



Assessment Checklist for Paraprofessionals



Preschool-Grade 12

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2007

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A s s e s s m e n t C h e c k l i s t

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Acknowledgements

In May 2004, the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students Birth to 21* developed by the State Advisory Committee (SAC) on Special Education and CT's Comprehensive System of Personnel Development (CSPD) Council was published by the State Education Resource Center (SERC). This document surfaced many questions regarding *how* to train and support paraprofessionals in light of budget crunches and the paucity of relevant materials. Kjell Fenn, Consultant at SERC and Trainer of paraprofessionals throughout Connecticut, initiated the development of a self-assessment checklist based on the Guidelines which were revised in 2007. Marianne Kirner, SERC, Peg Hayden, Rhode Island Department of Education, Iris White, American Federation of Teachers, Rosemary Tralli, and Perri Murdica, Connecticut State Department of Education, provided consultation as the content and language of the checklist were refined. After many revisions, edits, and changes, the Assessment Checklist for Paraprofessionals is complete.

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Introduction to the Assessment Checklist for Paraprofessionals (AC)

Paraprofessionals are an important part of the early intervention and educational workforce. As articulated in the introduction of the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21* (2004), “paraprofessional roles and responsibilities continue to grow and systems must work diligently to ensure high quality personnel and services (page 4)”. This **Assessment Checklist for Paraprofessionals (AC)** is designed to aid teachers, supervisors, and administrators to support and enhance the skills of paraprofessionals through training and ongoing supervision. This assessment is also intended to be used as a guide for paraprofessionals in self-assessment and self-improvement, a collaborative informal assessment between paraprofessional and supervisor, a needs assessment regarding paraprofessionals in a school or district, and/or a guide in the design of professional development for paraprofessionals.

The **Assessment Checklist for Paraprofessionals**, which is based on the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21* (2004), is an informal assessment of the role, function, and responsibilities of the paraprofessional within a school or program. This document was created for instructional paraprofessionals—those who are in classrooms and working with teachers and students. Prior to utilizing the AC, the user should be very familiar with Connecticut’s *Guidelines*. This checklist is not an evaluation or a judgment of the paraprofessional or the performance of the paraprofessional; it is a means of identifying, enhancing, and articulating the roles and responsibilities of the paraprofessional for use by both the paraprofessional and his/her colleagues, particularly the supervisor of the paraprofessional.

Please note:

- The intended use of this instrument is to build capacity within Preschool-Grade 12 schools and/or districts regarding the training and support of paraprofessionals.
- This tool is based on the Connecticut *Guidelines*, which has over 120 line items of skills, knowledge competencies, and responsibilities. The AC has taken those that were deemed the most pertinent to paraprofessionals working in schools, Preschool-Grade 12.
- Birth to Three language and specific items applicable to paraprofessionals working in Birth to Three programs have been omitted (i.e., agency, providers, etc.).
- The competencies and skills addressed in the ParaPro Assessment are included in this checklist.

Terminology and Job Titles Used in the Assessment Checklist

(Based on the Connecticut *Guidelines for Training and Support of Paraprofessionals Working with Students, Birth to 21*, 2004)

Level 1, Level 2, and Level 3 refer to the three different competency levels of paraprofessionals as outlined within the Connecticut *Guidelines*. These Levels are based on education and experience (see page 4).

Paraprofessional is used as a general term to indicate any non-certified school personnel working with students, PreK-12, on a regular basis. For the purposes of the AC, a paraprofessional refers specifically to instructional paraprofessionals—those who work in classrooms and work with teachers and students.

Responsibility refers to the category of responsibilities, knowledge competencies, and skills a paraprofessional must be able to demonstrate. There are six Responsibilities outlined in the Connecticut *Guidelines*.

Schools refers to school districts, whether private, public, charter, or magnet; RESC programs; and community-based early childhood programs.

Student is any youth or adolescent involved in an educational program.

The term *supervisor* refers to a certified professional, typically a teacher, with whom the paraprofessional works on a regular basis. *Topical Area* is any area of focus, such as instruction or classroom management.