team effective.</li> </ul>	<p><input type="checkbox"/> Unwilling to follow teacher instructions as it relates to schedule, instructional goals and performance.</p>	<p><input type="checkbox"/> Establishes and maintains a good working relationship and is open in discussing topics of student needs effectively with team.</p>	<p><input type="checkbox"/> Fosters frequent and effective dialogue with team members and models positive team support.</p>	
<p><b>7.7(S)</b> Ability to understand and use appropriate educational terminology regarding students, roles and instructional activities.</p>	<ul style="list-style-type: none"> <li>• Learn what a common vocabulary is and why it is important.</li> <li>• Learn what "person first" language is and why it is important.</li> </ul>	<p><input type="checkbox"/> Does not use appropriate educational terminology regarding students, roles and instructional activities and using "person first" language (a Mongoloid student would be a student with Down Syndrome)</p>	<p><input type="checkbox"/> Will use appropriate educational terminology regarding students, roles, and instructional activities and using "person first" language (a Mongoloid student would be a student with Down Syndrome).</p>	<p><input type="checkbox"/> Will serve as a model and resource for other staff members using appropriate educational terminology.</p>	

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

### Competency 8: Professional and Ethical Practices

LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>8.1(KS)</b> Ability to demonstrate a commitment to assisting students in reaching their highest potential, including the modeling of positive behavior.</p>	<ul style="list-style-type: none"> <li>• Gain an understanding of the characteristics of a positive role model.</li> <li>• Learn what the benefits of paraprofessionals in the education system are.</li> <li>• Learn about promoting self-esteem.</li> <li>• Learn what it means to advocate for students.</li> <li>• Understand how to help students in an appropriate manner.</li> </ul>	<input type="checkbox"/> Lacks commitment and is a negative role model in assisting students in reaching their highest potential.	<input type="checkbox"/> Has the ability to demonstrate being a positive role model, promoting self-esteem and being an advocate in their commitment to assist students in reaching their highest potential.	<input type="checkbox"/> Participates in staff development in furthering their training in building a positive role model, promoting self-esteem and advocating for students to reach their highest potential.	<input type="checkbox"/> Provides training and support to peers in both knowledge and skills in being the best possible paraprofessional.
<p><b>8.2(S)</b> Ability to carry out responsibilities in a manner that demonstrates knowledge of, and a positive respect for, the distinctions between the roles and responsibilities of paraprofessionals, professionals and other support personnel.</p> <p><b>8.3(S)</b> Perform duties within the context of written standards and policies of the school, state or agency where they are employed.</p>	<ul style="list-style-type: none"> <li>• Learn about the changing roles of paraprofessionals</li> <li>• Gain knowledge about what professional preparation is needed by paraprofessionals</li> <li>• Learn the ethical standards for paraprofessionals</li> <li>• Learn about confidentiality as it relates to the role of paraprofessionals</li> <li>• Determine the chain of command in the workplace</li> </ul>	<input type="checkbox"/> Has limited knowledge in their roles and responsibility and lacks willingness to work within the policies and standards of the work place	<input type="checkbox"/> Has an understanding of the needs of the work place, roles in the classroom and will practice within the policies and standards of the work place.		<input type="checkbox"/> Encourages staff to maintain high ethical standards in creating a positive working environment.
<p><b>8.4(S)</b> Perform duties in a manner that demonstrates the ability to separate personal issues from one's employment responsibilities.</p>	<ul style="list-style-type: none"> <li>• Learn about establishing professional boundaries in the workplace.</li> <li>• Gain an understanding of stress and how it can affect your professional life.</li> <li>• Gain self-awareness of reacting to stress.</li> <li>• Learn about stress management techniques and how to implement them in your professional life.</li> </ul>	<input type="checkbox"/> Does not demonstrate the ability to separate personal issues from one's employment responsibilities	<input type="checkbox"/> Demonstrates the ability to separate personal issues from one's employment responsibilities	<input type="checkbox"/> Uses effective stress management techniques to create a positive working environment	

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

<p><b>8.5(S)</b> Ability to show respect for the diversity of students.</p>	<ul style="list-style-type: none"> <li>• Determine what your own knowledge is with respect to diverse cultures.</li> <li>• Realize the dynamics of cultural interactions.</li> <li>• Learn about institutionalization of cultural knowledge.</li> <li>• Gain an understanding of and demonstrate how to interact and communicate in culturally sensitive ways.</li> </ul>	<p><input type="checkbox"/> Is unable to respectfully explain how diverse beliefs, traditions and value of students and their families impact the relationship between home, school and community.</p>	<p><input type="checkbox"/> Can identify descriptors of beliefs, traditions and values across cultures and how the majority culture affects the learning environment and how that knowledge is played out in their everyday role as a paraprofessional.</p>	<p><input type="checkbox"/> Understands and respects the sensitivities of different cultures and has taken extra steps to learn more about their student's beliefs and values in classrooms and shares with other staff members.</p>	<p><input type="checkbox"/> Seeks out and uses additional information about cultures, knows cross-cultural terminology and serves as a model and resource for other staff members.</p>
<p><b>8.6(S)</b> Ability to demonstrate proficiency in academic skills (including oral and written communication) while knowing how to self-evaluate one's own knowledge of the content being taught.</p> <p><b>8.7(S)</b> Ability to show a willingness to participate in on-going staff development, self-evaluation, and apply constructive feedback.</p>	<ul style="list-style-type: none"> <li>• Complete the Skills Preference Inventory.</li> <li>• Develop a training plan specific to current job description.</li> <li>• Identify available resources for on-going professional development at the district, state, and national level.</li> <li>• Demonstrate constructive communication skills.</li> </ul>	<p><input type="checkbox"/> 8.6 and 8.7 competency statements provide an opportunity to complete the Skills Preference Inventory, worksheet for developing a training plan and suggestions for ongoing staff development. The outcome of these statements is determined by your school district.</p>			

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

### Competency 9: Academic Instructional Skills in Math, Reading, and Writing

#### LEVEL OF PERFORMANCE

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>Math:</b></p> <p><b>9.1M</b> Ability to support and reinforce the instruction of students in math, following written and oral lesson plans developed by licensed teachers.</p> <p><b>9.2M</b> Ability to utilize effective developmental, age-appropriate and culturally sensitive instructional strategies in math that support the instruction of licensed teachers.</p>	<ul style="list-style-type: none"> <li>• Support and reinforce the teacher in the instruction of students in mathematics.</li> <li>• Utilize effective developmental, age-appropriate and culturally sensitive instructional strategies in math.</li> <li>• Access and effectively use available resources for supporting instruction in math.</li> <li>• Gather and record data regarding student performance in the area of math.</li> </ul>	<input type="checkbox"/> Does not have the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate, and culturally sensitive instructional strategies that support the instruction of licensed teachers and record student data.	<input type="checkbox"/> Has the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers and record student data.	<input type="checkbox"/> Is able to mentor and guide peers in the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers and record student data.	
<p><b>9.3M</b> Ability to access and effectively use available resources (including technology) for supporting teacher instruction in the subject of math.</p>	<ul style="list-style-type: none"> <li>• Basic resources that directly support instruction.</li> <li>• Resources that specifically support your instructional ability.</li> <li>• Sources that will help you find additional instructional resources.</li> </ul>	<input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has not taken responsibility to access and effectively use resources for instruction.	<input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has taken responsibility to access and effectively use resources for instruction.	<input type="checkbox"/> Has the ability to monitor and adjust instructional strategies, to meet student need, under the direction of a licensed teacher.	<input type="checkbox"/> Seeks additional resources and effectively implements instructional strategies under the direction of a licensed teacher.
<p><b>9.4M</b> Ability to support a licensed teacher in the gathering and recording of data regarding student performance in the area of math.</p>	<ul style="list-style-type: none"> <li>• Why is the assessment of student performance important?</li> <li>• What are some examples of procedures used to assess students' academic performance?</li> <li>• What are some of the advantages and disadvantages of the various types of assessment techniques?</li> <li>• What are some questions to ask licensed teachers about how I can best assist in the process of gathering data?</li> </ul>	<input type="checkbox"/> Does not have the ability to gather ongoing data on student performance, under the direction of the licensed teacher.	<input type="checkbox"/> Has the ability to gather ongoing data on student performance, under the direction of the licensed teacher.	<input type="checkbox"/> Has the ability to initiate a variety of data collection models specific to the student(s) with whom he/she works, under the direction of the licensed teacher.	<input type="checkbox"/> Is able to mentor and guide peers by sharing a variety of data collection models, under the direction of the licensed teacher.

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>9.5M</b> Knowledge of terminology related to the instruction of math.		There is no specific unit addressing this as instructional terminology is covered throughout all units within Area 9.			
<b>9.6M</b> Understand how the Minnesota Standards and Testing (including state and local testing) direct the teaching of math in Minnesota.		<input type="checkbox"/> To gain an understanding of Minnesota Standards and Testing for the area of Math go to: <a href="http://education.state.mn.us/html/intro_acad_standards.htm">http://education.state.mn.us/html/intro_acad_standards.htm</a>			
<b>Reading:</b>  <b>9.1R</b> Ability to support and reinforce the instruction of students in reading following written and oral lesson plans developed by licensed teachers.  <b>9.2R</b> Ability to utilize effective developmental, age-appropriate and culturally sensitive instructional strategies in reading that supports the instruction of licensed teachers.	<ul style="list-style-type: none"> <li>• Be able to support and reinforce the teacher in the instruction of students in reading.</li> <li>• Gain an understanding of the components of balanced reading instruction.</li> <li>• Understand the progression of reading skills from kindergarten to grade twelve.</li> <li>• Practice strategies for working with students in the reading classroom.</li> </ul>	<input type="checkbox"/> Does not have the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers.	<input type="checkbox"/> Has the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers.  <input type="checkbox"/> Has an understanding of the components of balanced reading instruction and the progression of reading skills in your setting.	<input type="checkbox"/> Is able to mentor and guide peers in the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers.  <input type="checkbox"/> Has an understanding of the progression of reading skills from kindergarten to grade twelve.	
<b>9.3R</b> Ability to access and effectively use available resources (including technology) for supporting teacher instruction in the subject of reading.	<ul style="list-style-type: none"> <li>• Basic resources that directly support instruction.</li> <li>• Resources that specifically support your instructional ability.</li> <li>• Sources that will help you find additional instructional resources.</li> </ul>	<input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has not taken responsibility to access and effectively use resources for instruction.	<input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has taken responsibility to access and effectively use resources for instruction.	<input type="checkbox"/> Has the ability to monitor and adjust instructional strategies, to meet student need, under the direction of a licensed teacher.	<input type="checkbox"/> Seeks additional resources and effectively implements instructional strategies under the direction of a licensed teacher.



## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>9.4R</b> Ability to support a licensed teacher in the gathering and recording of data regarding student performance in the area of reading.</p>	<ul style="list-style-type: none"> <li>• Why is the assessment of student performance important?</li> <li>• What are some examples of procedures used to assess students' academic performance?</li> <li>• What are some of the advantages and disadvantages of the various types of assessment techniques?</li> <li>• What are some questions to ask licensed teachers about how I can best assist in the process of gathering data?</li> </ul>	<input type="checkbox"/> Does not have the ability to gather ongoing data on student performance, under the direction of the licensed teacher.	<input type="checkbox"/> Has the ability to gather ongoing data on student performance, under the direction of the licensed teacher.	<input type="checkbox"/> Has the ability to initiate a variety of data collection models specific to the student(s) with whom you work, under the direction of the licensed teacher.	<input type="checkbox"/> Is able to mentor and guide peers by sharing a variety of data collection models, under the direction of the licensed teacher.
<p><b>9.5R</b> Knowledge of terminology related to the instruction of reading.</p>		There is no specific unit addressing this as instructional terminology is covered throughout all units within Area 9.			
<p><b>9.6R</b> Understand how the Minnesota Standards and Testing (including state and local testing) direct the teaching of reading in Minnesota.</p>		<input type="checkbox"/> To gain an understanding of Minnesota Standards and Testing for the area of Reading go to: <a href="http://education.state.mn.us/html/intro_acad_standards.htm">http://education.state.mn.us/html/intro_acad_standards.htm</a>			
<p><b>Writing:</b></p> <p><b>9.1W</b> Ability to support and reinforce the instruction of students in writing following written and oral lesson plans developed by licensed teachers.</p> <p><b>9.2W</b> Ability to utilize effective developmental, age-appropriate and culturally sensitive instructional strategies in writing that supports the instruction of licensed teachers.</p>	<ul style="list-style-type: none"> <li>• Gain an understanding of the components of the writing curriculum from kindergarten through grade 12.</li> <li>• Learn the five steps of the writing process and strategies that support students in their formal writing.</li> <li>• Learn the difference between formal and informal styles of writing, with examples and strategies that support each style.</li> <li>• Understand the relationship between early reading and writing experiences and strategies that support emergent writers.</li> <li>• Learn strategies that help students to become more skilled researchers and self-learners.</li> <li>• Learn about the process of editing and revising and practice strategies for helping students edit and revise their work.</li> </ul>	<input type="checkbox"/> Does not have the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers.  Does not have the ability to apply the following components and strategies of writing in the classroom setting: <ul style="list-style-type: none"> <li><input type="checkbox"/> Five step writing process</li> <li><input type="checkbox"/> Formal and informal styles of writing</li> <li><input type="checkbox"/> Early reading and writing experiences</li> <li><input type="checkbox"/> Researching skills and independent study skills</li> <li><input type="checkbox"/> Process of editing and revising</li> </ul>	<input type="checkbox"/> Has the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers.  Has the ability to apply the following components and strategies of writing in the classroom setting: <ul style="list-style-type: none"> <li><input type="checkbox"/> Five step writing process</li> <li><input type="checkbox"/> Formal and informal styles of writing</li> <li><input type="checkbox"/> Early reading and writing experiences</li> <li><input type="checkbox"/> Researching skills and independent study skills</li> <li><input type="checkbox"/> Process of editing and revising</li> </ul>	<input type="checkbox"/> Is able to mentor and guide peers in the ability to support and reinforce the instruction of students, following written and oral lesson plans, using developmental, age-appropriate and culturally sensitive instructional strategies that support the instruction of licensed teachers.	

## Minnesota's Rubric for the Evaluation of Paraprofessional Portfolios

<p><b>9.3W</b> Ability to access and effectively use available resources (including technology) for supporting teacher instruction in the subject of writing.</p>	<ul style="list-style-type: none"> <li>• Basic resources that directly support instruction.</li> <li>• Resources that specifically support your instructional ability.</li> <li>• Sources that will help you find additional instructional resources.</li> </ul>	<p><input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has not taken responsibility to access and effectively use resources for instruction.</p>	<p><input type="checkbox"/> Under the direction of a licensed teacher, the paraprofessional has taken responsibility to access and effectively use resources for instruction.</p>	<p><input type="checkbox"/> Has the ability to monitor and adjust instructional strategies, to meet student need, under the direction of a licensed teacher.</p>	<p><input type="checkbox"/> Seeks additional resources and effectively implements instructional strategies under the direction of a licensed teacher.</p>
<p><b>9.4W</b> Ability to support a licensed teacher in the gathering and recording of data regarding student performance in the area of writing.</p>	<ul style="list-style-type: none"> <li>• Why is the assessment of student performance important?</li> <li>• What are some examples of procedures used to assess students' academic performance?</li> <li>• What are some of the advantages and disadvantages of the various types of assessment techniques?</li> <li>• What are some questions to ask licensed teacher about how I can best assist in the process of gathering data?</li> </ul>	<p><input type="checkbox"/> Does not have the ability to gather ongoing data on student performance, under the direction of the licensed teacher.</p>	<p><input type="checkbox"/> Has the ability to gather ongoing data on student performance, under the direction of the licensed teacher.</p>	<p><input type="checkbox"/> Has the ability to initiate a variety of data collection models specific to the student(s) with whom you work, under the direction of the licensed teacher.</p>	<p><input type="checkbox"/> Is able to mentor and guide peers by sharing a variety of data collection models, under the direction of the licensed teacher.</p>
<p><b>9.5W</b> Knowledge of terminology related to the instruction of writing.</p>		<p>There is no specific unit addressing this as instructional terminology is covered throughout all units within Area 9.</p>			