ED 447 083   SP 039 558

AUTHOR   Anselmo, Doris
TITLE   Rhode Island Teacher's Assistant Professional Development
                Plan. A Report to the General Assembly.
INSTITUTION   Rhode Island State Dept. of Elementary and Secondary
                Education, Providence.
PUB DATE   2000-03-01
NOTE   112p.
PUB TYPE   Reports - Descriptive (141)
EDRS PRICE   MF01/PC05 Plus Postage.
DESCRIPTORS   Elementary Secondary Education; Financial Support;
                *Inservice Education; *Paraprofessional School Personnel;
                *Professional Development; *Professional Training; School
                Districts; State Standards; Teacher Evaluation
IDENTIFIERS   *Rhode Island

ABSTRACT

                The Rhode Island Teacher Assistant Professional Development
Plan emphasizes developing school district capacity to provide appropriate
training to teacher assistants. The Department recognizes that the most
effective professional development is linked to the needs of the individual
in light of the needs of students they support. The plan's primary focus is
on training that can be provided at the district and school level but
supported by the Department through building capacity by training of
trainers, providing appropriate resources for use in training and
facilitating networking of those who are engaged in these issues. The
Department has modified the guidance regarding the use of Article 31 School
Based Professional Development Funds to specifically include teacher
assistant training and continues to support the statewide training provided
by the Rhode Island Association of Teacher Assistants. Five appendixes, which
comprise the bulk of the document, are: Standards for Teacher Assistants in
Rhode Island: A Report of the Teacher Assistants Program Standards Committee,
a Committee Convened by the Rhode Island Department of Education; RI
Department of Education guidelines related to teacher assistants:
professional development, instructional teams, supervision, and performance
evaluation; teacher assistant training; 1999-2000 activities; and school
based professional development fund guidance. (SM)

SP

RHODE ISLAND TEACHER'S ASSISTANT PROFESSIONAL DEVELOPMENT PLAN

A REPORT TO THE GENERAL ASSEMBLY MARCH 1, 2000

Prepared by: Doris Anselmo
Interim Director
Office of Teacher Preparation,
Certification and Professional
Development
Rhode Island Department
of Elementary and Secondary
Education

Abstract

The Rhode Island Teacher Assistant Professional Development Plan focuses on developing school district capacity to provide appropriate training to the teacher assistants in their employ. The Department recognizes that the most effective professional development for all members of the educational community is linked to the needs of the individual in light of the needs of the students whom they support. Therefore, the plan's primary focus is on training that can be provided at the district and school level but supported by the Department through building capacity by "training of trainers," providing appropriate resources to be used in training and facilitating networking of those who are engaged in these issues. In addition, the Department has modified the guidance regarding the use of Article 31 School Based Professional Development Funds to specifically include teacher assistant training and continues to support the statewide training provided by the Rhode Island Association of Teacher Assistants.

Background

The Department of Education has targeted support and technical assistance on issues regarding teacher assistants since the passage of RIGL 16-11.2 in 1997. This law required the Department to promulgate program standards for the pre-employment preparation of teacher assistants. A team of stakeholders worked with consultants with nationally recognized expertise in this area to develop a proposal for Board of Regents consideration. After public hearing, the Board promulgated the program standards and the Department instituted procedures to approve Teacher Assistant Training Programs that would provide the required training for teacher assistants that were employed in the public schools after January 1, 1999.

The 1998-1999 focus of the work regarding teacher assistants was on the development of guidance for job specific training for teacher assistants who work with students who have English as a new language and who have speech language pathology issues. Two work groups were convened to develop the job specific training standards for teacher assistants who work with these students. A third group was convened to develop guidance in the area of supervision of teacher assistants. Guidance about training and practices that promote effective instructional teams was developed.

Teacher Assistant Professional Development Plan

Pursuant to the passage of SO728, the Department continued its work in enhancing training opportunities for teacher assistants by providing for building local capacity to meet training needs as well as supporting direct service to teacher assistants.

- ## Building Capacity

    In August, 1999 the Department convened school district administrators to "roll out" the job specific training guidance and the guidance that had been developed regarding supervision/effective instructional teams in an effort to raise awareness of the training needs of teacher assistants.

    In October districts were invited to send teams to a two-day training with a nationally recognized consultant to be trained in the use of strategies and activities to support the development of effective instructional teams. Participants were given workbooks and diskettes to take back to their districts to implement the activities that were showcased. As a follow-up to this meeting the Department facilitated regional teacher assistant networking meetings and also provided each of the educational collaboratives with a resource library of training materials that districts can borrow to provide appropriate professional development to the teacher assistants in their schools.

    In addition to these activities, the Department has awarded two (2) grants to support the development of training modules that meet the job specific training guidelines that were developed for teacher assistants that work with students for whom English is a new language and students who have speech/language pathology needs. The grantee will disseminate the training modules to all school districts as well as provide a training opportunity for all districts to have a training in the use of the modules.

- **Direct Service**

  The Department has addressed the support for individual teacher assistant professional development by modifying the guidance for the use of the School Based Professional Development Fund. This year the School Based Professional Development Fund specifically identifies the training of teacher assistants as an acceptable use of the fund. In addition to this, the Department will be co-sponsoring a training with the Rhode Island Association of Teacher Assistants to which all teacher assistants are invited on March 11, 2000.

- **Funding**

  All of the activities in which the Department has engaged regarding teacher assistants are funded by federal Special Education funds. State funds have not been appropriated to support these activities.

Appendices

APPENDIX I

STANDARDS FOR TEACHER ASSISTANTS IN RHODE ISLAND:
A REPORT OF THE TEACHER ASSISTANTS PROGRAM STANDARDS COMMITTEE, A COMMITTEE CONVENED BY THE RHODE ISLAND DEPARTMENT OF EDUCATION

Standards for Teacher Assistants in Rhode Island
A Report of the Teacher Assistants Program Standards Committee,
A Committee Convened by the Rhode Island Department of Education

Introduction

Ensuring that ALL Rhode Island children learn and perform at high levels requires that ALL members of the instructional team have comparable high levels of knowledge, skills and supports. *Teacher assistants are integral members of this instructional team.* This recognition prompted the Rhode Island General Assembly to pass legislation in 1997 amending RIGL Section 16-11.2, entitled "Qualifications of Teacher Assistants". This act directed the Rhode Island Department of Elementary and Secondary Education to "coordinate the development of program standards for a training program for teacher assistants" by January 1, 1998. The Department responded by convening a committee of stakeholders representing teacher assistants, teachers, school administrators, higher education and Department staff to draft the standards and accompanying recommendations which follow.

RIGL 16-11.2 defines "teacher assistant" to be "any person employed to provide instructional or other direct services to students (and/or their parents/legal guardians) under the supervision and direction of the classroom teacher and other appropriately certified professional staff." The standards proposed herein apply to teacher assistants who are employed by public schools who work with all children and youth of all ability levels, birth through twenty-one years of age. They are intended to provide a basic framework from which additional and more specific competencies will evolve over time.

In addition to state legislation, other factors reinforce the need for these standards. Nationally, the number of teacher assistants has doubled making teacher assistants the fastest growing career in the field of education (Pickett, 1995). This increase reflects factors such as inclusion of students with diverse needs in regular classrooms. Moreover, recent changes in federal legislation reinforce this national trend. Examples include the Individuals with Disabilities Education Act as amended in 1997, federal bilingual education legislation, and Title I of the Elementary and Secondary Education Act.

The proposed standards identify entry level competencies that teacher assistants should be able to demonstrate as a result of completion of preparation programs approved by the Rhode Island Department of Elementary and Secondary Education. In addition to these competencies, RIGL 16-11.2 stipulates that teacher assistants "be of good character" and "hold a high school diploma or general equivalency diploma or demonstrate literacy skills (including reading, writing, speaking and mathematics) necessary to work with teachers and students". The law requires "any person hired after January 1, 1999" to have completed a training program approved in accordance with these standards.

These state standards do not lessen the responsibilities of local school systems for ensuring that teacher assistants are appropriately prepared to carry out their jobs. In fact, local school systems have the obligation to identify job specific competencies needed for teacher assistant assignments and articulate these in job descriptions. They are to provide teacher assistants with ongoing professional development related to those job specific duties and the local policies and procedures governing those duties. Local school districts must also include teacher assistants in a meaningful way in local school district plans related to the Rhode Island's Comprehensive Education Strategy, including school improvement plans and professional development plans.

The standards and measurable performance indicators which follow are based on a comprehensive review of the literature, standards developed by other states, and consultation with the Director, National Resource Center for Paraprofessionals in Education and Related Services (see bibliography). *They are grounded in the belief that being a teacher assistant is a profession and an important career for people.* These standards underscore the perception of teacher assistants as partners on the instructional team. They recognize ALL staff as valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL children.

Standards and Indicators

1. **Teacher assistants demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.**

    1.1 exhibit an understanding of the differentiated staffing patterns that exist in the learning environment and the distinctions among the roles and responsibilities of professional and paraprofessional personnel.

    1.2 demonstrate an understanding of school policies and procedures.

    1.3 exhibit attributes of reliable attendance, promptness, and dependability.

    1.4 use a cooperative approach.

    1.5 respect confidentiality and other professional ethics.

    1.6 exhibit sensitivity and understanding of individual and cultural differences.

    1.7 provide an appropriate role model for children in areas of dress, language, and behavior.

    1.8 use effective communication skills (spoken, written and non-verbal):

    • to plan with team members

    • to review student needs and concerns

    • to report student performance

    1.9 select and use the appropriate channels for resolving concerns.

    1.10 demonstrate a knowledge of the legal and human rights of children and youth and their families.

2. **Teacher assistants support teachers by participating in instructional opportunities.**

    2.1 use appropriate strategies and techniques developed by teachers and other professional staff to support individual students' needs.

    2.2 use age and developmentally appropriate instructional procedures and reinforcement techniques.

    2.3 assist the teacher in planning, modification, and implementation of curriculum, instruction, and assessment.

    2.4 gather and maintain data about the performance and behavior of individual students.

    2.5 demonstrate awareness of basic educational technology.

    2.6 demonstrate an understanding of and respect for cultural diversity.

December 17, 1997

3. **Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.**

   3.1 follow discipline guidelines in accordance with school policy and legal requirements.

   3.2 implement positive behavioral supports.

   3.3 maintain and monitor compliance with classroom rules, procedures and behavior standards.

   3.4 serve as an appropriate behavior role model.

   3.5 motivate and assist students in acquiring interpersonal skills, increased self-esteem, and independence.

4. **Teacher assistants exhibit knowledge of health, safety, and emergency procedures of the learning environment.**

   4.1 demonstrate knowledge of universal health care precautions.

   4.2 demonstrate knowledge of lifting techniques.

   4.3 participate in sustaining a clean, healthy, and safe learning environment.

   4.4 recognize indicators of abuse (substance, physical, sexual, emotional) and demonstrate knowledge of Rhode Island reporting laws.

Recommendations

The committee that developed these standards has five major recommendations as follow-up to promulgation of these standards. It recommends that the Rhode Island Department of Elementary and Secondary Education:

1. coordinate public awareness of RIGL 16-11.2, these standards and the implications of both to all stakeholders to support

    a. schools in the development of systems to comply with the provisions of the statute to include teacher assistants in high quality professional development and

    b. the recognition of teacher assistants as essential members of the educational community;

2. establish an advisory committee on standards implementation and further support of the enhancement of the profession of teacher assistants in Rhode Island;

3. develop guidance regarding the supervision and support of teacher assistants;

4. engage in further study of teacher assistants that will include

    a. the development of a "career ladder" program,

    b. minority recruitment strategies, and

    c. options for specialization in identified categories; and

5. ensure accountability of these standards for teacher assistants through School Accountability for Learning and Teaching (SALT).

December 17, 1997

APPENDIX II

**RHODE ISLAND DEPARTMENT OF EDUCATION (RIDE)
GUIDELINES RELATED TO TEACHER ASSISTANTS:
PROFESSIONAL DEVELOPMENT, INSTRUCTIONAL TEAMS,
SUPERVISION AND PERFORMANCE EVALUATION**

RI Department of Education (RIDE) Guidelines
Related to Teacher Assistants: Professional Development,
Instructional Teams, Supervision and Performance Evaluation

Introduction

Background

RIGL Section 16-11.2, entitled "Qualifications of Teacher Assistants" directed the Rhode Island Department of Elementary and Secondary Education to "coordinate the development of program standards for a training program for teacher assistants". The law defines "teacher assistant" to be "any person employed to provide instructional or other direct services to students (and/or their parents/legal guardians) under the supervision and direction of the classroom teacher and other appropriately certified professional staff." The resulting *RI Program Standards for Teacher Assistants* were promulgated by the Board of Regents in May, 1998.   They apply to teacher assistants who are employed by public schools who work with all children and youth of all ability levels, birth through twenty-one years of age. The standards underscore the perception of teacher assistants as partners on the Instructional Team, recognizing ALL staff are valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL children.

The standards identify entry level competencies that teacher assistants should be able to demonstrate as a result of completion of preparation programs approved by the Rhode Island Department of Elementary and Secondary Education. The law requires "any person hired after January 1, 1999" to have completed a training program approved in accordance with state standards.   Given their general nature, standards are intended to provide a basic framework from which additional and more specific competencies will evolve over time.

School districts have the obligation to identify job specific competencies needed for teacher assistant assignments and articulate these in job descriptions. Pursuant to RIGL Section 16-11.2, they are to provide teacher assistants with ongoing professional development related to those job specific duties and the policies and procedures governing those duties, including maintaining records on teacher assistants' completion of training for the work assignment and continuing education and relevant coursework.   School districts must also include teacher assistants in a meaningful way in plans related to Rhode Island's Comprehensive Education Strategy, including school improvement plans and professional development plans.

Intended Guidelines Use and Overview

These guidelines do not add new mandates to school districts but do provide suggestions based on best practice in fulfilling the above responsibilities. They are intended to assist local school districts in the formulation of job descriptions, job orientation, Instructional Teams; job-embedded training and ongoing professional development; supervision; and performance evaluation. Guidelines are organized into two (2) sections addressing three (3) areas:

Section I - RI Program Standards for ALL Teacher Assistants and Guidelines for Teacher Assistants Working with Students with Special Needs

- *Teacher Assistants Working with Students Who have English as a Second Language -* These reflect the role of the teacher assistant working with students who have English as a second language as an integral part of that student's Instructional Team. In this role, the teacher assistant supports and reinforces (but does not replace) instruction of the teacher. While these Guidelines focus on students who have English as a Second Language, the Guidelines are important considerations for ALL children, including students who are and are not English speaking. This is particularly true in RI given the broad spectrum of cultures represented in our schools. In addition, school districts are reminded that they must comply with RI's law related to the Education of Limited English Proficient Students, RIGL Chapter 16-54 and accompanying regulations.

- *Teacher Assistants Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments -* These guidelines are for teacher assistants who work under the supervision of classroom teachers and are **not meant to be guidelines for assistants to Speech/Language Pathologists (that is, for Speech/Language Pathologist Assistants).** Moreover, the role of the teacher assistant working with students who have speech/language impairments as a primary or secondary disability is to work as an integral part of that student's Instructional Team. In this role, the teacher assistant supports and reinforces **(but does not replace)** instruction of the teacher or Speech/Language Pathologist.

Section II - Instructional Teams, Supervision and Performance Evaluation related to Teacher Assistants

- *Instructional Teams, Supervision and Performance Evaluation related to Teacher Assistants -* These issues are addressed in the following way:

  <u>Instructional Team Model</u> - promotes the concept of teacher assistants as partners on the Instructional Team, recognizing that ALL staff are valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL. Guidelines provided here relate to the day-to-day operation of the Instructional Team, including:

  1. Instructional Team composition;
  2. Instructional Team roles and responsibilities;
  3. Instructional Team supports;
  4. roles and responsibilities of team members; and
  5. Instructional Team planning.

  <u>Supervision</u> - defines supervision as providing leadership for the Instructional Team of which the teacher assistant is a part. Typically, a classroom teacher serves in this role.

The Instructional Team leader provides overall direction and coordination of the Instructional Team including "supervisory" responsibilities including:

1. orientation for teacher assistant role on Instructional Team;
2. management of schedule/delegation;
3. on-the-job training;
4. management of the work environment; and
5. encouragement of professional behavior.

Performance Evaluation - recognizes that performance evaluation is a topic for collective bargaining, providing guidelines to support the development of effective systems for performance evaluation related to issues including:

1. standards for evaluation;
2. job description;
3. styles of evaluation; and
4. individual professional development plan.

For more information, contact:

Office of Teacher Preparation, Certification and Professional Development
RI Department of Education
Shepard Building
255 Westminster Street
Providence, RI 02903-3400
Phone: 401-222-4600 x 2252
Fax: 401-222-2048
ITTY: 800-745-5555
Voice: 800-745-6575

Section I - RI Program Standards for ALL Teacher Assistants and Guidelines for Teacher Assistants Working with Students with Special Needs

This section presents the RI Program Standards for Teacher Assistants which have been promulgated by the RI Board of Regents. These include four (4) standards with accompanying indicators of knowledge and skills expected of ALL teacher assistants. Following each of the four (4) sets of standards and indicators are recommended indicators identifying knowledge and skills expected of teacher assistants who work:

- with students who have English as a second language (indicators coded ESL) and

- under the supervision of a classroom teacher with students with speech/language impairments (indicators coded SL)

This section concludes with "Considerations", that is, general recommendations for school districts for establishing programs to ensure that teacher assistants in these two (2) roles have the necessary competencies.

Standard 1. **Teacher assistants demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.**

1.1 exhibit an understanding of the differentiated staffing patterns that exist in the learning environment and the distinctions among the roles and responsibilities of professional and paraprofessional personnel.

1.2 demonstrate an understanding of school policies and procedures.

1.3 exhibit attributes of reliable attendance, promptness, and dependability.

1.4 use a cooperative approach.

1.5 respect confidentiality and other professional ethics.

1.6 exhibit sensitivity and understanding of individual and cultural differences.

1.7 provide an appropriate role model for children in areas of dress, language, and behavior.

1.8 use effective communication skills (spoken, written and non-verbal):

- to plan with team members

- to review student needs and concerns

- to report student performance

1.9   select and use the appropriate channels for resolving concerns.

1.10 demonstrate a knowledge of the legal and human rights of children and youth and their
       families.

*Additional indicators for teacher assistants working with students who have English as a Second
Language.*

*ESL 1.1 able to use a collaborative team approach with the understanding that the teacher is in
       charge of instruction and ongoing assessment of students' progress regardless of the
       Teacher Assistant's cultural or linguistic background.*

*ESL 1.2 demonstrate understanding that confidentiality is required and that discussions are to
       occur only with the teachers, families or others directly involved in that student's
       education.*

*ESL 1.3 exhibit sensitivity and understanding of individual language(s) and cultural differences,
       including differences in social class and the "cultural adjustment" that families go through
       when moving to a new country.*

*ESL 1.4 demonstrate that they have oral English proficiency and competencies in English
       literacy.*

*ESL 1.5 demonstrate that they have basic proficiency in speaking, reading and writing in their
       native language.*

*ESL 1.6 able to use effective communication skills with the family in their native language (or
       most proficient language) and in English.*

*ESL 1.7 able to carry out teacher plans to encourage the participation of families with limited
       English in their student's learning environment and facilitate home-school communication
       (e.g., by conducting home visits, assisting families at school visits, making phone calls at
       times convenient to families).*

*ESL 1.8 know to ask for help when they lack the ability to translate appropriately due to the
       nature of the content to be translated.*

ESL 1.9 if they do home visits, demonstrate good judgment related to safety and role limitations.

*ESL 1.10 demonstrate an awareness of the laws and regulations related to special education
       and working with students who have English as a second language*

*Additional indicators for teacher assistants working under the supervision of a classroom
teacher with students with speech/language impairments.*

SL 1.1 demonstrate a basic knowledge of speech and language development.

SL 1.2 demonstrate a basic knowledge of speech and language disorders.

SL 1.3 able to use a collaborative team approach with the understanding that the teacher is in charge of instruction and ongoing assessment of students' progress regardless of the Teacher Assistant's cultural or linguistic background.

SL 1.4 demonstrate understanding that confidentiality is required and that discussions are to occur only with the teachers, families or others directly involved in that student's education.

SL 1.5 exhibit sensitivity and understanding of individual language(s) and cultural differences, including differences in social class and the "cultural adjustment" that families go through when moving to a new country.

SL 1.6 demonstrate an awareness of the laws and regulations related to special education and working with students who have English as a second language

Standard 2. Teacher assistants support teachers by participating in instructional opportunities.

2.1 use appropriate strategies and techniques developed by teachers and other professional staff to support individual students' needs.

2.2 use age and developmentally appropriate instructional procedures and reinforcement techniques.

2.3 assist the teacher in planning, modification, and implementation of curriculum, instruction, and assessment.

2.4 gather and maintain data about the performance and behavior of individual students.

2.5 demonstrate awareness of basic educational technology.

2.6 demonstrate an understanding of and respect for cultural diversity.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 2.1 able to assist the teacher as a member of the Instructional Team in developing and using culturally and linguistically appropriate strategies and techniques.

ESL 2.2 demonstrate an understanding of culturally different educational systems and methods of child rearing and be able to communicate these differences to school personnel and families.

ESL 2.3 able to assist the teacher in planning, modification and implementation of curriculum instruction and assessment based on the cultural/linguistic and knowledge background of the student.

ESL 2.4 demonstrate the ability to assist teachers with adapting learning materials and equipment to meet the needs of individuals with different ability levels, learning styles, or cultural/linguistic backgrounds.

ESL 2.5 able to provide appropriate native cultural/linguistic support for students with limited English proficiency.

ESL 2.6 able to preview lessons in native language(s) to ensure that students understand instructions and concepts.

ESL 2.7 able to provide students with the opportunity to connect new learnings in English to previous knowledge through instruction in their primary language.

ESL 2.8 able to assist the Instructional Team in making recommendations for referring the child for special services outside of the general education classroom (e.g., gifted and talented, special education, Title I, career/vocational education).

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 2.1 demonstrate awareness of assistive technology (having had opportunity to experience)

SL 2.2 able to assist students with the use of alternative communication systems and communication devices, e.g., FM systems, hearing aids, etc.

Standard 3. Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

3.1 follow discipline guidelines in accordance with school policy and legal requirements.

3.2 implement positive behavioral supports.

3.3 maintain and monitor compliance with classroom rules, procedures and behavior standards.

3.4 serve as an appropriate behavior role model.

3.5 motivate and assist students in acquiring interpersonal skills, increased self-esteem, and independence.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 3.1 demonstrate and convey to the Instructional Team an understanding of the different cultures represented by the student population and assist in promoting a culturally responsive learning environment.

ESL 3.2 able to engage in positive interactions with all students of all cultures in the classroom in order to promote a culturally responsive learning environment.

ESL 3.3 able to assist the teacher in gathering information about similarities and differences in child development and cultural implications specific to the group with which they are working.

ESL 3.4 able to assist the Instructional Team in gathering and applying information about immigration patterns of various cultures and its effects on students' learning and behavior.

ESL 3.5 able to assist students in both English and the native language in understanding and applying collaborative, cooperative and independent strategies in the classroom.

ESL 3.6 able to assist t the Instructional Team in gathering information about customs and practices that may cause routine student behavior to be misinterpreted as a disability or learning problem.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 3.1 demonstrate use of coaching and motivating strategies to encourage communication skills

SL 3.2 demonstrate sensitivity to child's disability and communication style.

SL 3.3 able to model language that is appropriate to the students' level of understanding as prescribed by the teacher or Speech/Language Pathologist.

SL 3.4 able to assist with homework or reinforcement activities given by the Speech/Language Pathologist and under the classroom teacher's guidance.

Standard 4. Teacher assistants exhibit knowledge of health, safety, and emergency procedures of the learning environment.

4.1 demonstrate knowledge of universal health care precautions.

4.2 demonstrate knowledge of lifting techniques.

4.3 participate in sustaining a clean, healthy, and safe learning environment.

4.4 recognize indicators of abuse (substance, physical, sexual, emotional) and demonstrate knowledge of Rhode Island reporting laws.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 4.1 able to assist school personnel in gathering information needed to ascertain whether or not there is or is not cause to report suspicion of abuse.

ESL 4.2 able to assist school personnel (e.g., nurses, social workers and therapists) in communicating with families in their native language to ensure that their children are able to access medical services related to education.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 4.1 follows a plan for positioning for adequate speech production and swallowing as prescribed by appropriately licensed or certified staff.

SL 4.2 able to assist school personnel in gathering information needed to ascertain whether or not there is or is not cause to report suspicion of abuse.

Considerations for Teacher Assistants
Working With Students Who Have English As A Second Language

These present general recommendations for school districts for establishing programs to ensure that teacher assistants in this role have the necessary competencies.

1. Need For Use And Clarification Of Roles Between The Teacher And Teacher Assistants Working With Students Who Have English As A Second Language

The number of students who have English as a Second Language is increasing dramatically in our country; however, the supply of minority teachers to serve these students is not keeping pace with demand (Genzuk et al, 1994; Safarik, 1997). Students benefit greatly from being taught by minority teachers in that such teachers (1) provide instruction and literacy development in the child's native language; (2) serve as positive role models for students and colleagues of all ethnic and cultural backgrounds, enhance students' self-esteem, and provide greater contextual and interactions opportunities for students; and (3) provide learning environments that reinforce the validity and integrity of the student's home culture as an extension of the teacher's knowledge base of that culture. (Genzuk, 1994). To meet the needs of students and address teacher supply and demand problems, schools are increasingly using teacher

assistants (Genzuk et al, 1994; Safarik, 1997). Working as a member of the Instructional Team under the leadership of the teacher, teacher assistants typically assist with instruction, assessment and interpretation of issues associated with translation, and home contacts (Safarik, 1997). Frequently, they are the ONLY member of the Instructional Team that speaks the native language of the students and their families. (Safarik, 1997). Given this factor, schools should take steps to ensure that the roles of teacher and teacher assistants are adequately clarified (Safarik, 1997) so that the teacher assistant who speaks the students' native language does not become the students' "de facto" teacher.

2. *Teacher Assistants Working With Students with Disabilities Who Have English As A Second Language*

When the teacher assistant serves as the primary communicator with the family, the school district should take steps to ensure that procedural safeguards are translated and explained accurately.

3. *Hiring Considerations*

The district should establish a protocol to be used at the time of hiring to determine whether or not the person applying to work as a teacher assistant in this setting has (1) oral English proficiency and competencies in English literacy and (2) is qualified to speak, read and write in their native language.

4. *Professional Development*

Professional development should be available for both the teacher and the teacher assistant in a manner that will promote their working effectively as an Instructional Team. School districts should also provide and/or provide access to professional development that is developed exclusively for teacher assistants who work with students who have English as a second language. On a general basis, this professional development should be grounded in these guidelines and designed in such a way to complement the training program which the district typically uses for ALL teacher assistants to meet the requirements of the Board of Regents RI Program Standards for Teacher Assistants. On an individual basis, professional development should be based part of the individual's professional development plan, provided in a job-embedded format, and linked to the school's improvement plan.

References

Genzuk, M., Lavadenz, M. and Krashen, S. (1994). Para-Educators: A Source for Remedying the Shortage of Teachers for Limited-English-Proficient Students. *The Journal of Educational Issues of Language Minority Students.* 14. Boise, ID: Boise State University.

Safarik, L. (1997). Team Roles in Instructional Settings. In Pickett, A.L. and Gerlach, K. [Eds.], *Supervising paraeducators in school settings: a team approach*, Austin, TX: PRO-ED, Inc.

Considerations for Teacher Assistants Working under the
Supervision of a Classroom Teacher with Students with Speech/Language Impairments

These present general recommendations for school districts for establishing programs to ensure that teacher assistants in this role have the necessary competencies.

1. All teacher assistants should have a basic knowledge of speech and language disorders and development. Depending on assignment, all teacher assistants may need to know the competencies identified in these guidelines.

2. Teacher assistants need both general/awareness knowledge and skills to work with any student and then in-depth knowledge and skills related to specific job assignments and implementation of specific student's IEPs.

3. It may be appropriate to tie particular training/background a condition for hire.

4. The Instructional Team should develop a plan for supervision of teacher assistants who work with students who have speech/language impairments.

5. There is a need for ongoing continuing education for teacher assistants in all roles. Adequate compensation should be provided for participation in professional development.

6. Training for new teacher assistants needs to be available for ALL teacher assistants (including those already employed).

Section II - Instructional Teams, Supervision and
Performance Evaluation related to Teacher Assistants

This Guidelines section covers recommended practice in three (3) areas: Instruction Teams, supervision and performance evaluation. It concludes with "Considerations" which present recommendations to school districts for putting these guidelines in place and for providing professional development and related support for teacher assistants and their supervisors.

Guidelines for the Instructional Team Model

RI Standards for Programs for Teacher Assistants underscore the perception of teacher assistants as partners on the Instructional Team, recognizing that ALL staff are valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL. These guidelines are intended to support school districts in operating effective Instructional Teams. They address the day-to-day operation of the Instructional Team related to following issues:

- Instructional Team Composition

- Instructional Team Roles and Responsibilities

- Instructional Team Supports

- Roles and Responsibilities of Team Members

- Instructional Team Planning

Instructional Team Composition

1. based upon the diverse needs of the students who are being serviced.

2. typically consists of staff members such as the general educator, special educator, teacher assistant, and others who are directly or indirectly involved with an individual student or group of students education.

3. may also include persons such as related services personnel (speech/language pathologists, occupational therapists, physical therapists, etc.), outside service personnel (on-site job manager, job coach, rehabilitation counselor), and families.

Instructional Team Roles and Responsibilities

1. commit to working together to plan the necessary educational structure and implement the strategies "to help students reach rigorous content and performance standards" (Pickett, A.L. and Gerlach, K. (eds.). (1997). *Supervising paraeducators in school settings: a team approach.* Austin, TX: PRO-ED, p. 10.)

2. work toward the common goals that the Instructional Team has generated.

3. focus on collaboration, cooperation, trust, and communication that will lead to quality educational programming and teamwork.

Instructional Team Supports

1. have opportunities for staff development in areas such as team building, communication styles, problem solving, cultural diversity, and honoring choices as well as professional development to meet team members' individual needs and interests

2. have access to various resources to support the team's roles including instructional effectiveness and other responsibilities

Roles and Responsibilities of Team Members

Clear distinctions between the teacher and teacher assistant must be established in order for the Instructional Team to be successful. The general roles and responsibilities should be guided by the district's job description for each position. A two (2) tiered job description is recommended. That is, a core job description is developed first for the position at the district level which reflects state standards. Then, more unique roles and responsibilities should be defined by the Instructional Team (most often led by the teacher) related to the teacher assistant's specific job assignment (e.g., 1:1, preschool, high school). The team should clarify team member roles and responsibilities. This should include consideration of each team member's ideas, preferences and talents. Differences in roles and responsibilities between teachers and teacher assistants are the following:

Teachers:

1. design, implement, and evaluate instruction;

2. collaborate with families around instructions and other concerns;

3. consult with colleagues;

4. plan programs;

5. as applicable, participate in meetings to develop the IEP;

6. carry out classroom administrative tasks; and

7. coordinate teacher assistant work including:

   - set goals and plans;

   - schedule and assign duties within the classroom or team;

   - direct and monitor day-to-day performance;

   - provide feedback; and

   - provide job embedded/on-the-job training.

Teacher Assistants: Under the direction of the teacher,

1. perform informal assessment activities;

2. observe and record information of student performance;

3. assist with instruction;

4. assist with behavior management;

5. provide off-site community based opportunities for students, if appropriate to the job assignment;

6. facilitate the inclusion of students with disabilities into general education;

7. assist students' achievement outside of the classroom, e.g., computer lab, library;

8. have knowledge of and practice standard health care precautions;

9. monitor playgrounds, lunchrooms, etc.;

10. assist with follow-through for related services, e.g., speech/language therapy, occupational therapy, physical therapy; and

11. maintain student and family confidentiality.

Instructional Team Planning

In order for the Instructional Team to be successful, common planning time with team members should be scheduled throughout the week with specific agendas, task assignments, follow-up, and outcomes. Options for finding time for team meetings include:

1. contracting with teacher assistants to add one paid hour per week before or after school to allow for planning time;

2. scheduling of specialized and itinerant staff (art, music, physical education, etc.) at a time when both the teacher and the teacher assistant can collaboratively plan;

3. developing a flexible work schedule (e.g., the assistant comes in one hour late one day a week so he or she can stay one hour after school ends for planning);

4. building in an additional 15 minutes each morning for a daily planning time;

5. using study periods;

6. using substitutes; and

7. releasing the teacher assistant from arrival and dismissal duties to allow for meeting during this time.

Guidelines for Supervision of Teacher Assistants

School districts should have effective strategies for the supervision of teacher assistants using standards-based job descriptions and the Instructional Team model. As used in these Guidelines, the supervisor is defined as the person(s) serving as leader of the Instructional Team of which the teacher assistant is a part. This is the person(s) from whom the teacher assistant takes instructional program direction. In most instances, the supervisor is the teacher, and, thus, the term teacher will be used here. The following provides guidelines for the supervising teacher related to teacher assistants:

- Orientation for Teacher Assistant Role on Instructional Team

- Management of Schedule/Delegation

- On-the-Job Training

- Management of the Work Environment

- Encouragement of Professional Behavior

Orientation for Teacher Assistant Role on Instructional Team

The teacher will:

1. provide an overview of each student's strengths and challenges;

2. introduce staff and review school policies and procedures as well as roles and responsibilities;

3. analyze work styles and skills of the teacher and teacher assistant who will assist in developing a team approach which plays to the strengths and preferences of both to the extent possible; and

4. create position-specific job description based on job description adopted at the school and district level (concept of two [2] tiered job description as discussed under the Instructional Team guidelines).

Management of Schedule/Delegation

The teacher will:

1. identify tasks, urgency, and assist with prioritization;

2. create, monitor, and adjust schedules;

3. provide direction in the organized use of tools, equipment, and materials;

4. develop work plans with the teacher assistant, that may include modifications, adaptations, or learning objectives (e.g., develop a weekly worksheet for the teacher assistant which lists a student's goals and relevant activities, including specific teacher assistant tasks, the frequency and location of these tasks, and how these relate to overall goals of the classroom);

5. match team member for the task, e.g., based on styles/preferences, on student and program needs, on skills/confidence of team member; and

6. direct and monitor tasks, adjusting support as needed.

On-the-job training

The teacher will:

1. identify current skills of the teacher assistant;

2. teach/coach new skills through job embedded training;

3. give feedback on skill development; and

4. communicate opportunities for growth and learning/resources.

Management of the Work Environment

The teacher will:

1. facilitate effective communication and interpersonal relationships;

2. provide opportunities and strategies for problem solving;

3. respect various opinions and ideas;

4. negotiate and attempt to resolve differences; and

5. communicate and maintain a focus/vision/enthusiasm (re: high expectations for all students).

Encouragement of Professional Behavior

The teacher will:

1. maintain and model confidentiality;

2. maintain and model professional behavior and ethics; and

3. encourage collegiality.

Guidelines for Performance Evaluation of Teacher Assistants

School districts should have effective strategies for the performance evaluation of teacher assistants using standards-based job descriptions and the Instructional Team model, including effective supervision. Although closely related, performance evaluation is distinguished from supervision. Performance evaluation is a topic for collective bargaining. It is typically done by a building principal or another school district administrator.

These guidelines address the following issues to support the development of effective systems related to performance evaluation:

- Standards for Evaluation

- Job Description

- Styles of Evaluation

- Individual Professional Development Plan

Standards for Evaluation

1. Link performance evaluation to *RI Program Standards for Teacher Assistants* and to the job description.

2. Include items in the evaluation that focus on team interpersonal/work skills with students and adults.

3. Articulate objectives and expectations for teacher assistant performance to serve as standards for evaluation.

Styles of Evaluation

1. Develop a range of evaluation strategies that relate meaningfully to each of the standards (portfolio, written assessment, observations, etc.).

2. Consider context of the teacher assistant's specific assignment (e.g. 1:1, preschool, high school, general education, resource room, self-contained).

3. Focus on team interpersonal/work skills with students and adults.

4. Conduct regularly scheduled assessment of tasks, skills and knowledge.

5. Provide feedback to be considered in development of the Individual Professional Development Plan including:

   - Areas of commendation

   - Follow-up recommendations

6. Use formats that are components of an effective evaluation system. It is expected that the evaluator will have dialogue with the Teacher Assistant regardless of the type of evaluation format chosen.

   - Self-evaluation - a strategy for personal reflection in which the teacher assistant makes an inventory of personal strengths and weaknesses in order to stimulate professional growth related to the teacher assistant job skills and competencies

   - 360 Degree Feedback - an evaluation format in which the teacher assistant chooses a variety of people (e.g., teachers, teacher assistants, parents, administrators) to provide anonymous feedback related to the teacher assistant job skills and competencies in order to support performance improvement

   - Checklists - a list of items referencing teacher assistant job skills and competencies

   - Paired interviews/surveys - a structured format that utilizes a question/answer strategy to investigate the job skills and competencies related to the role of teacher assistants

   - Conference - a formal dialogue between the teacher assistant and evaluator to discuss evidences collected in a portfolio, review observation data, and/or set professional goals

   - Observation - an opportunity for the evaluator to view the teacher assistant in the direct performance of their responsibilities, culminating in an accumulation of data related to the teacher assistant job skills and competencies

   - Portfolios - a collection of evidences developed by the teacher assistant that integrates their strengths in the context of the current teaching environment and identifies areas of improvement

Individual Professional Development Plan

1. Link to individual strengths, interests and needs.

2. Link to student needs or program needs.

3. Link to goals of School Improvement Plan.

4. Provide activities and timeline.

Considerations

This section presents general recommendations to school districts for putting these guidelines in place and for providing professional development and related support for teacher assistants and their supervisors.

1. Recommended resources on this topic include:

Careers in Special Education and Related Services: Paraeducator. (Summer, 1997). Reston, VA: National Clearinghouse for Professions in Special Education. 1-800-641-7824; e-mail: ncpse@cec.sped.org; URL: http://www.cec.sped.org/ncpse.htm.

Provides a four (4) page summary of issues related to employment of paraeducators in special education and related services including: nature of work; education typically required in states, personal qualities; job outlook and advancement; a practitioner profile; how to prepare for a career; related careers; and resource information.

Dover, W. (1996). *The Personal Planner and Training Guide for the Paraprofessional.* Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633.

This manual addresses teacher assistants working with students who have disabilities or who are gifted. Chapters include: Understanding Inclusion; Working with Students (addressed by areas of disabilities and giftedness); and Working with Adults. It provides useful information, sample forms and references.

Pickett, A.L. and Gerlach, K. (eds.). (1997). *Supervising paraeducators in school settings: a team approach.* Austin, TX: PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78757-6897, 1-512-451-3246, 1-800-897-3202.

This book is not only informative but also provides many activities for professional development and helpful forms for teaming, evaluation, planning, scheduling, etc. Chapters include: Paraeducators in School Settings: Framing the Issues; Team Roles in Instructional Settings; Team Roles in Therapy Services; Management of Paraeducators; Team Building: Communication and Problem Solving; Professional and Ethical Responsibilities of Team Members; Paraeducators in School Settings: Administrative Issues; and Paraeducators in School Settings: The Future.

Pickett, A.L. (1997). *A Training Program to Prepare Teachers to Supervise and Work Effectively with Paraeducator Personnel.* New York: The National Center for Paraprofessionals in Education and Related Services at the Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 25 West 43rd Street, Suite 620, New York, NY 10036, 1-212-642-2948.

This training manual addresses: preparing teachers to be effective supervisors and classroom managers; the Instructional Team; management and supervision; communication and team building; integrating paraeducators into the team; evaluating and coaching; and planning for change. For each topic, background materials, training tips, exercises, handout masters, and transparencies are provided.

Pickett, A.L. (1997). *Improving the Performance of Paraeducators in the Workforce: A TA Manual for Administrators and Staff Developers.* New York: The National Center for Paraprofessionals in Education and Related Services at the Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 25 West 43rd Street, Suite 620, New York, NY 10036, 1-212-642-2948.

This technical assistance manual addresses: integrating paraeducators into service delivery teams; paraeducators in differentiated staffing arrangements; management and supervision of paraeducators; and developing training programs and other infrastructures. It appends information on job descriptions and a model career ladder; ethical and legal responsibilities for paraeducators; evaluation procedures and instruments; paraeducator competencies; core curriculum for paraeducators; frontline management skills required by teachers; and references.

Quick Turn Around (QTA) - A Brief Analysis of a Critical Issues in Special Education (QTA): Paraeducators. (November, 1998). Washington, DC: Project FORUM at NASDSE (National Association of State Directors of Special Education), 1800 Diagonal Road, Suite 320, King Street Station, Alexandria, VA 22314, 1-703-519-3800.

This five (5) page brief provides historical and legislative background on paraeducators in special education, an analysis of federally funded projects including a summary of project activities related to: recruitment of and outreach to paraeducators representing minority and diverse ethnic groups; staff development for paraeducators leading to certification or associate degree; inservice staff development for paraeducators not leading to certification or a degree; and preservice staff development not leading to certification or a degree.

2. Considerations for professional development support for teacher assistants and their supervisors include:

- access Article 31 provides school-based professional development investment funds which are appropriate for use for professional development activities for teacher assistants and the Instructional Team;

- provide tuition reimbursement for professional development activities;

- support teachers and teacher assistants attending training offered by the district, region or state together as an Instructional Team helps strengthen teaming, particularly when they are asked to develop a plan/ideas for applying the training content to their setting;

- schedule visits for Instructional Teams to visit already up and running teams;

- establish mentor teams for beginning teams;

- form a district-wide support group of teacher assistants and/or for Instructional Teams to get together for networking and training;

- participate in professional organizations, an excellent source of training and networking opportunities. One such resource is the RI Association for Teacher Assistants (RIATA), PO Box 241, North Kingstown, RI 02852-0241;

- attend the statewide training session on "Preparing Teachers to Work with Teacher Assistants as an Effective Instructional Team" sponsored by the RI Department of Education in October, 1999. Through this training, representatives of school districts and teacher preparation programs will receive knowledge and a variety of material resources on this topic; and

- access the various programs in the state that provide training for teacher assistants that meet *RI Program Standards for Teacher Assistants.* Over the 1999-2000 school year, statewide training will also be made available related to competencies needed by: (1) Teacher Assistants Working Under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments and (2) Teacher Assistants Who Work with Students Who Have English as a Second Language (ESL).

TITLE 16
EDUCATION
CHAPTER 16-54
Education of Limited English Proficient Students

§ 16-54-1 Declaration of policy.

The Rhode Island Constitution recognizes the diffusion of knowledge as essential to the preservation of the rights and liberties of all the people and places the responsibility on the general assembly to promote public schools and to adopt all means deemed necessary and proper to secure to the people the advantages and opportunities of education. As this responsibility related to limited English proficient students, the state asserts that these students shall be provided with appropriate programs and services which will make their educational opportunities equal to their English dominant peers. Programs or services developed by local schools must, at the very least, provide for the attainment of English language proficiency and academic achievement.

§ 16-54-2 Duty of the school committee.

In any city or town where there is a child who is eligible to attend elementary or secondary schools, and whose English proficiency is limited to such a degree that it impedes his or her academic progress, the school committee of the city or town shall provide those special services and programs which satisfy the needs of the child with limited English proficiency, in such programs and services as approved by the department of elementary and secondary education in accordance with the rules and regulations promulgated by the board of regents for elementary and secondary education.

§ 16-54-3 Regulation of the board of regents for elementary and secondary education.

It shall be the duty of the board of regents for elementary and secondary education to establish and promulgate regulations for the purpose of carrying out the intent of this chapter. These regulations shall include, but not be limited to:

(1) Criteria for identification, assessment, placement, and exiting of eligible students;

(2) Criteria for an appropriate educational program or services;

(3) Criteria for the monitoring and evaluation of educational programs;

(4) Administrative procedures for state reimbursement of approved programs and services;

(5) Definitions of responsibilities of the local school committees and the department of elementary and secondary education;

(6) Criteria for parent involvement;

(7) Time line for phasing in services and programs to assure that the process begins on May 18, 1982, and that all eligible children are served by the beginning of the school year 1985-86.

§ 16-54-4 Reimbursement by the state.

(a) Each school district shall be reimbursed for expenditures for direct services and instructional programs. Reimbursement shall be made when these services and programs have been carried out in accordance with the requirements of state law and the board of regents' regulations relating to programs and services for limited English proficient students.

(b) For fiscal year ending 1986 and each year thereafter, the following formula shall be used to distribute aid for limited English proficient students:

Note: formula provided in statute but not provided here

§ 16-54-5 State advisory council.

A state advisory council shall be establish by the department of elementary and secondary education. The council shall be comprised of twenty-one (21) members, one of whom shall be the chairperson of the house finance committee or his or her designee; one of whom shall be the chairperson of the senate finance committee or his or her designee; all others shall be appointed by the commissioner of elementary and secondary education and be representative of the significant segments of the limited English proficient population of the state or have demonstrated an interest in the education of the limited English proficient population. In appointing members to the state advisory council, the commissioner shall ensure equal access and opportunity for participation to all interested parties. Members of the state advisory council shall serve at the pleasure of the commissioner, serve without compensation, and be residents of the state. The advisory council shall advise the commissioner on all matters pertaining to the education of limited English proficient students.

APPENDIX III

TEACHER ASSISTANT TRAINING

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

July 15, 1999

TO: Superintendents of Schools
        Teacher Assistant Task Force Members
        RIATA
        Special Education Directors
        Collaborative Directors
        Directors, Schools for Children with Disabilities
        Teacher Assistant Training Programs

FROM: Peter McWalters, Commissioner

SUBJECT: Teacher Assistant Training

As you know, since RIGL 16-11.2 was enacted, the Department has been focusing attention to the training of teacher assistants. In May 1998 Rhode Island program standards for the initial training of teacher assistants were promulgated. To build upon these standards, during the 1998-99 school year design groups developed job specific training guidelines for teacher assistants who are employed. Specifically, there are training guidelines for

- teacher assistants who work with students for whom English is a second language (ESL)
                                     and
- teacher assistants who have speech/language pathology needs (SL).

The guidelines for training in these areas is included in attached Guidelines pages 4-9.

Enclosed please find a Request for Proposals for the development and dissemination of modules in each of these job specific areas. These proposals will fund the development of training modules, the dissemination of the modules to districts and the training of district staff in the use of the modules.

Proposals are due on August 31, 1999 by 4:00 P.M.

Should you have any questions regarding this RFP, please contact Doris Anselmo, Office of Teacher Preparation, Certification and Professional Development at (401) 222-4600, ext, 2252.

:sam
enc.

Office of Teacher Preparation, Certification and Professional Development
Telephone (401) 222-4600   Fax (401) 222-2048   ITTY 800 745-5555   Voice 800 745-6575
The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.

RI Department of Education (RIDE) Guidelines
Related to Teacher Assistants: Professional Development, Instructional Teams, Supervision and Performance Evaluation

Introduction

Background

RIGL Section 16-11.2, entitled "Qualifications of Teacher Assistants" directed the Rhode Island Department of Elementary and Secondary Education to "coordinate the development of program standards for a training program for teacher assistants". The law defines "teacher assistant" to be "any person employed to provide instructional or other direct services to students (and/or their parents/legal guardians) under the supervision and direction of the classroom teacher and other appropriately certified professional staff." The resulting *RI Program Standards for Teacher Assistants* were promulgated by the Board of Regents in May, 1998. They apply to teacher assistants who are employed by public schools who work with all children and youth of all ability levels, birth through twenty-one years of age. The standards underscore the perception of teacher assistants as partners on the Instructional Team, recognizing ALL staff are valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL children.

The standards identify entry level competencies that teacher assistants should be able to demonstrate as a result of completion of preparation programs approved by the Rhode Island Department of Elementary and Secondary Education. The law requires "any person hired after January 1, 1999" to have completed a training program approved in accordance with state standards. Given their general nature, standards are intended to provide a basic framework from which additional and more specific competencies will evolve over time.

School districts have the obligation to identify job specific competencies needed for teacher assistant assignments and articulate these in job descriptions. Pursuant to RIGL Section 16-11.2, they are to provide teacher assistants with ongoing professional development related to those job specific duties and the policies and procedures governing those duties, including maintaining records on teacher assistants' completion of training for the work assignment and continuing education and relevant coursework. School districts must also include teacher assistants in a meaningful way in plans related to Rhode Island's Comprehensive Education Strategy, including school improvement plans and professional development plans.

Intended Guidelines Use and Overview

These guidelines do not add new mandates to school districts but do provide suggestions based on best practice in fulfilling the above responsibilities. They are intended to assist local school districts in the formulation of job descriptions, job orientation, Instructional Teams; job-embedded training and ongoing professional development; supervision; and performance evaluation. Guidelines are organized into two (2) sections addressing three (3) areas:

Section I - RI Program Standards for ALL Teacher Assistants and
Guidelines for Teacher Assistants Working with Students with Special Needs

- *Teacher Assistants Working with Students Who have English as a Second Language* - These reflect the role of the teacher assistant working with students who have English as a second language as an integral part of that student's Instructional Team. In this role, the teacher assistant supports and reinforces (but does not replace) instruction of the teacher. While these Guidelines focus on students who have English as a Second Language, the Guidelines are important considerations for ALL children, including students who are and are not English speaking. This is particularly true in RI given the broad spectrum of cultures represented in our schools. In addition, school districts are reminded that they must comply with RI's law related to the Education of Limited English Proficient Students, RIGL Chapter 16-54 and accompanying regulations.

- *Teacher Assistants Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments* - These guidelines are for teacher assistants who work under the supervision of classroom teachers and are **not meant to be guidelines for assistants to Speech/Language Pathologists (that is, for Speech/Language Pathologist Assistants)**. Moreover, the role of the teacher assistant working with students who have speech/language impairments as a primary or secondary disability is to work as an integral part of that student's Instructional Team. In this role, the teacher assistant supports and reinforces **(but does not replace)** instruction of the teacher or Speech/Language Pathologist.

Section II - Instructional Teams, Supervision and
Performance Evaluation related to Teacher Assistants

- *Instructional Teams, Supervision and Performance Evaluation related to Teacher Assistants* - These issues are addressed in the following way:

  Instructional Team Model - promotes the concept of teacher assistants as partners on the Instructional Team, recognizing that ALL staff are valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL. Guidelines provided here relate to the day-to-day operation of the Instructional Team, including:

  1. Instructional Team composition;
  2. Instructional Team roles and responsibilities;
  3. Instructional Team supports;
  4. roles and responsibilities of team members; and
  5. Instructional Team planning.

  Supervision - defines supervision as providing leadership for the Instructional Team of which the teacher assistant is a part. Typically, a classroom teacher serves in this role.

The Instructional Team leader provides overall direction and coordination of the Instructional Team including "supervisory" responsibilities including:

1. orientation for teacher assistant role on Instructional Team;
2. management of schedule/delegation;
3. on-the-job training;
4. management of the work environment; and
5. encouragement of professional behavior.

Performance Evaluation - recognizes that performance evaluation is a topic for collective bargaining, providing guidelines to support the development of effective systems for performance evaluation related to issues including:

1. standards for evaluation;
2. job description;
3. styles of evaluation; and
4. individual professional development plan.

For more information, contact:

Office of Teacher Preparation, Certification and Professional Development
RI Department of Education
Shepard Building
255 Westminster Street
Providence, RI 02903-3400
Phone: 401-222-4600 x 2252
Fax: 401-222-2048
ITTY: 800-745-5555
Voice: 800-745-6575

Section I - RI Program Standards for ALL Teacher Assistants and Guidelines for Teacher Assistants Working with Students with Special Needs

This section presents the RI Program Standards for Teacher Assistants which have been promulgated by the RI Board of Regents. These include four (4) standards with accompanying indicators of knowledge and skills expected of ALL teacher assistants. Following each of the four (4) sets of standards and indicators are recommended indicators identifying knowledge and skills expected of teacher assistants who work:

- with students who have English as a second language (indicators coded ESL) and

- under the supervision of a classroom teacher with students with speech/language impairments (indicators coded SL)

This section concludes with "Considerations" , that is, general recommendations for school districts for establishing programs to ensure that teacher assistants in these two (2) roles have the necessary competencies.

Standard 1. **Teacher assistants demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.**

1.1 exhibit an understanding of the differentiated staffing patterns that exist in the learning environment and the distinctions among the roles and responsibilities of professional and paraprofessional personnel.

1.2 demonstrate an understanding of school policies and procedures.

1.3 exhibit attributes of reliable attendance, promptness, and dependability.

1.4 use a cooperative approach.

1.5 respect confidentiality and other professional ethics.

1.6 exhibit sensitivity and understanding of individual and cultural differences.

1.7 provide an appropriate role model for children in areas of dress, language, and behavior.

1.8 use effective communication skills (spoken, written and non-verbal):

- to plan with team members

- to review student needs and concerns

- to report student performance

1.9   select and use the appropriate channels for resolving concerns.

1.10 demonstrate a knowledge of the legal and human rights of children and youth and their families.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 1.1 *able to use a collaborative team approach with the understanding that the teacher is in charge of instruction and ongoing assessment of students' progress regardless of the Teacher Assistant's cultural or linguistic background.*

ESL 1.2 *demonstrate understanding that confidentiality is required and that discussions are to occur only with the teachers, families or others directly involved in that student's education.*

ESL 1.3 *exhibit sensitivity and understanding of individual language(s) and cultural differences, including differences in social class and the "cultural adjustment" that families go through when moving to a new country.*

ESL 1.4 *demonstrate that they have oral English proficiency and competencies in English literacy.*

ESL 1.5 *demonstrate that they have basic proficiency in speaking, reading and writing in their native language.*

ESL 1.6 *able to use effective communication skills with the family in their native language (or most proficient language) and in English.*

ESL 1.7 *able to carry out teacher plans to encourage the participation of families with limited English in their student's learning environment and facilitate home-school communication (e.g., by conducting home visits, assisting families at school visits, making phone calls at times convenient to families).*

ESL 1.8 *know to ask for help when they lack the ability to translate appropriately due to the nature of the content to be translated.*

ESL 1.9 *if they do home visits, demonstrate good judgment related to safety and role limitations.*

ESL 1.10 *demonstrate an awareness of the laws and regulations related to special education and working with students who have English as a second language*

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 1.1 demonstrate a basic knowledge of speech and language development.

SL 1.2 demonstrate a basic knowledge of speech and language disorders.

SL 1.3 able to use a collaborative team approach with the understanding that the teacher is in charge of instruction and ongoing assessment of students' progress regardless of the Teacher Assistant's cultural or linguistic background.

SL 1.4 demonstrate understanding that confidentiality is required and that discussions are to occur only with the teachers, families or others directly involved in that student's education.

SL 1.5 exhibit sensitivity and understanding of individual language(s) and cultural differences, including differences in social class and the "cultural adjustment" that families go through when moving to a new country.

SL 1.6 demonstrate an awareness of the laws and regulations related to special education and working with students who have English as a second language

Standard 2. **Teacher assistants support teachers by participating in instructional opportunities.**

2.1 use appropriate strategies and techniques developed by teachers and other professional staff to support individual students' needs.

2.2 use age and developmentally appropriate instructional procedures and reinforcement techniques.

2.3 assist the teacher in planning, modification, and implementation of curriculum, instruction, and assessment.

2.4 gather and maintain data about the performance and behavior of individual students.

2.5 demonstrate awareness of basic educational technology.

2.6 demonstrate an understanding of and respect for cultural diversity.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 2.1 able to assist the teacher as a member of the Instructional Team in developing and using culturally and linguistically appropriate strategies and techniques.

ESL 2.2 demonstrate an understanding of culturally different educational systems and methods of child rearing and be able to communicate these differences to school personnel and families.

ESL 2.3 able to assist the teacher in planning, modification and implementation of curriculum instruction and assessment based on the cultural/linguistic and knowledge background of the student.

ESL 2.4 demonstrate the ability to assist teachers with adapting learning materials and equipment to meet the needs of individuals with different ability levels, learning styles, or cultural/linguistic backgrounds.

ESL 2.5 able to provide appropriate native cultural/linguistic support for students with limited English proficiency.

ESL 2.6 able to preview lessons in native language(s) to ensure that students understand instructions and concepts.

ESL 2.7 able to provide students with the opportunity to connect new learnings in English to previous knowledge through instruction in their primary language.

ESL 2.8 able to assist the Instructional Team in making recommendations for referring the child for special services outside of the general education classroom (e.g., gifted and talented, special education, Title I, career/vocational education).

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 2.1 demonstrate awareness of assistive technology (having had opportunity to experience)

SL 2.2 able to assist students with the use of alternative communication systems and communication devices, e.g., FM systems, hearing aids, etc.

Standard 3. Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

3.1 follow discipline guidelines in accordance with school policy and legal requirements.

3.2 implement positive behavioral supports.

3.3 maintain and monitor compliance with classroom rules, procedures and behavior standards.

3.4 serve as an appropriate behavior role model.

3.5   motivate and assist students in acquiring interpersonal skills, increased self-esteem, and independence.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 3.1 demonstrate and convey to the Instructional Team an understanding of the different cultures represented by the student population and assist in promoting a culturally responsive learning environment.

ESL 3.2 able to engage in positive interactions with all students of all cultures in the classroom in order to promote a culturally responsive learning environment.

ESL 3.3 able to assist the teacher in gathering information about similarities and differences in child development and cultural implications specific to the group with which they are working.

ESL 3.4 able to assist the Instructional Team in gathering and applying information about immigration patterns of various cultures and its effects on students' learning and behavior.

ESL 3.5 able to assist students in both English and the native language in understanding and applying collaborative, cooperative and independent strategies in the classroom.

ESL 3.6 able to assist t the Instructional Team in gathering information about customs and practices that may cause routine student behavior to be misinterpreted as a disability or learning problem.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 3.1 demonstrate use of coaching and motivating strategies to encourage communication skills

SL 3.2 demonstrate sensitivity to child's disability and communication style.

SL 3.3 able to model language that is appropriate to the students' level of understanding as prescribed by the teacher or Speech/Language Pathologist.

SL 3.4 able to assist with homework or reinforcement activities given by the Speech/Language Pathologist and under the classroom teacher's guidance.

Standard 4. Teacher assistants exhibit knowledge of health, safety, and emergency procedures of the learning environment.

4.1   demonstrate knowledge of universal health care precautions.

4.2   demonstrate knowledge of lifting techniques.

4.3   participate in sustaining a clean, healthy, and safe learning environment.

4.4   recognize indicators of abuse (substance, physical, sexual, emotional) and demonstrate knowledge of Rhode Island reporting laws.

Additional indicators for teacher assistants working with students who have English as a Second Language.

ESL 4.1 able to assist school personnel in gathering information needed to ascertain whether or not there is or is not cause to report suspicion of abuse.

ESL 4.2 able to assist school personnel (e.g., nurses, social workers and therapists) in communicating with families in their native language to ensure that their children are able to access medical services related to education.

Additional indicators for teacher assistants working under the supervision of a classroom teacher with students with speech/language impairments.

SL 4.1 follows a plan for positioning for adequate speech production and swallowing as prescribed by appropriately licensed or certified staff.

SL 4.2 able to assist school personnel in gathering information needed to ascertain whether or not there is or is not cause to report suspicion of abuse.

Considerations for Teacher Assistants
Working With Students Who Have English As A Second Language

These present general recommendations for school districts for establishing programs to ensure that teacher assistants in this role have the necessary competencies.

1. Need For Use And Clarification Of Roles Between The Teacher And Teacher Assistants Working With Students Who Have English As A Second Language

The number of students who have English as a Second Language is increasing dramatically in our country; however, the supply of minority teachers to serve these students is not keeping pace with demand (Genzuk et al, 1994; Safarik, 1997). Students benefit greatly from being taught by minority teachers in that such teachers (1) provide instruction and literacy development in the child's native language; (2) serve as positive role models for students and colleagues of all ethnic and cultural backgrounds, enhance students' self-esteem, and provide greater contextual and interactions opportunities for students; and (3) provide learning environments that reinforce the validity and integrity of the student's home culture as an extension of the teacher's knowledge base of that culture. (Genzuk, 1994). To meet the needs of students and address teacher supply and demand problems, schools are increasingly using teacher

assistants (Genzuk et al, 1994; Safarik, 1997). Working as a member of the Instructional Team under the leadership of the teacher, teacher assistants typically assist with instruction, assessment and interpretation of issues associated with translation, and home contacts (Safarik, 1997). Frequently, they are the ONLY member of the Instructional Team that speaks the native language of the students and their families. (Safarik, 1997). Given this factor, schools should take steps to ensure that the roles of teacher and teacher assistants are adequately clarified (Safarik, 1997) so that the teacher assistant who speaks the students' native language does not become the students' "de facto" teacher.

2. *Teacher Assistants Working With Students with Disabilities Who Have English As A Second Language*

When the teacher assistant serves as the primary communicator with the family, the school district should take steps to ensure that procedural safeguards are translated and explained accurately.

3. *Hiring Considerations*

The district should establish a protocol to be used at the time of hiring to determine whether or not the person applying to work as a teacher assistant in this setting has (1) oral English proficiency and competencies in English literacy and (2) is qualified to speak, read and write in their native language.

4. *Professional Development*

Professional development should be available for both the teacher and the teacher assistant in a manner that will promote their working effectively as an Instructional Team. School districts should also provide and/or provide access to professional development that is developed exclusively for teacher assistants who work with students who have English as a second language. On a general basis, this professional development should be grounded in these guidelines and designed in such a way to complement the training program which the district typically uses for ALL teacher assistants to meet the requirements of the Board of Regents RI Program Standards for Teacher Assistants. On an individual basis, professional development should be based part of the individual's professional development plan, provided in a job-embedded format, and linked to the school's improvement plan.

References

Genzuk, M., Lavadenz, M. and Krashen, S. (1994). Para-Educators: A Source for Remedying the Shortage of Teachers for Limited-English-Proficient Students. *The Journal of Educational Issues of Language Minority Students*. 14. Boise, ID: Boise State University.

Safarik, L. (1997). Team Roles in Instructional Settings. In Pickett, A.L. and Gerlach, K. [Eds.], *Supervising paraeducators in school settings: a team approach*, Austin, TX: PRO-ED, Inc.

Considerations for Teacher Assistants Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments

These present general recommendations for school districts for establishing programs to ensure that teacher assistants in this role have the necessary competencies.

1. All teacher assistants should have a basic knowledge of speech and language disorders and development. Depending on assignment, all teacher assistants may need to know the competencies identified in these guidelines.

2. Teacher assistants need both general/awareness knowledge and skills to work with any student and then in-depth knowledge and skills related to specific job assignments and implementation of specific student's IEPs.

3. It may be appropriate to tie particular training/background a condition for hire.

4. The Instructional Team should develop a plan for supervision of teacher assistants who work with students who have speech/language impairments.

5. There is a need for ongoing continuing education for teacher assistants in all roles. Adequate compensation should be provided for participation in professional development.

6. Training for new teacher assistants needs to be available for ALL teacher assistants (including those already employed).

Section II - Instructional Teams, Supervision and
Performance Evaluation related to Teacher Assistants

This Guidelines section covers recommended practice in three (3) areas: Instruction Teams, supervision and performance evaluation. It concludes with "Considerations" which present recommendations to school districts for putting these guidelines in place and for providing professional development and related support for teacher assistants and their supervisors.

Guidelines for the Instructional Team Model

RI Standards for Programs for Teacher Assistants underscore the perception of teacher assistants as partners on the Instructional Team, recognizing that ALL staff are valued professional colleagues as Rhode Island strives to ensure high levels of learning and performance for ALL. These guidelines are intended to support school districts in operating effective Instructional Teams. They address the day-to-day operation of the Instructional Team related to following issues:

- Instructional Team Composition

- Instructional Team Roles and Responsibilities

- Instructional Team Supports

- Roles and Responsibilities of Team Members

- Instructional Team Planning

Instructional Team Composition

1. based upon the diverse needs of the students who are being serviced.

2. typically consists of staff members such as the general educator, special educator, teacher assistant, and others who are directly or indirectly involved with an individual student or group of students education.

3. may also include persons such as related services personnel (speech/language pathologists, occupational therapists, physical therapists, etc.), outside service personnel (on-site job manager, job coach, rehabilitation counselor), and families.

Instructional Team Roles and Responsibilities

1. commit to working together to plan the necessary educational structure and implement the strategies "to help students reach rigorous content and performance standards" (Pickett, A.L. and Gerlach, K. (eds.). (1997). *Supervising paraeducators in school settings: a team approach.* Austin, TX: PRO-ED, p. 10.)

2. work toward the common goals that the Instructional Team has generated.

3. focus on collaboration, cooperation, trust, and communication that will lead to quality educational programming and teamwork.

Instructional Team Supports

1. have opportunities for staff development in areas such as team building, communication styles, problem solving, cultural diversity, and honoring choices as well as professional development to meet team members' individual needs and interests

2. have access to various resources to support the team's roles including instructional effectiveness and other responsibilities

Roles and Responsibilities of Team Members

Clear distinctions between the teacher and teacher assistant must be established in order for the Instructional Team to be successful. The general roles and responsibilities should be guided by the district's job description for each position. A two (2) tiered job description is recommended. That is, a core job description is developed first for the position at the district level which reflects state standards. Then, more unique roles and responsibilities should be defined by the Instructional Team (most often led by the teacher) related to the teacher assistant's specific job assignment (e.g., 1:1, preschool, high school). The team should clarify team member roles and responsibilities. This should include consideration of each team member's ideas, preferences and talents. Differences in roles and responsibilities between teachers and teacher assistants are the following:

Teachers:

1. design, implement, and evaluate instruction;

2. collaborate with families around instructions and other concerns;

3. consult with colleagues;

4. plan programs;

5. as applicable, participate in meetings to develop the IEP;

6. carry out classroom administrative tasks; and

7. coordinate teacher assistant work including:

- set goals and plans;

- schedule and assign duties within the classroom or team;

- direct and monitor day-to-day performance;

- provide feedback; and

- provide job embedded/on-the-job training.

Teacher Assistants: Under the direction of the teacher,

1. perform informal assessment activities;

2. observe and record information of student performance;

3. assist with instruction;

4. assist with behavior management;

5. provide off-site community based opportunities for students, if appropriate to the job assignment;

6. facilitate the inclusion of students with disabilities into general education;

7. assist students' achievement outside of the classroom, e.g., computer lab, library;

8. have knowledge of and practice standard health care precautions;

9. monitor playgrounds, lunchrooms, etc.;

10. assist with follow-through for related services, e.g., speech/language therapy, occupational therapy, physical therapy; and

11. maintain student and family confidentiality.

Instructional Team Planning

In order for the Instructional Team to be successful, common planning time with team members should be scheduled throughout the week with specific agendas, task assignments, follow-up, and outcomes. Options for finding time for team meetings include:

1. contracting with teacher assistants to add one paid hour per week before or after school to allow for planning time;

2. scheduling of specialized and itinerant staff (art, music, physical education, etc.) at a time when both the teacher and the teacher assistant can collaboratively plan;

3. developing a flexible work schedule (e.g., the assistant comes in one hour late one day a week so he or she can stay one hour after school ends for planning);

4. building in an additional 15 minutes each morning for a daily planning time;

5. using study periods;

6. using substitutes; and

7. releasing the teacher assistant from arrival and dismissal duties to allow for meeting during this time.

Guidelines for Supervision of Teacher Assistants

School districts should have effective strategies for the supervision of teacher assistants using standards-based job descriptions and the Instructional Team model. As used in these Guidelines, the supervisor is defined as the person(s) serving as leader of the Instructional Team of which the teacher assistant is a part. This is the person(s) from whom the teacher assistant takes instructional program direction. In most instances, the supervisor is the teacher, and, thus, the term teacher will be used here. The following provides guidelines for the supervising teacher related to teacher assistants:

- Orientation for Teacher Assistant Role on Instructional Team

- Management of Schedule/Delegation

- On-the-Job Training

- Management of the Work Environment

- Encouragement of Professional Behavior

Orientation for Teacher Assistant Role on Instructional Team

The teacher will:

1. provide an overview of each student's strengths and challenges;

2. introduce staff and review school policies and procedures as well as roles and responsibilities;

3. analyze work styles and skills of the teacher and teacher assistant who will assist in developing a team approach which plays to the strengths and preferences of both to the extent possible; and

4. create position-specific job description based on job description adopted at the school and district level (concept of two [2] tiered job description as discussed under the Instructional Team guidelines).

Management of Schedule/Delegation

The teacher will:

1. identify tasks, urgency, and assist with prioritization;

2. create, monitor, and adjust schedules;

3. provide direction in the organized use of tools, equipment, and materials;

4. develop work plans with the teacher assistant, that may include modifications, adaptations, or learning objectives (e.g., develop a weekly worksheet for the teacher assistant which lists a student's goals and relevant activities, including specific teacher assistant tasks, the frequency and location of these tasks, and how these relate to overall goals of the classroom);

5. match team member for the task, e.g., based on styles/preferences, on student and program needs, on skills/confidence of team member; and

6. direct and monitor tasks, adjusting support as needed.

On-the-job training

The teacher will:

1. identify current skills of the teacher assistant;

2. teach/coach new skills through job embedded training;

3. give feedback on skill development; and

4. communicate opportunities for growth and learning/resources.

Management of the Work Environment

The teacher will:

1. facilitate effective communication and interpersonal relationships;

2. provide opportunities and strategies for problem solving;

3. respect various opinions and ideas;

4. negotiate and attempt to resolve differences; and

5. communicate and maintain a focus/vision/enthusiasm (re: high expectations for all students).

Encouragement of Professional Behavior

The teacher will:

1. maintain and model confidentiality;

2. maintain and model professional behavior and ethics; and

3. encourage collegiality.

Guidelines for Performance Evaluation of Teacher Assistants

School districts should have effective strategies for the performance evaluation of teacher assistants using standards-based job descriptions and the Instructional Team model, including effective supervision. Although closely related, performance evaluation is distinguished from supervision. Performance evaluation is a topic for collective bargaining. It is typically done by a building principal or another school district administrator.

These guidelines address the following issues to support the development of effective systems related to performance evaluation:

- Standards for Evaluation

- Job Description

- Styles of Evaluation

- Individual Professional Development Plan

Standards for Evaluation

1. Link performance evaluation to *RI Program Standards for Teacher Assistants* and to the job description.

2. Include items in the evaluation that focus on team interpersonal/work skills with students and adults.

3. Articulate objectives and expectations for teacher assistant performance to serve as standards for evaluation.

Styles of Evaluation

1. Develop a range of evaluation strategies that relate meaningfully to each of the standards (portfolio, written assessment, observations, etc.).

2. Consider context of the teacher assistant's specific assignment (e.g. 1:1, preschool, high school, general education, resource room, self-contained).

3. Focus on team interpersonal/work skills with students and adults.

4. Conduct regularly scheduled assessment of tasks, skills and knowledge.

5. Provide feedback to be considered in development of the Individual Professional Development Plan including:

   • Areas of commendation

   • Follow-up recommendations

6. Use formats that are components of an effective evaluation system. It is expected that the evaluator will have dialogue with the Teacher Assistant regardless of the type of evaluation format chosen.

   • <u>Self-evaluation</u> - a strategy for personal reflection in which the teacher assistant makes an inventory of personal strengths and weaknesses in order to stimulate professional growth related to the teacher assistant job skills and competencies

   • <u>360 Degree Feedback</u> - an evaluation format in which the teacher assistant chooses a variety of people (e.g., teachers, teacher assistants, parents, administrators) to provide anonymous feedback related to the teacher assistant job skills and competencies in order to support performance improvement

   • <u>Checklists</u> - a list of items referencing teacher assistant job skills and competencies

   • <u>Paired interviews/surveys</u> - a structured format that utilizes a question/answer strategy to investigate the job skills and competencies related to the role of teacher assistants

   • <u>Conference</u> - a formal dialogue between the teacher assistant and evaluator to discuss evidences collected in a portfolio, review observation data, and/or set professional goals

   • <u>Observation</u> - an opportunity for the evaluator to view the teacher assistant in the direct performance of their responsibilities, culminating in an accumulation of data related to the teacher assistant job skills and competencies

   • <u>Portfolios</u> - a collection of evidences developed by the teacher assistant that integrates their strengths in the context of the current teaching environment and identifies areas of improvement

Individual Professional Development Plan

1. Link to individual strengths, interests and needs.

2. Link to student needs or program needs.

3. Link to goals of School Improvement Plan.

4. Provide activities and timeline.

Considerations

This section presents general recommendations to school districts for putting these guidelines in place and for providing professional development and related support for teacher assistants and their supervisors.

1. Recommended resources on this topic include:

Careers in Special Education and Related Services: Paraeducator. (Summer, 1997). Reston, VA: National Clearinghouse for Professions in Special Education. 1-800-641-7824; e-mail: ncpse@cec.sped.org; URL: http://www.cec.sped.org/ncpse.htm.

Provides a four (4) page summary of issues related to employment of paraeducators in special education and related services including: nature of work; education typically required in states, personal qualities; job outlook and advancement; a practitioner profile; how to prepare for a career; related careers; and resource information.

Dover, W. (1996). *The Personal Planner and Training Guide for the Paraprofessional.* Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633.

This manual addresses teacher assistants working with students who have disabilities or who are gifted. Chapters include: Understanding Inclusion; Working with Students (addressed by areas of disabilities and giftedness); and Working with Adults. It provides useful information, sample forms and references.

Pickett, A.L. and Gerlach, K. (eds.). (1997). *Supervising paraeducators in school settings: a team approach.* Austin, TX: PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78757-6897, 1-512-451-3246, 1-800-897-3202.

This book is not only informative but also provides many activities for professional development and helpful forms for teaming, evaluation, planning, scheduling, etc. Chapters include: Paraeducators in School Settings: Framing the Issues; Team Roles in Instructional Settings; Team Roles in Therapy Services; Management of Paraeducators; Team Building: Communication and Problem Solving; Professional and Ethical Responsibilities of Team Members; Paraeducators in School Settings: Administrative Issues; and Paraeducators in School Settings: The Future.

Pickett, A.L. (1997). *A Training Program to Prepare Teachers to Supervise and Work Effectively with Paraeducator Personnel.* New York: The National Center for Paraprofessionals in Education and Related Services at the Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 25 West 43rd Street, Suite 620, New York, NY 10036, 1-212-642-2948.

This training manual addresses: preparing teachers to be effective supervisors and classroom managers; the Instructional Team; management and supervision; communication and team building; integrating paraeducators into the team; evaluating and coaching; and planning for change. For each topic, background materials, training tips, exercises, handout masters, and transparencies are provided.

Pickett, A.L. (1997). *Improving the Performance of Paraeducators in the Workforce: A TA Manual for Administrators and Staff Developers.* New York: The National Center for Paraprofessionals in Education and Related Services at the Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 25 West 43rd Street, Suite 620, New York, NY 10036, 1-212-642-2948.

This technical assistance manual addresses: integrating paraeducators into service delivery teams; paraeducators in differentiated staffing arrangements; management and supervision of paraeducators; and developing training programs and other infrastructures. It appends information on job descriptions and a model career ladder; ethical and legal responsibilities for paraeducators; evaluation procedures and instruments; paraeducator competencies; core curriculum for paraeducators; frontline management skills required by teachers; and references.

Quick Turn Around (QTA) - A Brief Analysis of a Critical Issues in Special Education (QTA): Paraeducators. (November, 1998). Washington, DC: Project FORUM at NASDSE (National Association of State Directors of Special Education), 1800 Diagonal Road, Suite 320, King Street Station, Alexandria, VA 22314, 1-703-519-3800.

This five (5) page brief provides historical and legislative background on paraeducators in special education, an analysis of federally funded projects including a summary of project activities related to: recruitment of and outreach to paraeducators representing minority and diverse ethnic groups; staff development for paraeducators leading to certification or associate degree; inservice staff development for paraeducators not leading to certification or a degree; and preservice staff development not leading to certification or a degree.

2. Considerations for professional development support for teacher assistants and their supervisors include:

- access Article 31 provides school-based professional development investment funds which are appropriate for use for professional development activities for teacher assistants and the Instructional Team;

- provide tuition reimbursement for professional development activities;

- support teachers and teacher assistants attending training offered by the district, region or state together as an Instructional Team helps strengthen teaming, particularly when they are asked to develop a plan/ideas for applying the training content to their setting;

- schedule visits for Instructional Teams to visit already up and running teams;

- establish mentor teams for beginning teams;

- form a district-wide support group of teacher assistants and/or for Instructional Teams to get together for networking and training;

- participate in professional organizations, an excellent source of training and networking opportunities. One such resource is the RI Association for Teacher Assistants (RIATA), PO Box 241, North Kingstown, RI 02852-0241;

- attend the statewide training session on "Preparing Teachers to Work with Teacher Assistants as an Effective Instructional Team" sponsored by the RI Department of Education in October, 1999. Through this training, representatives of school districts and teacher preparation programs will receive knowledge and a variety of material resources on this topic; and

- access the various programs in the state that provide training for teacher assistants that meet *RI Program Standards for Teacher Assistants.* Over the 1999-2000 school year, statewide training will also be made available related to competencies needed by: (1) Teacher Assistants Working Under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments and (2) Teacher Assistants Who Work with Students Who Have English as a Second Language (ESL).

TITLE 16
EDUCATION
CHAPTER 16-54
Education of Limited English Proficient Students

§ 16-54-1 Declaration of policy.

The Rhode Island Constitution recognizes the diffusion of knowledge as essential to the preservation of the rights and liberties of all the people and places the responsibility on the general assembly to promote public schools and to adopt all means deemed necessary and proper to secure to the people the advantages and opportunities of education. As this responsibility related to limited English proficient students, the state asserts that these students shall be provided with appropriate programs and services which will make their educational opportunities equal to their English dominant peers. Programs or services developed by local schools must, at the very least, provide for the attainment of English language proficiency and academic achievement.

§ 16-54-2 Duty of the school committee.

In any city or town where there is a child who is eligible to attend elementary or secondary schools, and whose English proficiency is limited to such a degree that it impedes his or her academic progress, the school committee of the city or town shall provide those special services and programs which satisfy the needs of the child with limited English proficiency, in such programs and services as approved by the department of elementary and secondary education in accordance with the rules and regulations promulgated by the board of regents for elementary and secondary education.

§ 16-54-3 Regulation of the board of regents for elementary and secondary education.

It shall be the duty of the board of regents for elementary and secondary education to establish and promulgate regulations for the purpose of carrying out the intent of this chapter. These regulations shall include, but not be limited to:

(1) Criteria for identification, assessment, placement, and exiting of eligible students;

(2) Criteria for an appropriate educational program or services;

(3) Criteria for the monitoring and evaluation of educational programs;

(4) Administrative procedures for state reimbursement of approved programs and services;

(5) Definitions of responsibilities of the local school committees and the department of elementary and secondary education;

(6) Criteria for parent involvement;

(7) Time line for phasing in services and programs to assure that the process begins on May 18, 1982, and that all eligible children are served by the beginning of the school year 1985-86.

§ 16-54-4 Reimbursement by the state.

(a) Each school district shall be reimbursed for expenditures for direct services and instructional programs. Reimbursement shall be made when these services and programs have been carried out in accordance with the requirements of state law and the board of regents' regulations relating to programs and services for limited English proficient students.

(b) For fiscal year ending 1986 and each year thereafter, the following formula shall be used to distribute aid for limited English proficient students:

Note: formula provided in statute but not provided here

§ 16-54-5 State advisory council.

A state advisory council shall be establish by the department of elementary and secondary education. The council shall be comprised of twenty-one (21) members, one of whom shall be the chairperson of the house finance committee or his or her designee; one of whom shall be the chairperson of the senate finance committee or his or her designee; all others shall be appointed by the commissioner of elementary and secondary education and be representative of the significant segments of the limited English proficient population of the state or have demonstrated an interest in the education of the limited English proficient population. In appointing members to the state advisory council, the commissioner shall ensure equal access and opportunity for participation to all interested parties. Members of the state advisory council shall serve at the pleasure of the commissioner, serve without compensation, and be residents of the state. The advisory council shall advise the commissioner on all matters pertaining to the education of limited English proficient students.

**RHODE ISLAND DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION**

**TEACHER ASSISTANT TRAINING PROGRAMS
REQUEST FOR PROPOSALS**

Resources are available to support teacher assistant training programs. These programs are to be designed to develop training modules, disseminate the modules to districts and to train "trainers," that is, to train individuals from districts who then will provide training in their districts. The object of this training is to build capacity in each district to train teacher assistants who will work with students who have ESL or speech language pathology needs.

Eligible Participants: Agencies that will train districts

Funds Available: two (2) grants; up to $10,000 each

PROPOSAL

Abstract: A one page summary of the project activities and the expected outcomes must be submitted with each proposal.

Narrative:

I.   Knowledge of Effective Teacher Assistant Program   (20 points)
       -     the experience of the "trainer" in development and
             implementation of teacher assistant programs
       -     the job specific standards for teacher assistants in the
             areas of speech/language impairment or ESL

II.   Training Plan   (30 points)
       -     how will the modules be developed
       -     who the participants will be
       -     how will the modules be disseminated to individuals
             from districts
       -     how district trainer will be solicited when/where training
             will take place

III.   Follow-Up   (30 points)
       -     network support for district trainers

IV.   Personnel   (20 points)
       -     the experience and background of project staff and
             how it will insure the success of the project

V.   Budget   (10 points)
       -     a budget that reflects the proposal's priorities with
             reasonable costs that link to specific activities

RHODE ISLAND DEPARTMENT OF
ELEMENETARY AND SECONDARY EDUCATION
OFFICE OF TEACHER PREPARATION, CERTIFICATION
AND PROFESSIONAL DEVELOPMENT

TEACHER ASSISTANT TRAINING PROGRAM APPLICATION:

☐ Teacher Assistants working with students who have English as a
Second Language

☐ Teacher Assistants working under the supervision of a classroom
teacher with students with speech/language impairments

NAME OF FISCAL AGENT: _____

PROGRAM CONTACT PERSON: _____

MAILING ADDRESS: _____

_____

_____

FEIN #: _____

TELEPHONE: _____ FAX: _____ EMAIL: _____

Please attach a Program Abstract and Narrative that includes:

I.   Knowledge of Effective Teacher Assistant Training
II.   Training Plan
III.   Personnel
IV.   Budget

Proposals must be submitted by August 31, 1999 at 4:00 P.M. to:

Doris Anselmo
RI Department of Education
255 Westminster St.
Providence, RI 02903
Room 410

MENTORING TRAINING PROGRAM

BUDGET SUMMARY

Applicant: _____

Series & Account	Budget
100 Salaries	$
200 Fringe Benefits	$
300 Purchased Services	$
400 Supplies/Materials	$
TOTAL	$

I hereby certify that, I have reviewed the information contained within this proposal and to the best of my knowledge, the information contained within is correct.

_____   _____
Signature of Fiscal Agent's Business Manager   *Date*

MENTORING TRAINING PROGRAM

BUDGET DETAIL: Salary and Fringe Benefits
Series 100 and 200

Applicant:

Position	Salaries (Series 100)	Fringe (Series 200)	Budget Justification
Total Salary & Fringe	$	$	

MENTORING TRAINING PROGRAM

BUDGET DETAIL - PURCHASED SERVICES
Series 300

Applicant:

Item	Budget	Budget Justification
Total Purchased Services	$	

68

69

3

MENTORING TRAINING PROGRAM

BUDGET DETAIL - Supplies/Materials
Series 400

Applicant:

Item	Budget	Budget Justification
Total Purchased Services	$	

70

71

4

APPENDIX IV

1999-2000 ACTIVITIES

1999-2000 Annual Report of RI Department of Education
Personnel Development Activities related to Teacher Assistants

Background:

In 1998, the Board of Regents adopted RI Program Standards for Teacher Assistants related to competencies which teacher assistants must have who are employed by school districts to work with all children and youth of all ability levels, birth through twenty-one years of age. In addition to adherence to these standards, districts are encouraged to identify job specific competencies needed for teacher assistant assignments and articulate these in job descriptions. Teacher assistants must engage in ongoing professional development related to those job specific duties as well as policies and procedures governing those duties, including maintaining records on teacher assistants' completion of training for the work assignment, continuing education and relevant coursework. Budget Article 31 funds can be used to support such efforts. School districts should also include teacher assistants in a meaningful way in plans related to RI's Comprehensive Education Strategy, including school improvement plans and professional development plans.

To help school districts meet these obligations, in 1999, the RI Department of Education adopted state guidelines for:

• Teacher Assistants Working with Students Who have English as a Second Language

• Teacher Assistants Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments

• Instructional Teams, Supervision and Performance Evaluation related to Teacher Assistants

In 1999-2000, the RI Department of Education has continued its commitment to teacher assistants through a variety of personnel development activities to support implementation of state standards and guidelines. These are summarized in this report and include:

1. August 26, 1999 Leadership Breakfast for Superintendents and other School District Leadership and Higher Education Personnel

2. October 27-28, 1999, Statewide Session for School District Teams on Preparing Teachers to Work with Teacher Assistants as an Effective Instructional Team

3. Regional Teacher Assistant Networks

4. RI Department of Education Newsletter on Teacher Assistants

5. Resources Related to Working with Teacher Assistants Made Available to School Districts and Others

6. Support for a March, 2000 Statewide Conference Co-sponsored by the RI Department of Education and the RI Association for Teacher Assistants

7. "Trainer of Trainer" Modules re: Teacher Assistants (a) Working with Students Who have English as a Second Language and (b) Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments

August 26, 1999 Leadership Breakfast for Superintendents and other School District Leadership and Higher Education Personnel

A statewide leadership session on teacher assistants was attended by approximately 100 superintendents, teacher education contacts at Institutions of Higher Education, representatives of the Higher Education Policy Consortium, representatives of the RI Department of Education Teacher Assistant Task Force on Supervision, Education Collaborative Directors and representatives of Approved Teacher Assistant Training Programs. Its purpose was to familiarize attendees with (1) RI Program Standards for Teacher Assistants; (2) RI Department of Education (RIDE) Guidelines re: Teacher Assistants: Professional Development, Instructional Teams, Supervision and Performance Evaluation; and (3) national trends and best practices related to teacher assistants. The session included a review of state standards and guidelines by RI Department of Education staff and a presentation by Anna Lou Pickett, Director, National Resource Center for Paraprofessionals in Education and Related Services.

October 27-28, 1999, Statewide Session for School District Teams on Preparing Teachers to Work with Teacher Assistants as an Effective Instructional Team

As a follow-up to the August Leadership Breakfast, teams from one third of all school districts and teacher preparation representatives attended a two day session conducted by Dr. Nancy French, nationally recognized expert on the topic of teacher assistants working as valued members of instructional teams. The purposes of this session were to give participants:

1. Knowledge of the RI Department of Education standards and guidelines related to teacher assistants.

2. Increased knowledge, skills and resources re: preparing teachers to work with teacher assistants as an effective instructional team.
3. A plan for follow-through within their respective settings.
4. An awareness for regional networks that will be available for follow-up support to this conference.
5. Materials to support school districts and teacher preparation programs in replicating the training model (materials, publications, and handouts and transparency masters on computer disks).

Regional Teacher Assistant Networks

As a follow-up to the October, 1999 training, regional networks were established at three (3) of the Educational Collaboratives. These networks meet quarterly to help districts and others adopt effective policy/practice re: teacher assistants. At network sessions, teams (administrators, teachers and teacher assistants) meet to:

1. share ideas and resources, e.g., job descriptions, training strategies, evaluation protocols, scheduling to accommodate team planning;
2. problem solve and
3. plan strategies for follow-through as a team.

These are open to the October, 1999 training attendees (for whom Graduate Credit and Professional Development Credits are available) and others. Participants include 53 personnel from 20 communities including Barrington, Bristol, Chariho, Coventry, Cumberland, Exeter, Foster, Harrisville, Jamestown, Johnston, Lincoln, Newport, North Kingstown, North Providence, North Smithfield, Wakefield, Warwick, West Warwick, Westerly, and Woonsocket. In May, 2000, network participants will evaluate the benefit of these networks and make recommendations related to network continuation and other strategies to support personnel development for teacher assistants and those that work with them.

RI Department of Education Newsletter on Teacher Assistants

To coincide with the quarterly networks, the RI Department of Education initiated a statewide newsletter in January 2000. Its purpose is to provide up-to-date information on policy, practice and personnel development activities related to teacher assistants. The newsletter is circulated to:

- School District Superintendents, Principals and Special Education Directors
- RI Association of Teacher Assistants members
- Teacher Preparation Programs

- Approved Teacher Assistant Training
- Participants in the Teacher Assistant Networks
- Education Collaboratives

Resources Related to Working with Teacher Assistants Made Available to School Districts and Others

At the recommendation of a statewide task force and the National Resource Center for Paraprofessionals in Education and Related Services, the RI Department of Education purchased the following resources. These are available for loan through the RI Department of Education, the four (4) regional Educational Collaboratives, and the RI Center For School Leadership at Rhode Island College.

Core Curriculum and Training Program for Paraeducators - These competency based instructional materials are designed to prepare paraeducators to work with children and youth with disabilities and other special needs in inclusive education and community based programs. The 4 sets of instructional modules prepare teacher assistants to work in: Center and Home Visitor Programs for Infants and Young Children Ages Birth to Five with Disabilities; Inclusive General and Special Education Programs Serving School-Age Students; Transitional Services and Supported Employment Programs; Programs Serving Learners with Limited English Proficiency.

New Directions Newsletter - This is the quarterly newsletter of the National Resource Center for Paraprofessionals in Education and Related Services. It is a source of current information and resources about employment, personnel practices, supervision, and training of paraprofessionals who work in education and related human services for children and adults.

Improving the Performance of Paraprofessionals in the Workforce: A Technical Assistance Manual for Administrators and Staff Developers - This manual contains guidelines for setting training and employment standards for teacher assistants, for encouraging comprehensive systems of career development for teacher assistants, and for facilitating their integration into various programs and staffing patterns.

Strengthening and Supporting Teacher And Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation - Recommended practice developed by a national task force designed to provide guidelines and standards for increasing the productivity and effectiveness of teacher/teacher assistant teams. It includes: (1) model scopes of responsibility for teachers and teacher assistants in their roles as members of education teams; (2) standards for a common core of performance skills and knowledge required by all teacher assistants; and (3) standards for a hierarchy of

performance skills and knowledge for teacher assistants working in positions with greater independence.

Enhancing the Skills of Paraeducators - This video-assisted training program includes an instructor's manual and workbooks and videos organized into 5 units, each with 4 or 5 lessons: Education of Students with Disabilities: Goals and Implications; Working as a Paraeducator; Strengthening Interpersonal Communication Skills; Strengthening Behavior and Strengthening Skills with Effective Instruction

Advancing Skills of Specialists in Employment Training - This is a comprehensive, competency based training program for entry level supported employment specialists. It includes a manual for instructors, a workbook for specialists, and video material showing community jobs. It is designed to be consumer friendly and practical. It can be delivered in brief workshops, a series of intense instructional sessions, or college courses. It emphasizes advancement of practical skills with exercises for specialist to apply procedures in work settings.

Support for a March, 2000 Statewide Conference Co-sponsored by the RI Department of Education and the RI Association for Teacher Assistants

The Department is supporting and co-sponsoring a Statewide Conference for Teacher Assistants along with the RI Association for Teacher Assistants. This conference will provide training session on effective practice and recent state and national trends.

"Trainer of Trainer" Modules

During the 1999-2000 year, "Trainer of Trainer" Modules are being developed re: the topics of two (2) of the recent set of state guidelines re: competencies for teacher assistants

1. Working with Students Who have English as a Second Language and
2. Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments

Personnel from school districts and other entities will be trained in the use of these training modules to facilitate training replication.

Summary

The RI Department of Education has taken an aggressive role in promoting quality standards for teacher assistants related personnel development. Given these initiatives, it is not surprising that Rhode Island was one of only a handful of states noted for its leadership on this topic in the recently released report, Strengthening and Supporting Teacher And Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation. This publication is recommended practice developed by a national task force designed to provide guidelines and standards for increasing the productivity and effectiveness of teacher/teacher assistant teams. Additionally, representatives from the RI Department of Education and the Barrington School Department have been accepted to present at the April, 2000 National Conference on the Training and Employment of Paraprofessionals in Education and Rehabilitative Services sponsored by the National Resource Center for Paraprofessionals in Education and Related Services. Their session topic will be "Ensuring Teacher Assistants as Valued Members of Effective Instructional Teams - a State-Local Partnership". The title of this session is indicative of the progress that Rhode Island is making, progress initiated through legislative leadership and continued through the efforts of state and local education agencies.

APPENDIX V

**SCHOOL BASED PROFESSIONAL DEVELOPMENT
INVESTMENT FUND GUIDANCE**

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

July 29, 1999

TO: Superintendents of Schools

FROM: Peter McWalters
         Commissioner

RE: Updating District Strategic Plans and
         Consolidated Resource Plans-November, 1999

In an effort to assist you with the November update of your District Strategic Plan and the RI Student Investment Initiative portion of your Consolidated Resource Plan, I am forwarding to you in this packet guidelines and planning materials which outline RIDE's expectation for district level planning and resource allocation. The basis for the guidelines may be found in "The Rhode Island Student Investment Initiative," R.I.G.L. 16-17.1 et.seg. which we have enclosed as a unified document integrating the past three years of changes to what is popularly referred to as the Article 31 legislation. This material will serve the two-fold purpose of helping you to account for the use of your Strategic Plan for November, 1999.

Please note that schools are not required (at this time) to re-calculate or re-submit school improvement targets for the November 1, 1999 district Article 31 submittal. Schools are advised to review their targets when they receive their 1999 assessment results. District plans should reflect district level activity which supports schools in meeting their targets. Later this year, we will be sending to all districts and schools, guidelines for revisiting their targets.

Lastly, please review my recent communications to you regarding your FY 2000 Education Aid Entitlement which contain important information and guidance for expenditures, including the allocation amount for the Student Investment Initiative.

It is your responsibility to make copies of this packet available to schools and district program coordinators. Should you have any questions regarding this information, please call your Field Service Team Representative.

PM:amt

enclosures

Telephone (401)222-4600   **Fax** (401)222-6178   **TTY** 800-745-5555   **Voice** 800-745-6575

DISTRICT STRATEGIC PLAN
and
ARTICLE 31 COMPONENT
of the
CONSOLIDATED RESOURCE PLAN

1999-2000 ANNUAL UPDATE

GUIDANCE AND INSTRUCTIONS

Plans are due by November 1, 1999

Submit the original and three (3) copies of
District Strategic Plans and Enclosed Forms to:

Dr. Todd D. Flaherty, Deputy Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

TABLE OF CONTENTS

THE RHODE ISLAND STUDENT INVESTMENT INITIATIVE
COMPONENT OF
THE CONSOLIDATED RESOURCE PLAN

1999-2000 ANNUAL UPDATE

OVERVIEW

Consistent with the Comprehensive Education Strategy, the Department of Education is requiring all school districts to demonstrate how the funds available to them through The Rhode Island Student Investment Initiative (Article 31) and federal allocation grants are being used to support the implementation of district strategic plans. This submission, therefore, is actually an update of your previously submitted Consolidated Resource Plan.

Please consider the enclosed form which you will use to report your district's use of 1999-2000 Rhode Island Student Investment Initiative funds as the state funds component of your Consolidated Resource Plan. The alignment of these plan formats was achieved through extensive collaboration with numerous district representatives.

Similar to the Spring, 1999 submission of your Consolidated Plan for federal funds, you should describe your proposed activities in terms of their alignment with strategies in your District Strategic Plan. The use of the funds in each of the Investment Initiative areas must be consistent with the intent of legislation and follow the guidance described in this document. While each of the Investment Initiative areas has distinct purposes, you are encouraged to coordinate the use of these funds in ways which best support the intent of your strategic plan.

Along with describing how these resources are being used to implement your District Strategic Plan, you are also required to submit plans from each school for their use of the Professional Development funds. As the legislation requires, the use of these funds must be determined by school-based professional development committees.

The five districts receiving Targeted Aid (East Providence, Pawtucket, Providence, West Warwick and Woonsocket) must also submit proposed school-based plans for the use of their 5% set-aside and Urban After-School Program for review and approval by the Commissioner.

You will also note that you are asked to plan for the use of any 1998-1999 Article 31 funds that were not spent during the last school year. The legislation requires that the full set-aside amount will be available to the school district and is restricted to the purposes of the respective Investment Fund area. This has been further strengthened by the passage of R.I.G.L. 16-7.1-18 which requires that these funds be treated as a restricted set-aside in the same manner as literacy funds. Therefore, any unspent funds should be carried over. These funds must be used to continue the support of activities consistent with the strategic plan to close gaps in each specific area.

DISTRICT STATEGIC PLAN GUIDANCE

INTRODUCTION

In June, 1997 the Rhode Island General Assembly passed legislation entitled The Rhode Island Student Investment Initiative (Article 31) requiring all school districts in the state to develop Strategic Plans. This past June 1999 the General Assembly added new strategic planning requirements. A copy of both the new components and the previously existing components of the Rhode Island Student Investment Initiative is attached for your convenience. The new requirements of the Rhode Island Student Investment Initiative follow.

District strategic plans are now required to:

1. Be designed to improve student achievement with emphasis on closing the performance gaps among groups of students such as the performance gaps correlated with poverty, gender, language background and disability. **Disability has been added to the characteristics correlated with student achievement.**

2. **Include establishment of student intervention teams to address the instructional needs of diverse learners. One way of fulfilling this requirement is through the use of the team created in the Classroom Alternative Process ("CAP/CAST"). The purpose of these teams is to identify appropriate interventions within the general education program for students experiencing academic, behavioral or social problems that interfere with educational performance. The establishment and operation of these teams can be addressed in each school improvement plan, and each school's professional development fund may support the teams as job-embedded professional development. (Approximately 50% of Rhode Island schools now have such teams.)**

3. **Indicate the manner in which self studies will be completed at the school level in accordance with guidelines established by the Commissioner. (i.e. . SALT Works)**

4. Include the **development of interagency agreements for the coordination of services among state and local agencies responsible for service to children and families. The statute now requires that these agreements address the identification and provision of services to pre-school children with disabilities and children and youth with behavioral health care needs.** Examples of areas addressed by inter-agency agreements include Medicaid, child find screening, mental health services and vocational rehabilitation service,etc. The purpose of interagency agreements is to ensure the coordination of complex services to meet needs of children with disabilities and to clarify the financial responsibility of each agency. Guidance in the development of interagency agreements is available from the Department's Office of Special Needs (call Robert Pryhoda – 222-4600; ext. 2301.

5. Additionally, consistent with previous guidance the Rhode Island Student Investment Initiative requires that district strategic plans be the product of a shared community-wide process and defines the content to be included in the plan. Building on the requirement, the Department of Education suggests the following plan components. (For your information, the Department is conducting its own planning using the Cambridge Discipline which calls for these components. While districts are <u>not required</u> to use this process, Department staff will continue to use this planning discipline when they facilitate and support the development of district strategic plans and school improvement plans as part of SALT [School Accountability for Learning and Teaching]).

The Strategic Direction part of the plan includes:
- Statement of Beliefs
- Mission
- Objectives(3-4)
- Parameters(3-4)
- Strategies (5-8)

The Strategic Direction is generally a four page document that describes in broad terms where the district will concentrate its energy and resources to enable its schools to improve student achievement for all students.

The Action Plans are generally one to two pages long and describe the specific steps to be taken to accomplish a specific result. For each district strategy there may be three to eight action plans. **ACTION PLANS MUST BE INTEGRATED INTO THE DISTRICT STRATEGIC PLAN FOR NOVEMBER, 1999.**

What follows is a more detailed description of each of the recommended components of a district strategic plan. These descriptions are not new. They are the same definitions as those contained in guidance regarding strategic planning dated March, 1998.

A **Statement of Beliefs:**
- Express your district's fundamental convictions, values and character.
- Are not education specific but are held regardless of setting, e.g. *High expectations yields high performance.*

A **Mission** is a broad statement which:
- Expresses the district's purpose
- Expresses the district's function
- Identifies who the district serves
- Explains how the district is unique

e.g. *The mission of Agape School District, as a school centered urban district, is to lead and support each of its school communities to improve their ability to improve student achievement in reading writing and mathematics by providing school based teams who can*

guide standards-based instruction, and help secure and coordinate necessary social and health services for children and families.

A **Parameter** is:
- A self-imposed limit within which the district will accomplish its mission.
- Usually written in absolutes using "always" and "never"

e.g. We will not seek additional funding unless we have first addressed reallocating existing funds.

An **Objective** is an expression of the district's **results** for student achievement/ performance. **Objectives** are:
- Confined to no more than four (4)
- Measurable in (time, quantity, quality)
- Demonstrable (cause/ effect)

e.g. 100% of our students will meet or exceed the performance standards for math reading and writing as measured by the New Standards Reference Exams, by the year 2004.

Note that at the district level the objectives should encompass all students and aim high. Objectives are to provide a clear, driving, unifying, focus for growth and change.

Strategies are broad-based statements that:
- Number between five(5) and eight(8)
- Describe the directions the district will take to achieve its mission and objectives
- Set out the areas in which the district will concentrate its efforts and resources
- Explain how the district will support school plans
- Will usually take five years to implement

e.g. We will develop multiple ways to enable school staff and families to maintain, analyze and use data to make decisions for improving teaching and learning in every classroom in the district.

Note that as a group the strategies will address the mission and objectives. There is not a one-to-one relationship between individual strategies and objectives. For each strategy the district may write anywhere from three to eight action plans.

An **Action Plan** is an explicit description of each of the steps necessary to achieve a specific result that is intended by the strategy.

Each **Action Plan**:
- Defines a result that will be achieved to address the strategy
- Defines the specific steps the district will take to achieve a specific result
- Is one of between three (3) to eight (8) action plans written for each strategy
- Represents a smaller piece of work

- Is generally implemented in a year's time or less
- Includes an analysis of costs and benefits connected to the plan

Note that action plans are generally one to two pages long and contain a set of simple sequenced sentences that detail the steps to achieve a result. Taken together all the action plans describe how the district will accomplish its strategies.

Action planning generally involves a greater number of persons engaging more family members and community partners. It generally takes three months to complete.

The Strategic Direction and the Action Plans must address the content required by the law. The required content for the district is described below.

According to the law, districts and schools need to be held accountable for student performance results. To that end, the law requires districts to develop strategic plans that are consistent with the Rhode Island Comprehensive Education Strategy. That Strategy was developed by a broad-based group of educators and community partners jointly appointed by the Governor and the Commissioner of Education in June, 1996. Rhode Island's Comprehensive Education Strategy suggests that districts engage in two central approaches to improve student performance. That is, districts are expected to:

- Provide direction and support to schools to improve teaching and learning in each classroom.
- Create responsive, supportive systems to support all students in reaching high standards.

In the interest of consistency in these two approaches, districts are advised to consider the six policy directions outlined in the Rhode Island Comprehensive Education Strategy. They are:

- High standards
- Accountability and assessment for student results
- Accountability and school improvement
- Opportunities for all to achieve high standards
- Community and family involvement
- Broad public and political support

In defining the content to be addressed by district strategic plans, the law encompasses and further defines what is meant by the above policy directions.

The law requires district strategic plans to:
1. Be the product of a shared community-wide process.
2. Be based on high academic standards for student performance consistent with the statewide standards and benchmarks.
3. Define a vision of what students should know and be able to do.

4. Be designed to improve student achievement with emphasis on closing performance gaps among groups of students such as performance gaps correlated with poverty, gender, language background, and disability.
5. Include strategies to meet student performance targets in mathematics, reading and writing (set in November, 1998).
6. Include district strategies to increase the number of fourth grade students performing at or above standards in mathematics, reading and writing in each school.
7. Address the needs of each school in the district.
8. Encourage the development of school-based improvement planning and implementation.
9. Include a process for mentoring of new teachers.
10. Include the establishment of student intervention teams to address the instructional needs of diverse learners.
11. Indicate the manner in which self-studies will be completed at the school level in accordance with guidelines established by the commissioner.
12. Include the development of interagency agreements for the coordination of services among state and local agencies responsible for services for children and families. These agreements shall address the identification and provision of services for pre-school children with disabilities and children and youth with behavioral health care needs.

The Rhode Island Student Investment Initiative requires that district strategic plans and annual updates be submitted to the commissioner of education no later than November 1, of each year.

Additional Important Deadlines

November, 1999: all schools in your district are required to complete the **Strategic Direction** part of their school improvement plans. The Strategic Direction includes mission, Targets/ Objectives (previously set by school teams in November 1998) and Tactics (5-7). School Improvement Plans are to be sent to the district superintendent, not to the Rhode Island Department of Education. The district will use these plans to revise and update its strategic plan in order to support each of its schools in closing gaps in student achievement.

2000-2001: schools are expected to submit to the district superintendent school **Action Plans.** Guidance regarding school plans is in the SALT WORKS Guide to School Improvement Planning. Such guidance is consistent with guidance to districts regarding strategic plans.

INVESTMENT INITIATIVE AREAS
GUIDANCE

A. STUDENT EQUITY INVESTMENT FUND (16-7.1-8)

PURPOSE: This fund continues to provide aid to all districts for students who need extra educational services to improve their performance in fourth grade mathematics and reading and third grade writing. While the fund emphasizes closing performance gaps correlated with poverty, it may be used to close other student performance gaps in accordance to the district's strategic plan pursuant to 16-7.1-2, "…such as performance gaps correlated with poverty, gender, language background and disability."

Examples of allowable expenditures include:
- self-study activities to identify and plan strategically to close gaps
- extended day, week or year program
- additional teaching staff
- teacher assistants
- professional development
- common planning time
- teacher-designed instruction and assessment for diverse learners

B. STUDENT LANGUAGE ASSISTANCE INVESTMENT FUND (16-7.1-9)

PURPOSE: This fund continues to provide additional language educational services to English Language Learners, families, teachers, administrators and systems. Students will show growth in knowledge of the academic English language as measured by the National ESL standards in all three proficiency levels: beginning, intermediate and advanced. These resources must be used to close student performance gaps in accordance with the district's strategic plan pursuant to 16-7.1.2.

Examples of allowable expenditures include:
- Professional development
- Extended day, week or year programs
- Parent support and information
- Linguistically appropriate materials
- Other (please specify)

C. PROFESSIONAL DEVELOPMENT INVESTMENT FUND 16-7. 1-10

PURPOSE: The Legislative intent of the Article 31 Professional Development Investment Funds is to improve programs to close student performance gaps through professional development at the individual schools. The legislation requires that all activities planned by a school-based committee consisting of two teachers, two parents and the principal. On November 1, all schools are required to submit the plans for individual schools' professional development. A report of actual expenditures will be due on June 30, 2000.

Any funds from the previous year which were not expended must be "carried over" and made available to the schools to be spent per the instructions of the school-base committee.

The reports submitted by all schools will be entered into a database. This database and a quarterly calendar of sources for professional development opportunities will be posted on RIDE website link located at http://www.ridoe.net so that you may collaborate with one another to share resources and/or ideas if you choose. Also, this information will be used to report to the legislature on the use of funds to support initiatives which increase student achievement.

To accomplish this, it is important that we work together to capture accurate information necessary to collate and disseminate these valuable professional development resources. If you have questions regarding how best to represent the professional development activities in your school please contact your field service representative or Becky Wright at ext. 2253, or email bewright@ride.ri.net.

Examples of allowable expenditures include:
- Support for district mentoring programs
- Individual professional development plans
- Action research
- Peer coaching
- Study groups
- National board for professional teaching standards certificate
- Job-specific teacher assistant training

D. EARLY CHILDHOOD INVESTMENT FUND (16-7.1-11)

PURPOSE: The Early Childhood Investment Fund is established to provide schools and teaching staff in the early grades (kindergarten through third grade) with resources to begin improving student performance and to provide early care and pre-kindergarten programs. These funds should be used to close student performance gaps in accordance with the district's strategic plan pursuant to section 16-7.1-2. These early childhood investment funds shall be used in coordination with the literacy set-aside funds (chapter 67 of this title). Insofar as is allowable, these funds may be used in combination with some or all of federal, state, or local funds including student equity, literacy set-aside, language assistance, special education and Title I.

Examples of allowable expenditures include:

- Full or extended day kindergarten programs
- Reduction in class size
- Preschool programs
- Development of alignment of K- grade 3 curriculum
- Development of age appropriate assessments
- Development of transitions (preschool to kindergarten, kindergarten to first grade)
- Professional development
- Age appropriate child materials
- Before and after school child care
- Early care and education services for children birth to five years
- Family Programs including family centers, Child Opportunity Zones
- Contractural services (please specify)
- Other (please specify)

E. STUDENT TECHNOLOGY INVESTMENT FUND (16-7.1-12)

The Student Technology Investment Fund provides schools and teaching staff with up-to-date educational technology for classrooms and training. If students are to meet the demands of the 21st century, we will need to ensure that our schools are equipped as well as our homes and businesses and that teaching professionals are confident users of computing and telecommunications tools.

The technology which may be acquired should fulfill visions and desired outcomes described in school and district strategic plans. Technology plans ought to be a priority for districts and reflect the efforts of the entire educational community, with teachers, parents, administrators all actively involved in the process. Plans should reflect a multi-year perspective. Expenditures of Article 31 funds for technology should be directly linked, for example, to specific learning objectives, desired student-computer ratios, or other measurable educational outcomes described within the plans.

Computers should be placed preferentially in classrooms and connected to Internet-accessible networks to facilitate access to resources and other classrooms. Staff professional development activities should focus on the real work that teachers and students will want to accomplish at the appropriate grade and content areas, and favor authentic uses, curriculum development, and collaboration over skills acquisition. Student information and reporting systems should be designed to serve the needs of all educational personnel.

Examples of allowable expenditures include:
- Professional development, especially in the integration of quality educational technologies into school curriculum leading to helping students learn about using technology and accessing resources on the national networks.
- Providing modern multimedia and multipurpose computers in classrooms.
- Acquiring connectivity linkages, resources, and services, including the acquisition of the hardware and software, for use by teachers, students, and school library media personnel in the classroom or in the school library media centers.
- Acquiring connectivity with wide area networks for purposes of accessing information and educational programming sources, particularly in collaboration with institutions of higher learning and public libraries.
- Expenditures for district student information systems that allow decision makers to access, analyze, and report information concerning student performance, student and staff demographics and records, fiscal responsibilities, fixed assets, consumable resources, and accountability for learning outcomes at the district, school, and classrooms levels.

93

F. EARLY CHILDHOOD SET-ASIDE (16-7.1-15)

PURPOSE: The early childhood set aside provides that a school district shall expend at least three (3) percent of its early childhood set aside amount according to the provisions of Title 16, Chapter 67, The Rhode Island Literacy and Dropout Prevention Law. This law requires that schools shall assure a literacy focus in instruction in kindergarten through grade three for all students. The early childhood set-aside shall be used to close gaps in student performance in literacy in accordance with the district's strategic plan.

Examples of allowable expenditures include:
- Development of and/or alignment of early grades curriculum to Rhode Island English/Language Arts Frameworks
- Implementation of 'grade to grade' transition program activities
- Development of age-appropriate assessments
- Parent/family Involvement
- Professional Development
- Supplementary instruction to assist children in grades kindergarten through grade 3.

G. Targeted School Aid (16-7.1-16)

Each district with a tax effort index below 1.0 and with a free and reduced lunch count in grades K-3 greater than 40% receives targeted school aid. (East Providence, Pawtucket, Providence, West Warwick and Woonsocket). Five percent (5%) of the district's targeted aid is to be used for intervention strategies. Guidance for completing the plan for the use of this set-aside follows in section G.1. These funds will be withheld until the plan is approved by the Commissioner. In addition, each district receiving targeted aid **must** also use a portion of these funds for Urban After-School programs at the middle school level. The guidance for developing effective after-school plans follows in section G.2.

Along with the required 5% intervention strategy plan and implementing after-school programs for each middle school, other --

Examples of allowable expenditures include:
- early childhood education
- helping schools to improve instruction to meet high standards
- reducing class size at the elementary level
- establishing and implementing innovative organizations and methods of instruction at the middle school and high school level
- Child Opportunity Zones/Family Centers
- curriculum revision to meet standards
- school and district intervention

G1. 5% Intervention Set Aside

Local school districts receiving targeted school aid (East Providence, Pawtucket, Providence, West Warwick, and Woonsocket) must obtain approval from RIDE prior to spending the 5% Intervention Set-Aside. The intent of the funds is to support one or more of the following school support and intervention activities:

- To assist schools preparing for a SALT Visit, it is recommended that each school hosting a Visit this year receive between $1000 and $2000. (See SALT Guide: *Preparing to Host a SALT Visit*)

- To finance a School Support and Intervention Agreement following a SALT Visit to each school.

- To support schools that the Commissioner and Superintendent mutually agree are "most in need" based on student performance results and equity gaps to conduct comprehensive study activities and school improvement planning. (See SALT Guides: *Conducting a Self-Study, Following a Student, Examining Student Work, and Writing a School Improvement Plan*)

- To improve the district strategic plan if it fails to meet the guidance for a District Strategic Plan as required by Article 31.

Reminder: 5% of Targeted Aid will be withheld until this plan is approved by the Commissioner. (re: Commissioner memo on FY 2000 Education Aid Entitlement –6/24/99).

G2. URBAN AFTER SCHOOL PROGRAMS (16-7.1-17)

PURPOSE: Local school districts receiving targeted school aid funds (East Providence, Pawtucket, Providence, West Warwick, and Woonsocket) **must** use a portion of these funds to establish after school programs in middle level/junior high schools and may establish programs at the high school level. These districts must submit plans to describe how they will provide students the opportunity to engage in productive activities such as cultural, academic, artistic, community service, and other activities which will be provided in or near the school during after school hours or during the time schools are not in session. These programs may be offered in conjunction with existing community organizations such as the Boys and Girls Clubs, YMCA's, and community recreation facilities, and need not be the sole responsibility of the school site. All middle and/or junior high schools in the district must be included in the plan.

Note the attached guidance for after school programs. Each after-school plan should reflect at least one of the research outcomes and the guidance for developing quality after-school programs, which follow.

The research on high quality after-school programs documents results in four outcome areas:

Outcome 1: Preventing Juvenile Crime, Delinquency and Violent Victimization
    Results:
        Decrease in juvenile crime
        Decrease in violent victimization
        Decrease in vandalism at schools
        Preventing negative influences that lead to high risk behaviors
        Decrease in aggressive behavior associated with watching television

Outcome 2: Enhancing Children's Academic Achievement
    Results:
        Better grades and higher academic achievement
        Increased interest and ability in reading
        Literacy development through practice and experience
        Decrease in amount of television watching
        Development of new skills and interests
        Improved school attendance and reduced drop-out rates
        Turning in more and better quality homework
        More time on task – (learning in new fun ways and extra time for individualization)
        Reduced retention in grade and placements in special education
        Higher aspirations for the future, including intention to complete high school and go to college

Outcome 3: Supporting Children's Social Development and their Relationships with Adults and Peers
    Results:
        Fewer behavioral problems in schools
        Handling conflicts better
        More cooperative with adults and peers
        Better social skills
        Improved self-confidence through development of caring relationships with adults and peers

Outcome 4: Strengthening Schools, Families, and Communities
    Results:
        More effective use of funding (less retention and special education)
        Greater family and community involvement in children's learning and schools
        Increase in capacity to serve children
        Increase in business support and involvement
        Increase in parental involvement
        Growth in children's sense of community

RHODE ISLAND DEPARTMENT OF EDUCATION
GUIDANCE ON EFFECTIVE PRACTICES FOR URBAN AFTER SCHOOL PROGRAMS

✎ Assess community needs and existing services. *Schools should make use of SALT Survey data in their planning.* Look for the assets within the school community, i.e. within individuals as well as agencies.

✎ Base programs on effective practices. Make sure they are developmentally and culturally appropriate for the student population.

✎ Provide a range of activities and opportunities which emphasize social relationships and encourage family-like atmosphere. Intergenerational activities should be encouraged as well.

✎ Provide a range of opportunities which encourage and maintain parental involvement. Parents need to be allowed to participate at various levels.

✎ Student participation needs to be paramount. Allow students the opportunity to plan programs, organize activities, and assume responsibility for events.

✎ Make sure programs, services, events, etc. are responsive to student interests, are fun and are flexible.

✎ Provide food and use this as an opportunity to learning proper nutrition.

✎ Develop methods which result in making agreements about appropriate behaviors and boundaries for membership.

✎ Make use of and collaborate with local community organizations.

✎ Make sure programs are offered in safe and easily accessible environments.

✎ Offer multiple services including: primary health care, substance abuse prevention and intervention, mental health services, adolescent counseling and health services.

ARTICLE 31 COMPONENT
of the
CONSOLIDATED RESOURCE PLAN
1999-2000 Annual Update

INSTRUCTIONS

Cover pages

Indicate your district's allocations for 1999-2000 funds and any available 1998-1999 carry-over funds on the appropriate lines for each Investment Initiative area.

Signature page

Make sure that the Superintendent's signature and the date of submission appear on this page. This signature assures that an original and three (3) copies of both the District Strategic Plan and the Annual Update of the Article 31 component of the Consolidated Resource have been submitted.

District Strategies and Activities/Action Steps

Use this form (duplicating it as often as necessary) to describe the activities/action steps which the district will conduct using the various Investment Initiative funds, in support of the district's strategic plan.

All activities/action steps are to be grouped as they relate to a "strategy" statement from the district's strategic plan; the strategy is to be entered in the box at the top of the page, and the activities/action steps are to be described in the boxes to the left. To the right of each activity/action step, indicate the <u>amount</u> of each Investment Initiative fund which will be used for support.

Professional Development Investment Fund Plan

<u>This form is to be completed by each school in the district</u> to report its planned use of Investment Initiative professional development funds. The form should indicate the name of the district and the school, the amount of 1999-2000 funds allocated to the school, as well as any available 1998-1999 carry-over funds.

Professional Development Investment Fund Plan (con't.)

✎ Column 1 relates to how activities are aligned with the state's Comprehensive Education Strategy. Indicate in this column which of the 6 areas best describes the goal of your activity (see bottom of form). These broad categories are for reporting to the general public.

✎ Column 2 is for describing the actual activity **or support** expenditure necessary to conduct the professional development activity.

✎ Column 3 is to use one of the categories listed (or the code number) to assist us in "classifying" your activity into a cluster that can be reported. These categories are more specific than the goals in column one, and can be used to generate and disseminate a resource guide to districts or posted on the Department's website. *For example: You may have hired a consultant to conduct inservice on standards and assessment, but you needed to buy materials and cover classes with substitute teachers. Those are the support expenditures which are valid. Other allowable expenditures are for mentor training/stipends, and job specific training for* teacher assistants *at the job site.*

✎ Column 4, is to report the cost of each planned professional development activity, and the total for all activities.

At the bottom of the page, please provide the signatures of each of the members of the required five-member, school-based professional development committee for each school in the district.

District Plan for Targeted Aid

Five districts receive "Targeted Aid" under Article 31—East Providence, Pawtucket, Providence, West Warwick, and Woonsocket. A general description of the use of these funds is to be reported in the District Strategies and Activities/Action Steps pages of this document.

In addition, a detailed description of the support which individual schools in these districts will receive under "Targeted Aid" is required. Each school to receive Investment Initiative funds for support and intervention will complete the form titled Plan for Targeted Aid: 5% Intervention Set-Aside; each school to receive funds for after school programs will complete the form titled Plan for Targeted Aid: Urban After School Programs.

Asset Protection Plan

Please complete the form, including total yearly project estimates and appropriate signatures. Attach updates, revisions, and additions to last year's asset protection plan.

Note: If your Asset Protection Plan submitted last year (November, 1998) was incomplete, you must submit your detailed five-year plan or your plan amended by the feedback you received based on the guidance materials distributed in 1998. Questions regarding this section may be directed to Jackie Ascrizzi at 222-4600; extension 2362.

THE RHODE ISLAND
STUDENT INVESTMENT INITIATIVE

ARTICLE 31 COMPONENT
CONSOLIDATED RESOURCE PLAN
1999-2000 ANNUAL UPDATE

I hereby assure that this plan for the use of Article 31 funds is consistent with the provisions of the Rhode Island Student Investment Initiative, and that it supports the implementation of our District Strategic Plan.

_____   _____
Superintendent of Schools (type name)   School District

_____   _____
Superintendent of Schools (signature)   Date

School District: _____

Contact Person: _____

Address: _____

Telephone/FAX: _____ E-Mail Address: _____

A. STUDENT EQUITY (16-7.1-8)

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ -

FY '99-'00 $ _____ -

TOTAL $ _____ -

(Must equal investment fund grand total on District Strategy page)

B. EARLY CHILDHOOD (16-7.1-11)

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ -

FY '99-'00 $ _____ -

TOTAL $ _____ -

(Must equal investmnet fund grand total on District Strategy page)

C. 3% STUDENT EQUITY AND EARLY CHILDHOOD SET-ASIDE (16-7.1-15)

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ -

FY '99-'00 $ _____ -

TOTAL $ _____ -

(Must equal investment fund grand total on District Strategy page)

D. STUDENT LANGUAGE ASSISTANCE (16-7.1-9)

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ -

FY '99-'00 $ _____ -

TOTAL $ _____ -

(Must equal investment fund grand total on District Strategy page)

102

ARTICLE 31 INVESTMENT FUND		FUNDS REQUESTED
	PUBLIC	

E. TECHNOLOGY (16-1.1-12)

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ - _____

FY '99-'00 $ _____ - _____

TOTAL $ _____ - _____

(Must equal investment fund grand total on District Strategy page)

F. PROFESSIONAL DEVELOPMENT (16-7.1-10)

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ - _____

FY '99-'00 $ _____ - _____

TOTAL $ _____ - _____

(Must equal investment fund grand total on District Strategy page)

G. TARGETED AID (16-7.1-16) Including 5% Set-Aside and Urban After School

Program Period

From: July 1, 1999

To: June 30, 2000

FY '98-'99 $ _____ - _____

FY '99-'00 $ _____ - _____

TOTAL $ _____ - _____

(Must equal investment fund grand total on District Strategy page)

BEST COPY AVAILABLE

DISTRICT STRATEGIES AND ACTIVITIES/ACTION STEPS FOR PUBLIC SCHOOLS

DISTRICT STRATEGY:

GRAND TOTALS: $

Article 31 Investment Funds

District/School Activities/Action Steps	A. Student Equity	B. Lang. Asst.	C. Prof. Develop.	D. Early Child.	E. Technology	F. EC Set-Aside	G. Targeted Aid

(duplicate this form as needed)

104

105

ARTICLE 31 PROFESSIONAL DEVELOPMENT INVESTMENT FUND PLAN

District _____   School _____   Amount of School Allocation _____   Amount of Carry Over _____

Allocation Determined by: ___ number of teachers ___ or number of students

Column 1 Comprehensive Education Strategy (CES) (see below)	Column 2 Professional Development Activity (activity)	Column 3 Category Code	Column 4 Cost (combined Consultant fees, materials, and substitutes)
Ex: (high stand.) 1	CURRICULUM DEVELOPMENT	(lang. arts) 4	$550
		Total (Including Carry Over)	

example →

CES Areas: 1. High standards 2. Accountability and School Improvement 3. Accountability and Assessment 4. Opportunities for ALL students to achieve high standards 5. Communities and Family Involvement 6. Broad Public and Political Support

Category	Code
Arts	1
Family and Consumer Science	2
Health	3
Language Arts/Writing	4
Math	5
Reading	6
Science	7
Social Studies	8
Standards Based-Performance Assessed Curriculum Design	9
Technology	10
Early Childhood	11
Diverse Learning Needs	12
Behavioral Supports	13
Applied Learning	14
School Reform (eg. MS, HS, Strategic Planning)	15
School Restructuring (eg. block, looping, teaming, multiage)	16
Data Analysis	17
Individual Professional Development Plans	18
Mentoring	19
Other	20

Signatures of Professional Development Planning Committee

Principal _____   Teacher _____   Teacher _____

Parent _____   Parent _____   Others _____

Others _____

Page ___ of ___

106   107

BEST COPY AVAILABLE

Plan for Targeted Aid: 5% Intervention Set-Aside

(duplicate this form as needed)

Name of School	Proposed Activity	Amount of Funds

Refer to Guidance on Use of Targeted Aid: 5% Set-Aside in completing this form.

108

109

Plan for Urban After School Programs

URBAN AFTER SCHOOL

School Name _____   Amount of Funds _____

What outcomes are you hoping to attain?	What results or indicators of success will you be looking for?	How do you plan to evaluate/document your success?

110

111

This page must be completed for at least each middle school in East Providence, Pawtucket, Providence, West Warwick and Woonsocket.

Each School plan should reflect at least one of the research outcomes and the guidance for developing quality after-school programs.

Asset Protection Plan
1999-2000

District: _____

For 5-Year Period: _____

Asset Protection Plan Coordinator: _____

Telephone: _____

GRAND TOTALS

5-Year Project Estimate	FY00	FY01	FY02	FY03	FY04

Signature and name of person reviewing document:

Superintendent
Signature _____ Date: _____

Name: _____

School Committee Chair:
Signature _____ Date: _____

Name: _____

Plan Coordinator:
Signature _____ Date: _____

Name: _____

This document was transmitted to appropriate municipal authorities (e.g., Town Council, Town Manager).

Sent to:

Name: _____

Title: _____ Date: _____

7/99

112

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title:
Rhode Island Teacher Assistant Professional Development Plan

Author(s): *Rhode Island Department of Education*

Corporate Source:	Publication Date: *March, 2000*

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ↑ [✓]	Level 2A ↑ [ ]	Level 2B ↑ [ ]
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here,→ please

Signature: *Doris M. Anselmo*	Printed Name/Position/Title: *Doris M. Anselmo, Director*	
Organization/Address: *RI Department of Education, 255 Westminster St, Providence, RI 02903*	Telephone: *401-222-4600*	FAX: *401-222-2048*
	E-Mail Address: *ride1503@ride.ri.net*	Date: *12/4/00*

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	
Address:	
Price:	

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC CLEARINGHOUSE ON TEACHING
AND TEACHER EDUCATION
1307 New York Avenue, NW, Suite 300
Washington, DC 20005-4701

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)