

Greetings ~

You have shown interest in ESSA certification! What does that mean? The following is an excerpt from DPI: <https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>

The reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeeds Act (ESSA) of 2015, changed requirements for paraprofessionals, interpreters and/or staff that work directly with students in an educational setting.

As in the past, paraprofessionals working in Title I programs or in Title I schoolwide buildings must hold a high school diploma, and also must demonstrate qualifications by successful completion of one of the following:

- *two years of post-secondary study,*
- *one of the state-selected assessments, or*
- *a portfolio that meets the state's hiring standards requirements.*

ESSA repeatedly states that paraprofessionals (or any staff working directly with students) must receive "high quality" professional development. Professional development should be evidence-based for the purpose of improving instruction and use of data from academic assessments. Professional development opportunities must include the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state academic standards. ESSA goes on to state that professional development must be sustained, intensive, collaborative, jobembedded, data-driven, and classroom-focused.

In order to provide you an overview of information and what the process entails, attached are the following documents:

- ESSA Certification for Paraprofessionals, Interpreters
- ESSA Certification for AASD Students Pursuing a Position as a Paraprofessional and/or Interpreter
- ESSA Portfolio - Contents, Review
- Rubric - ESSA Interview/Portfolio Review - Level of Competency

Please feel free to make an appointment to discuss if you already have certification (transcript review) and/or would like to learn more about the portfolio process.

With kindest regards,

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Homeless/Foster Care Director

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ESSA Certification for Paraprofessionals and Interpreters

*****ALL educational assistants/paraprofessionals, interpreters and student advocates working with students in programs supported by Title I funding must be "highly qualified" and obtain the AASD designation of ESSA Certified. Only those certified will be able to apply or post for any open positions in Title I funded school-wide buildings and/or classes/programs. The certification process is explained below.***

Title I supported positions include:

- All educational assistants, interpreters, paraprofessionals, and student advocates working in a School-wide Title I building (listed below) and providing educational support services.
- Educational assistants, interpreters, paraprofessionals, and student advocates in a targeted assistance program whose positions are funded by Title I
- Educational assistants, interpreters, paraprofessional funded by Title I programming or Title I -3 year old preschool, (currently Johnston/Columbus) or ESFL/PAT

Title I funded educational assistants and interpreters (paraprofessionals) working in the Appleton Area School District will need to complete prior to hire, transfer or school year:

- **Two years of higher education (48 credits), or**
- **Obtained a two-year associate's' degree or higher, or**
- **Meet rigorous standard of quality defined by an individual performance portfolio**

***Note: Transcript review must occur prior to hire or transfer.**

The portfolio must include:

- Evidence of successful completion of a minimum 24 credits/hours/district points of professional/staff development instruction acquired since August 2006. These items will be presented into the portfolio assembled by the candidate.
- This staff development must include a minimum of the following:
 - 3 hours in math instruction
 - 3 hours in literacy instruction
 - 3 hours of early childhood instruction
 - 3 hours in childhood development and/or behavior management
 - 12 additional hours in areas to support instruction which may include: NVCI training, reading, writing, math, early childhood, special education, ELL, classroom management, technology or those approved by the immediate supervisor or Title 1 coordinator.
 - Each course must be either sponsored by the AASD or pre-approved for rigorous content by the AASD and should be documented within *MyLearningPlan*.
 - Within the portfolio, a written reflection must accompany each class, staff/professional development taken with any artifacts as a result of the learning. Candidate should speak to how this learning will benefit his/her work and that of the students. All reflections and evidence of learning should also reference the teaching standards outlined in the rubric.

- ESSA Interview/Portfolio Rubric DPI Rubric completed for the portfolio:
<https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>
 - Paraprofessionals may download the Paraprofessional Portfolio Documentation form (PI-1651) and use it to curate and summarize the evidence and documentation.
- Formal evaluation within the last three years that shows evidence of performance meeting or exceeding standard performance in all areas indicated on the AASD educational assistant/paraprofessional/interpreter evaluation instrument. Formal evaluations include observations by the immediate supervisor.
 - Letter(s) of recommendation from an immediate supervisor for meeting or exceeding Title I paraprofessional standards.
 - Resume including educational and work experience(s)
 - The candidate may include any other information which may support their competency status as a highly trained paraprofessional (e.g. district certification in a particular field, professional development certificate, other letters of educational work experience outside of the AASD, etc.)

Upon completion of the portfolio, a formal interview will be scheduled with the Title I coordinator and/or principal. The portfolio will be reviewed as part of the interview process. Written documentation of the interview will be provided with a rubric for meeting the rigorous standards. Proficient or advanced is required in all areas.

****Beginning June 2016, any “newly certified” ESSA Paraprofessionals and Interpreters will need to complete and show evidence of a minimum of 3 hours professional/staff development annually in any of the areas/categories listed above in order to maintain the highly-qualified status. This can be accomplished through school site offerings, during staff development days, Late Starts and/or any items that are located at *MyLearningPlan*.**

Questions and/or more information can be referred to:

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Human Resources:
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****Schoolwide Title 1 schools: ABS, Badger, Columbus, Edison, Foster, Highlands, Horizons, Jefferson, Johnston, Lincoln, McKinley **Targeted Assistance - Franklin (updated 1/2020**

ESSA Certification for AASD Students Pursuing a Position as a Paraprofessional and/or Interpreter

*****ALL educational assistants/paraprofessionals, interpreters and student advocates working with students in programs supported by Title I funding must be "highly qualified" and obtain the AASD designation of ESSA Certified. Only those certified will be able to apply or post for any open positions in Title I funded school-wide buildings and/or classes/programs. The certification process is explained below.***

Title I supported positions include:

- All educational assistants, interpreters, paraprofessionals, and student advocates working in a School-wide Title I building (listed below) and providing educational support services.
- Educational assistants, interpreters, paraprofessionals, and student advocates in a targeted assistance program whose positions are funded by Title I
- Educational assistants, interpreters, paraprofessional funded by Title I programming or Title I -3 year old preschool, (currently Johnston/Columbus) or ESFL/PAT

Persons pursuing employment in the Appleton Area School District as a Title 1 paraprofessional, interpreter, or student advocate will need to complete prior to hire:

- **Two years of higher education (48 credits), or**
- **Obtained a two-year associates' degree or higher, or**
- **Meet rigorous standard of quality defined by an individual performance portfolio**

***Note: Transcript review must occur prior to hire or transfer.**

The portfolio must include:

- Evidence of successful completion of a minimum 24 credits/hours/classes of instruction. These items will be presented into the portfolio assembled by the candidate.
- These credits/hours/classes must include a minimum of the following:
 - Child Development Course #6880 (B or better to receive FVTC Credit)
 - Early Childhood Foundation AASD Course # 6940 –AASD (B or better to receive FVTC Credit)
 - 3 hours in math instruction (ESSA class provided by AASD)
 - 3 hours in literacy instruction (ESSA class provided by AASD)
 - 12 additional hours in areas to support instruction which may include: NVCI training, reading, writing, math, early childhood, special education, ELL, classroom management, technology or those approved by the instructor and/or Title 1 Coordinator.
 - Each course must be either sponsored by the AASD or pre-approved for rigorous content by the AASD and should be documented within the portfolio with appropriate transcripts, certification or verification.
 - Within the portfolio, a written reflection must accompany each class, staff/professional development taken with any artifacts as a result of the learning. Candidate should speak to how this learning will benefit his/her work and that of

the students. All reflections and evidence of learning should also reference the teaching standards outlined in the rubric.

- ESSA Interview/Portfolio Rubric DPI Rubric completed for the portfolio:
<https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>
- Paraprofessionals may download the Paraprofessional Portfolio Documentation form (PI-1651) and use it to curate and summarize the evidence and documentation.
 - Documentation or evidence of volunteering or work experience in a child related field (e.g. before/after school care, summer programming, tutoring, park/rec, etc.)
 - Letter(s) of recommendation from an immediate supervisor and/or instructor for meeting or exceeding Title I paraprofessional standards listed above
 - Resume including educational and work experience(s)
 - The candidate may include any other information which may support their competency status as a highly trained paraprofessional (e.g. district certification in a particular field, professional development certificate, other letters of educational work experience or volunteerism, etc.)

Upon completion of the portfolio, a formal interview will be scheduled with the Title I coordinator, member of Human Resource Department and/or principal. The portfolio will be reviewed as part of the interview process. Written documentation of the interview will be provided with a rubric for meeting the rigorous standards. Proficient or advanced is required in all areas.

****Beginning June 2016, any “newly certified” or “newly hired” ESSA Paraprofessionals and/or Interpreters will need to complete and show evidence of a minimum of 3 hours professional/staff development annually in any of the areas/categories listed above in order to maintain the highly-qualified status. This can be accomplished through school site offerings, during staff development days, Late Starts and/or any items that are located at *MyLearningPlan*.**

Questions and/or more information can be referred to:

Pamela Franzke

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Homeless/Foster Care Director

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Julie King

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****Schoolwide Title 1 schools: ABS, Badger, Columbus, Edison, Foster, Highlands, Horizons, Jefferson, Johnston, Lincoln, McKinley **Targeted Assistance - Franklin (updated 1/2020)**

What must be completed and included for the portfolio:

Evidence of successful completion of a minimum 24 credits/hours/district points of professional/staff development instruction acquired since August 2006. These items will be presented into the portfolio assembled by the candidate.

This staff development must include a minimum of the following:

- 3 hours in math instruction
- 3 hours in literacy instruction
- 3 hours of early childhood instruction
- 3 hours in childhood development and/or behavior management
- 12 additional hours in areas to support instruction which may include: NVCI training, special education, ELL, classroom management, technology and/or those approved by the immediate supervisor or Title 1 coordinator.

Each course must be either sponsored by the AASD and/or pre-approved for rigorous content by the AASD and should be documented within *MyLearningPlan* (Frontline).

Within the portfolio, a written reflection must accompany each class, staff/professional development taken with any artifacts as a result of the learning. Candidate should speak to how this learning will benefit his/her work and that of the students. All reflections and evidence of learning should also reference the teaching standards outlined in the rubric.

[ESSA Interview/Portfolio Rubric](#)

Other items that must be included in the portfolio:

Resume - each candidate must include a resume that includes biographical information, educational experiences, and work experiences.

Formal evaluation - within the last three years that shows evidence of performance meeting or exceeding standard performance in all areas indicated on the AASD educational assistant/paraprofessional/interpreter evaluation instrument. Formal evaluations include observations by the immediate supervisor.

Letter(s) of recommendation - from an immediate supervisor for meeting or exceeding Title I paraprofessional standards.

Additionally - candidate may include any other information which may support their competency status as a highly trained paraprofessional (e.g. district certification in a particular field, professional development certificate(s), credits/hours of completion, other letters of educational work experience outside of the AASD, etc.)

Upon completion of the portfolio, a formal interview will be scheduled with the Title I coordinator and an AASD designee. Candidate should be able to give a brief overview of his or her portfolio, highlighting one or two supporting evidence for each of the following areas:

Standard I: Support Instructional Strategies in Content Areas

Standard II: Support Positive Learning Environment

Standard III: Demonstrate Effective Communication and Collaborative Relationships

Standard IV: Demonstrate Understanding on How Children and Youth Learn

Standard V: Demonstrate Professional Responsibilities and Growth

The portfolio will be shared and reviewed as part of the interview process. Written documentation of the interview will be provided with the ESSA rubric for meeting the rigorous standards. Proficient or advanced is required in all areas. The DPI rubric must be completed and attached to ensure that all teaching standards were met.

****Beginning June 2016, any “newly certified” ESSA Paraprofessionals and Interpreters will need to complete and show evidence of a minimum of 3 hours professional/staff development annually in any of the areas/categories listed above in order to maintain the highly-qualified status. This can be accomplished through school site offerings, during staff development days, Late Starts and/or any items that are located at *MyLearningPlan (Frontline)*.**

How to organize your portfolio...

Table of Contents:

- 1) Resume, Evaluation(s), Letter(s) of Recommendation**
- 2) Reflection & Evidence of Literacy Instruction**
- 3) Reflection & Evidence of Math Instruction**
- 4) Reflection & Evidence of Early Childhood and/or
Developmentally Appropriate practices/training**
- 5) Reflection & Evidence of Behavior Management learning/training**
- 6) Reflection & Evidence of selected focus**
- 7) Final Reflection, Copy of MLP/Frontline, and the DPI portfolio
standards review**

Reflection Protocol - Each area of the portfolio (i.e. class, training, etc.) must include the following:

Within the portfolio, a written reflection **must accompany each class**, staff/professional development taken with any artifacts as a result of the learning. Candidate should speak to how this learning will benefit his/her work and that of the students.

Written reflection could follow the following outline:

Workshop Reflection for (include the name of class/workshop)

Taken (add date)

Here is what I learned:

(overview of your learning)

Here is how I applied my new learning to better meet the needs of students:

(include specific examples of what you learned and how you will apply this to work with students):

Please include artifacts from your learning at workshops and your work with students in the section for each workshop. Include the standards met by each training:

Standard I: Support Instructional Strategies in Content Areas

Standard II: Support Positive Learning Environment

Standard III: Demonstrate Effective Communication and Collaborative Relationships

Standard IV: Demonstrate Understanding on How Children and Youth Learn

Standard V: Demonstrate Professional Responsibilities and Growth

It may be helpful to write notes about your artifacts so that you are prepared to say how you have used them and can use them with students.

It may be easier to do this soon after your workshop ends while all the new ideas/implementation ideas are fresh in your mind.

ESSA Interview/Portfolio Review - Level of Competency

Standards/ Level of Competency	I. Support Instructional Strategies in Content Areas: Reading/Math & Readiness Knowledge Base (C1.1-C1.9)	II. Support Positive Learning Environment: Response/Evidence within an Instructional Setting (C1.1-C1.9) (C2.1-C2.6)	III. Demonstrate Effective Communication and Collaborative Relationships: Working/Educational Experience (C3.1-C3.10)	IV. Demonstrate Understanding on How Children and Youth Learn: Child Development and Behavior Management - Response/Evidence (C2.1-C2.6) (C4.1-C4.6)	V. Demonstrate Professional Responsibilities and Growth - Resume, Evaluation, Letters of Recommendation (C5.1-C5.7)
Minimal	<p>Difficulty explaining instructional content and expectations</p> <p>Significant gaps in reading, math concept knowledge</p>	<p>Response indicated lack of direct experience or knowledge base</p> <p>Inappropriate response</p> <p>Response indicates that much teacher guidance was/would be necessary to achieve a positive result</p>	<p>No experience</p> <p>Lacks communication skills and/or strategies</p> <p>Experience may be totally unrelated to working in an educational setting</p>	<p>Response indicated lack of direct experience or knowledge base</p> <p>Inappropriate response</p> <p>Response indicates that much teacher guidance was/would be necessary to achieve a positive result</p>	<p>Response/evidence lacks little or no understanding of district policies and procedures</p> <p>Portfolio, evaluation, training, and/or experience incomplete or evidence of unsatisfactory rating</p>
Developing	<p>General idea of content and expectations</p> <p>Response/evidence indicated that a refresher course or additional training to bring skills and/or strategies necessary</p>	<p>Response/evidence was "headed in the right direction"</p> <p>References past experience in a general manner</p> <p>Practice(s) used as effective or advocated by the district</p>	<p>Short term experience</p> <p>Limited communication skills or practices</p> <p>Experience somewhat related to educational setting</p>	<p>Response/evidence was "headed in the right direction"</p> <p>References past experience in a general manner</p> <p>Practice(s) used as examples are not effective or advocated by the district</p>	<p>Response/evidence is limited in understanding of district policies and procedures</p> <p>Portion of the portfolio, evaluation, training, and/or experience indicates a need for improvement or developing rating</p>

<p>Proficient</p>	<p>Knowledge, content and expectations and examples relate to developmentally appropriate practice, skills and strategies</p> <p>Evidence in all standards</p>	<p>Response includes: Two to three clearly articulated details or shared evidence</p> <p>Response/evidence reflects sound practice, skill set</p> <p>Response may indicate trainings, professional development and learning applied appropriately</p>	<p>Experience clearly and directly related to practices and support in an educational setting</p> <p>Consistently utilizes communication skills and/or practices</p> <p>Evidence of working daily within an instructional setting</p>	<p>Response/evidence relates to training and/or experience with PBIS, Pyramid Model, NVCi, or other supported frameworks of the district</p> <p>Gives two to three clearly articulated details</p> <p>Developmentally appropriate response and understanding (language, abilities, culture)</p> <p>Response/evidence reflects sound practice</p>	<p>Response/evidence meets understanding of district policies and procedures and/or completed mandatory trainings</p> <p>Portfolio, training, and/or experience indicate meets or exceeds standards</p>
<p>Advanced</p>	<p>Evidence of learning, training, professional development beyond the standards and/or requirements</p> <p>Many examples and much elaboration of content, expectations and developmentally appropriate practice</p>	<p>Response/evidence expands beyond with details/elaboration, giving additional possibilities for action</p> <p>Indicates a variety of strategies that supports differentiated instruction and learning</p>	<p>Response/evidence indicates: Significant quantity and quality of math, reading and/or behavioral support experience</p> <p>May have experience in tutoring or within wrap around care (before/after school programming)</p>	<p>Response/evidence relates to multiple experiences</p> <p>Elaborates related to outcomes, goals; relevant situation using many details</p> <p>Expands upon with other possibilities, skills, strategies, or best practice</p> <p>Indicates a variety of options that can be used to tailor instruction</p>	<p>Response/evidence exceeds the understanding of district policies, procedures and/or completed trainings beyond the mandatory district expectation</p> <p>Portfolio, trainings, professional development, and/or work experience(s) indicate exceeds standards</p>

Note: All ratings must be in the Proficient or Advanced for ESSA certification.

Paraprofessional/Staff: _____ Signature: _____ Date: _____

Evaluator(s): _____ Signature(s): _____ Date: _____