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A Systematic Analysis of Paraprofessional Job Expectations: Development of the Paraprofessional Survey of Expectations Tool (P-SET)

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A Systematic Analysis of Paraprofessional Job Expectations: Development of the

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Dedication

This dissertation is dedicated to my advisor of nine years, Dr. Dan Houlihan, who was the one person, above all, that believed I *would* become a Doctor. Over the years, he has taught me many thing and told quite a few long tales…, but more than anything written in any book or research article, he has taught me the greatest skills to prepare me for my lifelong journey; humility, fear, courage, dignity, and finally, confidence in myself. Thank you.

Thank you to my amazing and supportive family and friends that are like family. I would not have been able to survive graduate school, literally, without all of your unconditional love and support. Thank you for all those times you fed me when I was too overwhelmed to cook and all of the times you let me rest on your couch when I just, had lost the battle. Thank you for letting me vent over a glass of wine or late night phone call, and thank you for talking me out of quitting the program! Most of all, thank you for inspiring me to reach beyond my dreams and never settle for anything less than the impossible!

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Abstract

With increased accountability due to the Individuals with Disabilities Education Improvement Act (IDEA), the provision of services to children with disabilities in the least restrictive environment is necessary to ensuring an inclusive, free appropriate public education. Paraprofessionals are increasingly utilized as service providers for children with disabilities in the schools. In fact, there are over a million paraprofessionals jobs nationally according to the U.S. Department of Labor, Bureau of Labor Statistics (2010) and the upward trend is steadily rising. Yet, the role of the paraprofessional is not well defined, nor agreed upon by school personnel. The Paraprofessional Survey of Expectations Tool (P-SET) was developed to investigate the job expectations for paraprofessionals within central Iowa, according to principals, special education teachers, and paraprofessionals themselves. Results of the survey suggest relative agreement overall between respondents (principals, special education teachers, and paraprofessionals) for job expectations; however, results confirm that ambiguity exists in regards to supervision and job descriptions for paraprofessionals. The need for professional development and training opportunities is discussed.

Chapter 1

Introduction

An analysis of job expectations for paraprofessionals: Development of the

Paraprofessional Survey of Expectations Tool (P-SET)

The importance of supporting students with disabilities in the least restrictive environment is imperative to ensuring a free appropriate public education (FAPE); specifically, the Individuals with Disabilities Education Improvement Act (IDEA) purposefully states that all children with disabilities must be provided FAPE in the least restrictive environment (LRE) (IDEA, 2004). In addition, the No Child Left Behind Act (NCLB) of 2001 addresses inclusion of students with disabilities and requires that students with disabilities be held to the same standards for achievement as their non-disabled peers (NCLB, 2001). In order to ensure students with disabilities' placements are inclusive and least restrictive, schools are empowered to provide a spectrum of services within the school setting.

One such service option utilizes the support from a paraprofessional to provide special education services in order to maximize the extent to which the student is included and educated in the LRE (Suter & Giangreco, 2009). Paraprofessional, also referred to as paraeducator, associate, teacher assistant, or instructional aide, refers to an non-licensed professional that works under the supervision of a certified/licensed teachers and other professionals that are responsible for providing services to students with disabilities (Iowa Department of Education, 2012a; Pickett, 1999). According to the U.S. Department of Labor, Bureau of Labor Statistics (2010), there are approximately 1.2 million paraprofessional jobs nationally. This number includes all paraprofessional roles and does not differentiate between program areas or roles of the paraprofessional (e.g.,

self-contained classroom, inclusion general education classroom, resource classrooms, early childhood) (Pickett, Likins, & Wallace, 2003). The National Resource Center for Paraprofessionals (NRCP) survey results from in 2000-2001 indicate that more than 525,000 paraeducators are employed nationally, a 10 percent increase since 1996; more importantly however, is that within this number, 290,000 provide services to children and youth with disabilities, 130,000 provide services to multilingual learners and Title 1 programs, and the remaining number work in pre-school and elementary classrooms and other settings such as library, media, and computer assistants (Pickett et al., 2003). Similarly, the National Clearinghouse for Paraeducator Resources reports 500,000 paraeducators employed nationally (Genzuk, 2011). At a more local level, the Iowa Department of Education's 2011 Condition of Education Report in the 2010-2011 school year Iowa employed over 10,000 paraprofessionals, indicating that the FTE for instructional aides has increased nearly 30 percent since the 2000-2001 school year (IDOE, 2011). Overall, the Bureau of Labor Statistics (2010) estimates that the number of paraprofessionals will increase by almost 200,000 by 2020.

French and Pickett (1997) inferred that the rising number of paraprofessionals is due to five factors: 1) inclusive education for students with disabilities including early childhood and transition programs that extend services to multiple settings; 2) an increase in English Language Learners; 3) a shift in socioeconomic factors leading to more students at-risk and needing special education; 4) decreased number of special education teachers despite increasing caseloads; and 5) limited number of special education teachers representative of local cultural and linguistic backgrounds.

Paraprofessional Expectations

Typically, paraprofessionals are hired to work with students with a variety IDEA disabilities including but not limited to: developmental delay, emotional disturbance, orthopedic impairment, multiple disabilities, autism, traumatic brain injury, other heath impairment, and intellectual disabilities in school the setting (Beale, 2002; Giangreco & Broer, 2005; Giangreco & Broer, 2007; IDEA, 2004). Students eligible for special education services under the IDEA disabilities categories present with a range of needs; primarily, "paraprofessionals" may provide direct care services to students with adaptive, behavioral, social-emotional, and health care needs, as well as provide instructional support to students with academic needs or specific learning disabilities (e.g., reading, writing, mathematics, spelling) (NCLB, 2001; Wallace, 2004). Accordingly, most of paraprofessionals work in more than three settings within a typical school day, and most paraprofessionals function as dual role providers where their time is divided between providing academic instructional support and/or direct care services, depending on the student and instructional task (IDOE, 2012b; Millsap, Moss, & Gamse, 1993; Pickett et al., 2003; Wallace, Stahl, & Johnson, 2003). In many cases, paraprofessionals provide a significant percent of services for students with disabilities in the school setting and often *without* the supervision or direction of a licensed teacher (US Department of Education, 1997; Wallace et al., 2003). Other findings suggest that paraprofessionals, despite large case loads, mainly provide 1:1 services to students with disabilities indicating a threat to providing an appropriate education within the least restrictive environment (Suter & Giangreco, 2009).

Medicaid & Paraprofessionals

Due to the high frequency services provided and nature of care provisions provided to student with disabilities by paraprofessionals, school may be reimbursed by Medicaid for these services. Medicaid is a program offered through partnership between state and federal governments to share the medical costs for low-income individuals under the Social Security Act in 1965 (PL 97-35 Title XIX of the Social Security Act, 1965). Later, section 411(k)(13) of the Medicare Catastrophic Coverage Act of 1988, also known as Public Law 100-360, authorized Medicaid to reimburse for medical services for children eligible for services under the Individuals with Disabilities Education Act (IDEA) prior to using IDEA funding (P.L.100-360, 1988); however, individuals must be eligible for Medicaid and require "special health care needs as stated on their Individualized education program (IEP) or individual family service plan (IFSP)" (IDOE, 2012a). Further specified in IDEA (2004), the federal code states:

> Medicaid is the primary payer to the Department of Education…school providers may bill Medicaid for Medicaid-covered services to children under IDEA…the school is responsible for liable third parties for services (Sec. 1903(c).

This means, school district may be reimbursed for some or all of direct services provided to a Medicaid-eligible individual requiring special education services as identified on their IEP. The extent to which the school district may reimburse for services is limited to services listed in the Medicaid stature and in the state's Medicaid plan; examples of such services include "physical therapy, speech pathology services, occupational therapy, psychological services, medical screening and assessment services" (Center for Medicaid & State Operations, 1997). For example, instructional tasks

devoted to teaching replacement behaviors to a student with a behavior intervention plan would be considered paraprofessional support and are billable services provided by a paraprofessional, versus, instructional tasks involving re-teaching of math facts would be considered support from a teacher associate or paraprofessional would not be billable. This difference in terminology, paraprofessional services versus teacher associate services, specifically functions for purposes of Medicaid billing.

Further, the state must specify the qualifications for providers and this must be consistent with the Medicaid provider qualifications in order to receive reimbursement (Center for Medicaid & State Operations, 1997). In the context of the school, the paraprofessional can be considered a service provider, and thus, services rendered may be determined billable under the Medicaid Activity Code 4 Direct Medical Services (Center for Medicare & Medicaid, 2003). Relevant to the services provided by paraprofessional, Code 4 Direct Medical Services includes providing health and mental health services contained in an IEP, providing personal aide services, providing direct treatment services, and other activities that are services included in the state's Medicaid plan (Center for Medicaid & State Operations, 1997).

Overall, direct care services provided by paraprofessional come with great monetary benefit to school districts as their time and services provided to IDEA- and Medicaid- eligible students allow for reimbursed from Medicaid.

Federal Qualification Requirements

Given the extensive responsibility designated to paraprofessionals in providing academic and direct care services to students with disabilities, it is important to consider the training qualifications that are required by state and federal regulations. What are the

competencies and expectations for paraprofessionals working in schools? Are the core expectations and responsibilities of paraprofessionals defined and agreed upon by all parties (e.g., paraprofessional, special education teacher, and principal)? To address these questions, the competencies and expectations for paraprofessionals set forth by the federal government entities, local state governments and empirical literature will be reviewed, and methods for identifying and validating job expectations of paraprofessionals are described.

To help facilitate systematic supports for training of paraprofessionals, the US Department of Education (1997) recommends that paraprofessionals be provided with written job descriptions. The recommended job description for a paraprofessional is

> Someone who works alongside and assists professional individuals in roles such as: assistant counselor, bilingual aide, bilingual special education aide, career aide, child care giver, computer aide, extracurricular activity aide, financial aid specialist, monitor, library aide, media center aide, psychologist assistant, teaching/classroom aide, teaching assistant, and tutor (p. 4).

Within the original report, brief definitions are provided for each of the job duties listed within the description. However, this description represents the range of possible job roles within the job description of a paraprofessional and clearly illustrates the inevitability that there will be "discrepancies between what the paraprofessional is required to do and what they actual do" (US Department of Education, 1997). For this reason, the State also recommends that, as roles of the paraprofessional change, so should the written formal job description. Job descriptions should also designate roles for the supervising special education teachers to improve clarity in job roles during the training

process. In addition, teachers and administration should utilize regular assessment procedures to evaluate job performance of paraprofessionals; and, when training is warranted, schools should provide instructional trainings for paraprofessionals to match performance deficiencies (US Department of Education, 1997).

In addition, IDEA (2004) addresses the qualifications and requirements for paraprofessionals and the conditions under which paraprofessionals may provide services to students with disabilities. Specifically, IDEA (2004) *Part B – State and Local Eligibility: Personnel Qualifications* states the following:

> the State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities [34 CFR 300.156(b)] [20 U.S.C. 1412(a)(14)(A)].

Meaning, that the Federal government relinquishes control to the State educational agency to define the term *paraprofessional*, training and supervision. IDEA simply mentions that paraprofessionals must be appropriately trained and hold credentials required by the individual States. However, IDEA specifies the services that may be provided by paraprofessionals. Services offered by a paraprofessional typically fall under *Related Services and Paraprofessionals* section of the law that:

> allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation or written policy, in meeting the requirements of this part, to be used *to assist* in the provision of special

education and related services under this part to children with disabilities [34 CFR 300.156(b)] [20 U.S.C. 1412(a)(14)(B)(iii)].

Services that may also be provided by paraprofessionals is described in IDEA (2004) under *Supplementary aids and services, which is defined as:*

aids, services and other support that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with Sections 300.114 through 300.116 (20 U.S.C. 1401(33).

Importantly, these sections of IDEA outlines that paraprofessionals may *assist* with provision of services and are under the direction of certified personnel but they are not qualified to direct instruction or run programming for students with disabilities. However, IDEA does also include a section regarding professional development to encourage paraprofessionals to engage in professional development activities, as follows:

Each state is to require that: Public schools improve the knowledge of special education and regular education teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices, and provide training in: learning styles; behavior interventions; scientifically based reading instruction; early interventions; effective instruction; transition; and collaboration (IDEA sec.646(a)(3)(B)(i-vi).

Extensions of IDEA are also presented in No Child Left Behind Act (NCLB) of 2001, which set forth parameters for paraprofessionals to meet education and certification requirements. NCLB specifies that paraprofessionals providing instructional support to

students under Title 1 and hired after January 8, 2002 to have at minimum, one of the following required credentials: 1) completion of two year study at a higher education institution (with no specified course of study); or, 2) an associate's degree; or, 3) meet a rigorous standard of quality and ability to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics (NCLB, 2001). And, all Title 1 employed paraprofessionals "must have a secondary school diploma or its recognized equivalent" (NCLB, 2001).

For paraprofessionals working within a school that does not receive Title 1 funds, or if the paraprofessional is not providing instructional support under Title 1, the requirements do not apply and an associate's degree is merely "recommended" for paraprofessionals to be employed for special education services (NCLB, 2001). According to NCLB (2001), Title I funded paraprofessionals may potentially carryout the following job responsibilities:

a) Provide tutoring

b) Provide instructional services under Title I certification

c) Assist with classroom management

d) Assist in a computer lab, media, or library setting

e) Assist with parental involvement

f) Act as a translator (Sec 1119(g)(2))

It is stated in the Act that paraprofessionals "may not provide any instructional service to a student unless directly supervised by a professional" and "may not assume duties beyond the scope of other similarly trained personnel" (NCLB, 2001). And, it is the job responsibility of the principal, as dictated by the Local Education Agency (LEA),

to provide a written statement attesting to compliance of paraprofessional qualifications, roles and responsibilities at a minimum of once per year.

State Requirements

According to reviews, there are approximately thirty states that have established minimal standards for paraprofessionals and only 14 states that have clearly established credentialing systems for paraprofessionals (Beale, 2001; Pickett et al., 2003). This means that nearly 50% of states do not have clear defined requirements for paraprofessionals. Of the states that provide certification, there is little guidance regarding performance and service delivery.

Iowa is one of the14 states offering certification for paraprofessionals. Below is a review of Iowa's paraprofessional certification process. Their process is reviewed to demonstrate how some states have developed professional expectations for paraprofessionals.

The Iowa Department of Education recommends that Local Education Agencies (LEAs) encourage all paraprofessionals to obtain a certificate through the Board of Educational Examiners (Iowa Department of Education, 2012b). Potential certification in the state of Iowa is offered at three levels including Level 1 Generalist PK-12, Level II Areas of Concentration (i.e., early childhood PK-3, special needs PK-12, English as a second language PK-12, career and transition programs: Grades 5-12, school library media PK-12), and Level III Advanced PK-12. Level I requires a high school degree or equivalent, minimum age of 18, and at least 90 hours of training in relevant all relevant areas (behavior management, exceptional and at-risk child behavior, collaboration skills, child and youth develop, etc...). A Level II requires a previous generalist certificate and

the required competencies in one of the five areas of concentration. A Level III requires a generalist degree, and an associate degree or 62 hours at an institution of higher education in addition to 100 hour supervised practicum (Pickett et al., 2003). It is important to note that within the states offering certification systems for paraeducators, no consensus nor are there shared components for credentialing exist beyond the minimum requirement of a secondary high school diploma/GED (Pickett et al., 2003).

Despite providing a credentialing system, certification in Iowa is completely voluntary (IDOE, 2012a). And, the state of Iowa makes clear the distinctions between paraprofessionals and paraeducators in the *Guide to Effective Paraeducator Practices, Edition II* (IDOE, 2007). Paraprofessionals are those individuals who assist and require the supervision of certified staff; whereas, paraeducators are paraprofessionals that are certified by the Iowa Board of Education Examiners as either a Level I generalist or a Level II paraeducator under Iowa License Code section 272.12 (IDOE, 2007). Further, the Iowa Rules of Special Education 281-41.403 states the responsibilities of paraprofessionals as:

> Special education personnel employed to assist in the provision of special education and related services to children with disabilities shall: a) complete appropriate preservice and ongoing staff development specific to the functions to be performed…to be completed prior to beginning service...; b) work under the supervision of professional personnel appropriately authorized to provide direct services in the same arena where the paraprofessional will provide services; c) not serve as a substitute for appropriately authorized professional personnel (pp. 59-60).

In addition, the Guide specifies that paraprofessionals may obtain a status of "authorized special education paraprofessionals" upon completion of specialized training to assist perform the following roles: audiometrist, licensed practical nurse, occupational therapy assistant, and paraeducator (IDOE, 2007). Importantly, although paraprofessionals may obtain an authorized status or certification, the IDOE is clear that an authorized paraprofessionals and paraeductors "shall not perform the duties of an appropriately licensed professional/practitioner" and may not teach new concepts, be primarily responsible for instructing students, act in place of a professional at meetings, provide accommodations not listed in the IEP, supervise assemblies or outings (IDOE, 2007).

According to the Guide, a Generalist (Level I) certificate approved by the Iowa Board of Education Examiners assures that the paraeducators are able to perform 33 required competencies. These competencies are categorized within six areas including

1. Support for positive teaching/learning environment;

2. Assist in physical and intellectual development;

3. Support social, emotional, and behavioral development;

4. Establish positive and productive relations;

5. Effectively integrate technology to support student learning;

6. Practice ethical and professional standards of conduct (pp.25-29).

Additional competencies are required for specialized or Level II paraeducators each of the five areas of concentration (e.g., Early childhood, special needs, ESL, career and transition programs, and school library media) (IDOE, 2007).

In addition to competencies for paraprofessionals, the Guide contains a list of specific paraprofessional job duties, as compared to the supervising teacher, within the following categories: Classroom organization, assessment, sets objectives, instruction, behavior management, working with family members, individualized education planning, in-service, and other duties (IDOE, 2007).

- Classroom organization includes four duties such as implementing teacher plans, making copies, planning review activities, and maintaining records.

- Assessment includes grading student work and monitoring progress. Sets objectives refers to meeting teacher set objectives for student performance.

- Instructional activities include preparing instructional materials and leading small group/individual lessons.

- Behavior management refers to implementing strategies designated by the teacher, observing student behavior and collecting behavior data.

- Working with families refers to communicating effectively with the student's family members as directed by the teacher.

- IEP implementation by the paraeducator involves assisting the teacher in implementing the teacher's instructional plans goal areas.

- In service refers to attending continuing education and professional development opportunities.

- And, other duties includes monitoring/supervising students (e.g., playground, lunchroom, hallway, bus), facilitating inclusion of students with disabilities in all aspects of general education, implementing

specialized duties (e.g., health services, media), and assists with students'
practice opportunities in the community (IDOE, 2007).

A supplement to the *Guide* was developed by the Iowa Department of Education
(2010), known as the *Appropriate Paraeducator Services Matrix*. The Matrix outlines the
responsibilities of administrators and teachers necessary to support paraeducators and to
ensure paraeducators provide appropriate services to school-age children in various
settings (e.g., classroom, transition between classrooms, behavior setting, community
setting, and transitions between settings) regardless of their assignment to one or multiple
students. Importantly, the Matrix lists the appropriate duties of paraeducators as well as
clearly delineates appropriate duties from inappropriate duties of paraeducators. The
Matrix lists 27 duties that are categorized into six domains: Instruction, assessment,
student behavior, family and parent interactions, organizational duties, and health
services.

1. Instruction, the duties listed include: Reinforcing application of skills
   previously introduced, reinforcing specially designed instruction
   previously provided by the teacher, facilitating teacher instructions in
   small group activities, constructing instructional materials, assisting
   teacher with modifying/adapting instructional strategies/materials, and
   supervising students.

2. Assessment duties of paraeducators includes collecting, recording, and
   charting student data, checking student work, and reading
   tests/assignments to students (as according to their IEP).

3. Student behavior refers to paraeducators implementing behavior intervention plans, implementing PBIS expectations (as trained by PBIS team), supervising student behavior during un-structured activities and non-classroom environments (e.g., recess, bus, lunch, hallways, study hall, etc…).

4. Family and parent interactions with the paraeducator is limited to providing information regarding daily routines and events, and paraeducators may be a source of information in regards to how the student responds to specific instructional techniques, behavior plans, and general classroom observations; importantly, all further inquires regarding student progress must be directed to the certified teacher.

5. Organizational duties may include assisting the teacher in maintain an orderly and safe environment including setting up equipment or centers, copying and handing out instructional materials, and assisting with simply modifications to instructional materials (e.g., enlarging print).

6. Also, paraeducators may be trained by health professionals to assist with implementing individualized health plan of students, supervised and unsupervised (IDOE, 2010).

Empirical Recommendations

As part of the Minnesota Paraprofessional Project, Wallace, Bernhardt, and Utermarck (1999) report the results from two surveys of special education paraprofessionals conducted in 1994 and 1997 throughout the state of Minnesota. Results of the surveys indicated that more than 90% of special education paraprofessionals were

not licensed to teach or work with students with disabilities and approximately 40% of

paraprofessionals had no training at the time of their employment as a paraprofessional.

Despite having limited credentials and training, almost 50% of paraprofessionals are

often to always responsible for multiple learners and nearly 40% of paraprofessionals

reported working in multiple classrooms during the school day. Paraprofessionals

reported that their most typical work tasks, as listed in descending order from most often

to least, include: a) reporting student progress to their supervising teacher; b) modifying

and adapting classroom curriculum; c) designing and preparing student instruction; d)

scoring tests, assigning grades; and, e) communicating with parents.

Based on the survey results, Wallace et al. (1999) outline roles and

responsibilities for special education team members including administrators, special

education teachers, and paraprofessionals. Accordingly, paraprofessionals in Minnesota

assume four essential roles including: 1) assist supervising teachers in the learning the

environment to include, respect, and engage all learners; 2) develop and maintain

personal professionalism and relationships; 3) perform professional activities in which

qualified and trained to perform; and, 4) communicate needs of students and concerns of

parents to supervising teacher. Further, authors developed core competencies that

encapsulate the necessary skill set for paraprofessionals to function in their role in

serving special education services. The list of competencies serves as a template for

school districts and agency in regards to requirements for hiring, training, and evaluating

performance of paraprofessionals. There are seven core competencies and six specialized

competency areas. The core competencies areas include: 1) philosophical, historical and

legal foundations of special education; 2) characteristics of learners; 3) assessment,

diagnosis, and evaluation; 4) instructional content and practice; 5) supporting the teaching and learning environment; 6) managing student behavior and social interaction skills; 7) communication and collaborative partnerships; whereas, the specialized competency areas for paraprofessionals include: 8) early childhood, home visitor programs; 9) early childhood, center-based programs; 10) transition to work and adult life; 11) behavior management; 12) academic program assistants; 13) physical and other health impairments (Wallace et al., 1999). Within each competency area are lists of descriptive statements regarding the specific knowledge, skills, and personal qualities expected for paraprofessionals. These thirteen competencies formulate the survey-like assessment to be used as part of the professional development process during hiring, orientation/training, and within two months of working as a paraprofessional.

Similarly, results from Wallace, Shin, Bartholomay, and Stahl (2001) recommend establishing a "common core of expectations" for special education teachers as a key to ensuring alignment between job descriptions and practice. In this study, Wallace et al. 2001 an identified the competencies of those supervising paraprofessionals, special education teachers. Their survey examined the extent to which seven theoretical competency areas are necessary and important to directing the successful work of paraprofessionals, the actual frequency and demonstration of the competencies, as well as the extent to which special education teachers are evaluated based on these competencies. Administrators, teachers, and paraprofessionals throughout the state were surveyed. The survey results indicate that significant differences exist between raters in regards to demonstration of competencies, and that overall, paraprofessionals view all seven competencies to be important for special education teachers to demonstrate despite the

reported extent special education teachers actually demonstrate these competencies in daily work. Therefore, it is evident that paraprofessionals view their own professional development and training as a primary area of concern and importance, consistent with previous findings by Stahl and Lorenz (1995).

In 2001, the Study of Personnel Needs in Special Education (SPENSE) was conducted in in part by the US Department of Education and OSEP to identify the roles and responsibilities of paraprofessionals. The survey results suggest that paraprofessional's responsibilities vary greatly by geographic region. Specific to the Midwest, paraprofessionals spend more of their time engaging in administrative tasks compared to other regions. Overall across the nation, paraprofessionals reported spending at least 10% of their time providing instructional support, one-on-one instruction, modifying assignments, implementing behavior intervention plans, supervising/monitoring students, consulting with teachers, collecting student data, and assisting with personal care activities.

Building off of Wallace et al (1999) report, a follow-up status report was developed by Wallace, Stahl, and Johnson (2003). The status report summarizes the 2003 survey that was adapted to account for credentialing changes for paraprofessionals due to NCLB Act of 2001 that specifies the three optional credential requirements for paraprofessionals. The 2003 survey was administered to 726 (5% of total) special education paraprofessionals and 531 (15% of total) Title I paraprofessionals randomly selected throughout Minnesota. The 2003 survey included questions regarding the programs in which paraprofessionals currently work, knowledge of NCLB, as well as educational credentials and level of training. This demographic information was in

addition to work responsibilities for paraprofessionals listed in Table 30 of the survey. For each of the 20 work responsibilities, paraprofessionals were prompted to endorse if it was a primary part of their work, whether they received training, whether the training was adequate, and whether they perform the work responsibility independently or with direction. Examples of the work responsibilities include providing behavior management strategies, designing instructional plans for students, assisting in academic instruction (reading, writing, math), assisting with media center, and assist in activities of daily living.

Overall, the 2003 survey was designed to elicit information regarding work responsibilities across varying levels of training and certification. For example, nearly 90% of all paraprofessionals (special education and Title I) endorsed assisting in academic instruction as a primary work task despite the fact that only 66% were trained and qualified to perform such a task. Results of the survey indicate a misalignment between credentialing/training and actual work responsibilities and activities of paraprofessionals (Wallace et al., 2003).

Further efforts on behalf of Pickett et al. (2003) in partnership with the National Resource Center for Paraprofessionals (NRCP), have compiled a robust "state-of-the-art" source of research findings from past to present related to the roles and responsibilities of paraprofessionals as well as implications for special education teachers and administers for training and evaluating paraprofessionals. It is emphasized throughout the document that the role of paraprofessionals has emerged over time into a much more demanding and technical role within special education. Legislative changes to federal and state laws requiring increased accountability and data-based decision-making has also shaped the

roles and responsibilities of paraprofessionals working in schools. Pickett et al compiles

works from Picket (1999) with more current standards for paraprofessionals, as validated

by the NRCP taskforce and survey data, to include a list of core competencies for

paraprofessionals in order to perform in their job capacity. Picket et al list six

competency areas, as regarded as *Responsibilities,* in which paraprofessionals assist

teachers in:

1) Building and maintaining effective teams;

2) establishing learner-centered environments;

3) planning and organizing learning experiences;

4) engaging students of all ages in learning experiences;

5) assessing learner needs and progress; and,

6) meeting standards of professional and ethical conduct (p. 28-32).

Depending on the paraprofessional position level (Level 1, 2 and 3), the

responsibilities for paraprofessionals within each of the six competency areas differ

greatly. For example, the responsibilities for a Level 1 paraprofessional involves general

behavior management and classroom strategies; whereas, Level 2 or 3 paraprofessionals,

due to an increased training level and advanced skill set, have additional and specialized

responsibilities focusing primarily on instruction or a specific area of related services.

Hughes and Valle-Riestra (2008) surveyed teachers and paraprofessionals

working with students with disabilities to gather information regarding perceived roles

and responsibilities of paraprofessionals as well as the degree to which paraprofessionals

were prepared to perform these role responsibilities. The survey consisted of 18

responsibilities for paraprofessionals and seven questions regarding the roles of

paraprofessionals. In regards to the frequency in which paraprofessionals perform the 18 job responsibilities, results of the survey indicate relative consistencies between paraprofessionals self-ratings and teachers ratings, with the exception of only two items (observes and records progress and creating instructional materials). Based on participant ratings, the authors identify that the top five responsibilities most frequently performed by paraprofessionals include reinforcing concepts, assisting with classroom behavior management, monitoring children outside the classroom, assisting in daily planning, and evaluating assigned activities. As expected, the least frequent job responsibilities are those requiring a specialized training level such as helping with assisted devices, providing therapy programs, and implementing health-related duties. In addition, teachers and paraprofessionals endorsed a higher degree of preparedness for monitoring and comforting children, and assisting children with daily living skills. Overall, paraprofessionals were viewed as valued members of the educational team and were perceived as prepared to perform their job responsibilities.

In summary, as the number of paraprofessionals steadily increases with the expanding roles and responsibilities for paraprofessionals, the consistency between states for credentialing requirements for paraprofessionals remains trivial (Beale, 2001; Kellegrew, Pacfico-Banta, & Stewart, 2008). Paraprofessionals providing non-instructional activities are not required to obtain certification or post-secondary education training.

In addition to inconsistencies within state and federal guidance, the extent of knowledge and breadth of current research devoted to paraprofessionals is minimal. There is limited outcome data to support the use of paraprofessionals as service providers

in the school setting (Giangreco & Broer, 2005; Giangreco, Edelman, Broer, & Doyle, 2001; Jones & Bender, 1993; Suter & Giangreco, 2009). In fact, Giangreco & Broer (2005) questionnaire results raise valid concerns about paraprofessionals serving as delivery agents in special education, particularly in regards to making instructional decisions.

Intuitively, paraprofessionals have the potential to be effective change agents within a school system, but this cannot be affirmed with such ambiguity regarding the requirements for, and the roles and responsibilities of, paraprofessionals. Thus, the fundamental question is in regards to the accountability of service delivery, specifically pertaining to paraprofessionals as delivery agents for students with disabilities. Therefore, it is imperative to systematically identify the expectations for paraprofessionals and determine the extent to which the paraprofessionals, special education teachers, and administrators agree upon these standards. In doing so, a problem-solving model may be applied.

Problem-solving

Problem-solving is endorsed by NASP in *Best Practices in School Psychology V* as a model of "science-based practice" (Tilly, 2008). The problem-solving model guides practitioners through the systematic and scientific process of identifying the problem, analyzing why the problem in happening, determining what can be done about the problem, and evaluating the intervention. Using this model, a problem is identified by determining the discrepancy between "what is" and "what should be" (Deno, 2002). Thus, the following stages of problem-solving function to further analyze the problem and eliminated the discrepancy that exists between "what is" and "what should be"

(Deno, 2002). In order to determine "what is," all stakeholders need collaborate to generate an objective definition of what is actually happening (e.g., what a person does) using observable terms (Tilly, 2008). This definition can be referred to as *observed performance* and it is compared to the "what should be." The "what should be" is the expectation for performance, the *expected performance*, as defined by available standards or operationally defined by stakeholders themselves. The observed performance and expected performance is based upon data (e.g., review of records, interviews with informants, direct observations, and testing) and the difference is calculated to determine the magnitude of the problem. A problem is said to exist when the magnitude is at least 1.5 to 2, in most cases, but professional judgment applies (Heartland, 2012). Thus, a discrepancy between current and expected performance be may exist but not to a significant degree.

Further, a problem must also be relevant and important to all stakeholders, and crucially, all stakeholders must agree on the relative importance and that the problem actually exists (Tilly, 2008). For example, a discrepancy exists between observed and expected performance but is not judge by stakeholders to be relevant and importance, is not deemed to be "problematic." In such a case, it will not be subjected to further problem analysis nor will it be targeted for intervention; only a significant performance discrepancy that is relevant, importance, and deemed "problematic" will be targeted for further analysis and intervention.

Accordingly, the first step of problem-solving at the systems level is to assess the problem by defining the expectation for performance and then comparing current performance to this standard. However, the expectations must be clearly defined to serve

as a measure from which to compare performance, and be validated by all stakeholders (Tilly, 2008).

Job Analysis

In the case of paraprofessional expectations, we can apply problem-solving by analyzing job performance compared to job expectations. Such an analysis is known as job analysis.

Job analysis is a well-defined and systematic process for determining job expectations in order to set work instruction, direction, and a performance criterion for new employees (Brannick & Levine, 2002). Typically, job analysis is also a method for determining essential competencies for employees that may be used for selection purposes. The disadvantage of merely having a set of competencies rather than specific expectations and requirements for employees is that employers are limited to selection and hiring criterion as opposed to a criterion for training new employees and competencies alone will serve as a means to evaluate job performance. Whereas, by creating a standard work, employers will have a means for explicitly teaching new paraprofessionals the essential expectations for their job, and at the same time, use this same metric for conducting job performance reviews (Brannick & Levine, 2002). Also, by creating a specified and agreed upon tasks for a position aids in hiring, job redesign, and legal defense. Consistent with past comprehensive and validated surveys, there is a persevering need to address the advancing roles of paraprofessionals and to establish a set of standards and responsibilities for paraprofessionals (Pickett et al., 2003). Similarly, Wallace et al. (2001) recommends establishing a "common core of expectations" to

ensure alignment from job descriptions to practice in regards to work related responsibilities and competencies.

Purpose

The purpose of this study is to provide a pragmatic application of problem solving and job analysis including 1) compiling a list of possible expectations for paraprofessionals based on federal, state, and empirical standards; initial development of the P-SET; 2) validation of a core list of paraprofessional job expectations based on survey ratings and agreement by administrators, special education teachers, and paraprofessionals; 3) empirically analyze discrepancies between paraprofessional, special education teacher, and administrator respondents in regards to perceived job expectations for paraprofessionals; 4) empirically analyze the gap (discrepancy) between ratings of current and expected performance for job responsibility across respondents; and 5) determine if expected performance and importance ratings align with current performance.

Further, this compiled set of essential expectations for paraprofessionals, called the Paraprofessional Survey of Expectations Tool (P-SET), will consist of a standard of expectations to serve as a systematic tool for training and evaluating the performance of paraprofessionals in the schools. This metric is a three-part assessment tool will allow schools personnel to gather job analysis information for paraprofessionals. Specifically the tool can be used to 1) assess paraprofessionals' observed and expected job performance; 2) provide descriptive feedback to school support teams as a means for aligning agreement between respondents; and ultimately, 3) lead to developing a

specified and targeted training program for student, teacher, and paraprofessional triads

in order to improve the quality of service delivery to students in special education.

Chapter 2

Method

Recruitment and Setting

This study was conducted in Iowa within the Heartland Area Education Agency (AEA). Overall, the agency population consists 53 school districts containing over 140,300 students, and nearly 9,500 teachers and administrators within public and private schools (Heartland AEA, 2012). Heartland AEA provides services within 11 counties, which geographically comprises nearly 1/5 of the state of Iowa (Greater Des Moines Partnership, 2012). The greater Des Moines Area consists of more than 500,000 individuals, with approximately 760,000 living within central Iowa. Demographically, the Des Moines area is of predominately white (87.9%), Hispanic (7.5%), black (4.3%), other (2.6%), Asian or Pacific Islander (2.8%), two or more races (2.1%), and American Indian or Alaskan Native (0.3%) ethnicity, with fewer ethnic diversity in counties surrounding Des Moines (Des Moines Registar, 2012).

Consent from the Heartland AEA representative and local education agency (LEA) representatives was obtained in accordance with the Minnesota State University Institutional Review Board policies and as directed Heartland AEA research committee. Specifically, the agency first agreed to participation and approval of the schools districts to be recruited. Informed consent was obtained from each principal, special education teacher, and paraprofessional that was recruited for this research study. Consent forms clearly explained the study and provide potential participants with the option of voluntarily participating in the research study. Informed consent was obtained from all principals, special education teachers and paraprofessionals volunteering to participate in

the research study through submitting a completed online survey (as explained in the initial email consent form).

Upon obtaining consent from the AEA representatives, all participants were recruited via email (Appendix I). Specifically, an initial email and second reminder email were sent using *Peoplebox,* a Heartland AEA agency-wide contact list serve, to invite principals/assistant principals, special education teachers, and paraprofessionals to participate in the research survey. The email functioned as informed consent providing a description of the research study, rights to participation, agency and University IRB contact information and the website link to the survey (see Appendix A-B). The survey was developed and accessed using SurveyMonkey. All participants were provided the website link to complete the survey online at surveymonkey.com.

Data collection involving participants occurred from April 7 to May 30 of 2013. The second reminder notification was sent email two weeks following the initial email, on April 22, 2013. All surveys accepted by May 30, 2013 were included in data analysis. All identifying information is kept confidential and all records are kept in a locked file cabinet within the agency to which only the principal investigators will have access.

Participants

The survey was distributed to 3619 participants using *Peoplebox*, including separate email lists sent to 371 principals, 1238 special education teachers, and 2010 paraprofessionals. Following the first distribution the survey via email, 644 emails were returned to the author, and 816 were returned to the author on the second distribution of the survey. Although the type of participant is unknown for the returned emails, 2803 participants were considered recruited to participate in the survey. 17% of the total

recruited responded to the survey, with a total of 471 respondents; whereas, a 10% response rate for online surveys is realistic according to survey researchers.

Of the total participants that responded to the survey, 68 (14%) were principals or assistant principals, 213 (45%) were special education teachers, and 191 (41%) were paraprofessionals (see Table 1). However, 270 participated in Part II of the survey; this includes 35 (13%) principals/assistant principals, 138 (51%) special education teachers, and 97 (36%) paraprofessionals. All participants were at least 18 years of age with no limit to maximum years of age. Nearly all of the participants report working in public schools and were evenly represented across grade levels. Of the Principal and Assistant Principal participants, nearly 98% report having a graduate degree and 94% have a principal endorsement; although 49% report licensure to teach general education and 8% report licensure to teach special education. 33% of assistant principals and principal participants have 5-9 years of experience working in this role. Of the special education teacher participants, 55% report having a graduate degree, 27% have graduate credits, and 13% report have bachelors as the highest degree obtained. The majority (83%) of special education teacher participants are licensed to teach special education, and 58% report having a general education teacher license. 32% of special education teacher participants have 15 or more years of experience working as special education teachers. Of the paraprofessional participants, the 33% report having a bachelor degree, 34% have earned post-secondary credits, two years of higher education, or a two year degree, and 16% report a high school diploma as the highest degree completed. The majority (45%) of paraprofessional participants do not hold certification; whereas approximately 18% have a Level I Generalist and a total of 33% have a certification in a Level II Area of

Concentration. 31% of paraprofessional participants have 5-9 years of experience

working as paraprofessionals (See Table 1).

Table 1. Participant demographic information.

Item	Principal	Teacher	Paraprofessional
	(n = 68)	(n = 213)	(n = 190)
Part I: Demographic Items	%	%	%
School Type:			
Public	90.9	98.6	98.8
Private	6.1	1.0	1.2
Other	3.0	0.5	0
Student Population (all the apply):			
Pre K	30.3	14.4	28.2
Kindergarten	43.9	21.1	38.7
Grades 1-5	50.0	36.8	47.9
Grades 6-8	42.4	31.1	35.6
Grades 9-12	33.3	39.7	30.7
Highest Degree Completed:			
GED	0	0	1.2
High School Diploma	0	0	16.0
1+ years higher ed	0	0	12.9
Technical/Comm College/AA	0	0	11.7
2+years higher ed	0	0	11.0
Bachelor	0	13.4	32.5
Graduate Credits	0	27.3	6.7
Graduate Degree	84.8	55.0	3.1
Other	15.2	4.3	4.9
Certification			
None	0	0	45.4
Level 1 Generalist PK-12	6.1	15.8	17.8
Level II Areas of Concentration:	0	12.4	11.7
Early Childhood PK-3	6.1	13.4	8.6
Special Needs PK-12	1.5	16.3	6.7

English as a Second Lang. PK-12	1.5	0.5	4.3
Career and Transition: PK-12	0	1.4	0
School Library Media: PK-12	0	0	1.2
Level III Advanced PK-12	0	6.7	0.6
Tutor License	0	0.5	0.6
Special Education Teacher License	7.6	83.3	1.8
General Education Teacher License	48.5	57.9	8.6
Interpreter's Certificate	1.5	0	1.2
Principal Endorsement	93.9	4.8	0
Other	22.7	18.2	25.8
Years of Experience			
0 or first year on the job	16.7	0.5	1.8
1-4 years	25.8	14.4	20.9
5-9 years	33.3	29.7	30.7
10-14 years	12.1	23.4	24.5
15+ years	12.1	32.1	22.1

Procedure

Survey Development. The proposed Paraprofessional Survey of Expectations Tool (P-SET) functions to systematically measure the essential expectations for paraprofessionals by determining the degree to which the expectations are currently demonstrated, should be demonstrated, relative importance of those expectations in improving outcomes for students, and overall agreement between respondents. Items on the survey were compiled from the reviewed research on paraprofessional competencies, roles, and responsibilities (Hughes & Valle-Riestra, 2008; Pickett et al., 2003; Iowa Department of Education, 2007; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003).

The P-SET is comprised of three forms: Administrator, teacher, and paraprofessional self-rating form (see Appendix C-E). Each survey is organized into two parts. Questions in Part I of the survey consists of demographic and descriptive information that vary slightly across rater forms; and, Part II consists of 48 expectations to be rated on a five-point Likert-scale according to the observed and expected performance of paraprofessional. Also, similar to Wallace (2001) all raters will endorse the importance of each of the essential expectations for paraprofessionals on a three-point Likert scale.

On the administrator and teacher forms, for each expectation listed on the survey the administrator and teacher respondents will endorse the level of agreement on a Likert scale, as follows: How often do paraprofessionals currently perform this responsibility? (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4); how often should paraprofessionals perform this responsibility? (Never = 0, Rarely = 1, Sometimes = 2,

Often = 3, Always = 4); and, is this responsibility important for a paraprofessional to perform? (Not important = 0, Important = 1, Very Important = 2).

On the paraprofessional form, response categories for paraprofessionals are worded similarly, as follows: Are you currently performing this responsibility? (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4); should you be performing this responsibility? (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4); and, is this responsibility important in your current job position? (Not important = 0, Important = 1, Very Important = 2). The survey concludes with additional space for comments and explanations.

Data Analysis

First, a non-parametric group data gather from administrators, special education teachers, and paraprofessional's ratings (Likert scale) are converted to numerical equivalents as such: 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always; and, 1 = not important, 2 = important, and 3 = very important.

The survey data are analyzed using descriptive statistics, consistent with the 360 Degree Feedback Program as a model of delivery. Participant survey responses are presented through tables of means and standard deviations across raters for each survey item on a dual scale. The dual scale includes how often the expectation is currently performed and how often the expectation should be performed allowing for gap analysis. Standard deviations will establish level of significance to determine magnitude between respondent ratings. Feedback provided in this manner will allow for quick interpretative results and visual analysis of data result. Other descriptive information variables on the survey related to supervision and service delivery are analyzed and varied according to

participant type (administrator, teacher, paraprofessional) including: direct supervisor, adequate supervision, person responsible for evaluating paraprofessionals, annual performance review, job description, percent of day providing academic, instruction and personal care supports, group size (1:1/shared/whole group), type and number of educational settings per week, and Title I and ELL services.

Chapter 3

Results

Part I: Descriptive Information

Supervision and Evaluation**.** All participants responded to questions regarding supervision. 71% of all assistant principal and principal participants endorse the superintendent as their direct supervisor, 95% of special education teachers identify the principal as their direct supervisor, and 61% of paraprofessionals report that the special education teacher directly supervises the majority of their work; nearly all participants report receiving adequate supervision (see Table 2). In regards to supervision of paraprofessionals, 97% of principals and 80% of special education teachers report providing supervision to paraprofessionals; compared to 88% of principals and 28% of special education teachers participants that report responsibility for evaluating the performance of paraprofessionals. As for the evaluation of performance, 60% of paraprofessional participants report being evaluated by an assistant principal or principal and 26% report being evaluated by a special education teacher. 71% of paraprofessionals report having an evaluation within the past year, compared to 26% of paraprofessionals who report not having an evaluation within the past year. Of the total paraprofessional participants, 43% report that they have a copy of their job description, 36% do not have a copy, and 21% were unsure (see Table 2).

Table 2. Participant supervision related information.

Item	Principal (n = 68)	Teacher (n = 213)	Paraprofessional (n = 190)
Part I: Supervision Items	%	%	%
Person responsible for directly supervising the majority of your work?			
General Education Teacher	0	0	14.7
Special Education Teacher	0	0	61.3
Title I Teacher	0	0	1.8
ESL Teacher	0	0	1.8
Early Childhood Teacher	0	0	3.7
Media Specialist	0	0	3.1
School Nurse	0	0	0
Principal	15.2	95.2	9.2
Superintendent	71.2	0.5	1.8
School Board	3	0	0
I don't know	10.6	1.4	2.5
Other	0	2.9	0
Adequate Supervision			
Yes	93.9	83.3	90.8
No	3.0	7.2	5.5
Unsure	3.0	8.6	3.7
Provide supervision to paraprofessionals?			
Yes	97.0	80.4	n/a
No	3.0	17.7	
Unsure	0	1.9	
Evaluate the performance of paraprofessionals?			
Yes	87.9	27.8	n/a
No	12.1	66.5	
Unsure	0	5.7	

Person responsible for evaluating your performance?			
General Ed Teacher	n/a	n/a	4.9
Special Ed Teacher			25.8
Title I Teacher			0.6
Principal			42.3
Assistant Principal			17.8
Superintendent			0.6
ESL Teacher			0.6
Early Childhood Teacher			1.2
Media Specialist			0.6
School Nurse			0
I don't know			5.5
Performance review in the past year?	n/a	n/a	
Yes			71.2
No			25.8
Unsure			3.1
Job Description			
Yes	n/a	n/a	42.9
No			36.2
Unsure			20.9

Service Delivery**.** In regards to service delivery, special education teachers and paraprofessionals were asked to report the nature and frequency services provided to students on a daily basis, as referenced in Table 3. The majority of special education teacher and paraprofessional participants both, endorsed spending most of their time (76-99%) each day providing academic instruction, and much less time (1-25%) providing behavioral support and little time providing personal care activities (0%) each day. As for group size, most special education teachers report providing services in a small group setting, whereas most paraprofessionals that report working in a 1:1 setting, and with neither providing services within a whole/large group of students during the day. Of the paraprofessional participants, almost all report providing services within general education settings (44%) or special education settings (38%), and within school environment, paraprofessionals report working within multiple settings during the week. Further, paraprofessionals were asked if were certified to provide educational services as a Title I paraprofessional, the majority report "no" (51%), 22% report "yes" and 28% were "unsure." Similarly, the majority of paraprofessionals report that they do not provide services to students with limited English proficiency (72%) (see Table 3).

Table 3. Special Education Teacher and Paraprofessional service delivery information.

Item	Teacher	Paraprofessional
	(n = 213)	(n = 190)
	%	%
Part I: Service Delivery Items		
% of day providing academic instruction		
0%	0	2.5
1-25%	4.8	13.5
26-50%	6.2	14.1
51-75%	15.8	21.5
76-99%	52.6	33.7
100%	20.6	14.7
% of day providing behavioral support		
0%	1.9	5.5
1-25%	37.3	29.4
26-50%	17.7	16.0
51-75%	12.4	12.3
76-99%	15.3	22.7
100%	15.3	14.1
% of day providing personal care activities		
0%	69.9	62.0
1-25%	20.6	28.8
26-50%	7.2	3.1
51-75%	1.0	3.1
76-99%	1.4	2.5
100%	0	0.6
1:1 support		
0%	14.8	11.7
1-25%	52.2	27.6
26-50%	16.3	9.8

	51-75%	9.6	14.7
	76-99%	5.7	25.8
	100%	1.4	10.4
Shared/Small Group			
	0%	5.3	12.9
	1-25%	20.6	42.3
	26-50%	26.8	20.2
	51-75%	18.2	9.2
	76-99%	20.1	12.9
	100%	9.1	2.5
Whole Group			
	0%	30.1	42.9
	1-25%	30.6	36.2
	26-50%	21.1	8.6
	51-75%	6.2	3.1
	76-99%	6.2	3.7
	100%	5.7	5.5
Title I			
	Yes	n/a	22.1
	No		50.3
	Unsure		27.6
ELL			
	Yes	n/a	27.6
	No		72.4
Educational Setting			
	General Education	n/a	43.6
	Special Education		38.0
	Title I Classroom		1.8
	Health/Nurse Office		0

Media Center/Library		3.7
Other		12.9
# of Settings per Week		
1	n/a	19.0
2		30.7
3		16.6
4		8.0
5+		25.8

Part II: Paraprofessional Expectations

Current performance**.** All participants were asked to rate the current performance of paraprofessionals, including paraprofessional self-ratings. Means and standard deviations for each expectation across participants is provided in Table 4. Ratings ranged from 1.24, indicating that the expectation is currently performed almost never, to 4.82, indicating that currently the expectation is nearly always performed by the paraprofessional. Cut scores for current performance ratings are set at 4.27 and 2.49.

Based on cut scores and rankings, the expectations rated by all respondents as occurring often to almost always currently include (listed in descending order): Item 36: *Acknowledge and respect the rights of parents and students*, Item 41: *Follow direction of the supervising professional*, Item 38: *Maintain confidentiality of all students at all times*, and Item 34: *Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families*. Expectations rated by all respondents as currently occurring rarely to never include (listed in ascending order): Item 7: *Assigns grades for short answer/essay assignments and tests*, Item 47: *Act as a translator*, Item 10: *Develop lesson plans and design instructional activities*, and Item 5: *Assigns grades for multiple choice and true/false assignments and tests*.

Non-agreement between all respondents for current performance of paraprofessionals also exists for six items including Items 15, 17, 20, 31, 37, 43, and 48. For Item 31: *Demonstrate sensitivity to beliefs, traditions, cultures, and values*, and Item 43: *Use problem-solving in all aspects of service*, paraprofessionals report performing these expectations above average (often to always), whereas, special education teachers and principals endorsed average ratings for current performance. Principals' above

average ratings (often to always) for Item 15: *Assist with implementing accommodations as stated in the student's IEP,* are inconsistent with special education teachers and paraprofessionals' ratings that fall within the average range for current performance. As for Item 37: *Serve as a mandated reporter*, principals and paraprofessionals report above average ratings (often to always), and special education teachers endorsed average ratings for current performance.

Furthermore, teachers and paraprofessionals endorse below average ratings (never to rarely) for current performance of Item 48: *Assist in the media center and/or library,* but principal ratings fall in the average range for current performance. As for Item 17: *Incorporate Iowa Core Standards into instructional activities* and Item 20: *Identify the function of student behavior*, principals and special education teachers endorse below average ratings of current performance indicating that paraprofessionals rarely performed these tasks, as compared to paraprofessionals themselves who report average ratings for current performance (see Table 4).

Table 4. Mean endorsement of current performance for each expectation by administrators, teachers, and paraprofessionals on a Likert Scale of: 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), 5 (Always).

Item		Principal		Teacher		Paraprofessional	
		(n = 35)		(n = 138)		(n = 97)	
		M	SD	M	SD	M	SD
	Category: Supporting the learning environment						
1	Assists with planning, organization, and preparation activities	3.40	.88	3.20	.99	3.24	1.04
2	Supervising students on school premises	4.20	.83	4.13	.84	4.28	.86
3	Assist teachers with classroom management procedures	3.14	.94	3.42	1.01	3.26	1.24
4	Facilitate inclusion of all students during all types of activities at school	4.09	.85	3.50	1.05	3.30	1.17
	Category: Assessment and Evaluation						
5	Assigns grades for multiple choice, matching, and true/false assignments and tests	1.74	.85	1.61	.99	1.71	1.04
6	Collect progress monitoring data	2.69	1.02	2.69	1.15	3.19	1.41
7	Assigns grades for short	1.34	.54	1.24	.64	1.41	.77

	answer or essay assignments and tests					
8	Conduct observations of student learning needs	3.06	1.21	2.85	1.07	3.07	1.31
9	Provide objective student performance information to supervising professional(s), as needed	3.80	1.05	3.36	1.10	3.74	1.16

Category: Instructional Practices

10	Develop lesson plans and design instructional activities	1.54	.78	1.39	1.71	1.94	1.24
11	Follow teacher lesson plans to provide direct instruction	3.51	1.22	2.94	1.17	3.53	1.34
12	Assist with the instruction of reading, math, or writing	3.57	1.24	3.41	1.01	3.79	1.26
13	Leads small group lessons and individual lessons	2.94	1.14	2.83	1.00	3.25	1.31
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	3.34	.87	3.00	1.09	3.06	1.30
15	Assist with implementing accommodations, as stated in the student's IEP	4.37	.84	4.11	.95	3.82	1.38
16	Provide academic tutoring	3.09	1.09	3.00	.99	3.32	1.19

one-to-one

17	Incorporate Iowa Core Standards into instructional activities	2.37	1.29	2.18	1.30	2.56	1.43
18	Use developmentally and age-appropriate instructional strategies	4.09	.95	3.81	1.14	3.95	1.19
19	Use strategies that foster student independence	4.11	.72	3.86	.99	4.04	1.07
	Category: Behavior Management						
20	Identify the function of student behavior	2.23	1.19	2.29	1.03	3.16	1.30
21	Implement Behavior Intervention Plan	3.91	.95	3.87	1.09	3.47	1.50
22	Collect/record behavior data	3.63	1.19	3.68	1.05	3.38	1.48
23	Graph behavior data	2.17	1.01	1.60	.98	1.74	1.22
24	Assist with daily living skills	3.51	1.22	3.20	1.30	2.71	1.49
25	Assist in teaching social skills to students	3.63	.94	3.55	1.03	3.57	1.27
26	Teach students to generalize behaviors in various activities, settings, across individuals	3.37	1.00	3.40	1.12	3.27	1.32

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27	Modify environment to manage behavior	2.86	.91	2.98	1.06	3.23	1.15

Category: IEP/IFSP Involvement

28	Assist with implementation of IEP goals	3.77	1.17	3.65	1.06	3.52	1.51
29	Implement teacher's lesson plan	3.29	1.32	3.09	.71	3.41	1.46
30	Participate in IEP meetings	2.31	.99	2.13	1.02	1.90	1.35
31	Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	3.97	1.20	4.13	1.04	4.34	1.11
32	Assist with implementation of assistive technology devices	3.60	1.03	3.49	1.17	2.82	1.44

Category: Partnering with Families

33	Communicate program data with parents	1.63	.65	1.68	.84	1.76	1.11
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	4.49	.98	4.34	.84	4.67	.90
35	Foster professional relationships with families	3.91	.95	3.31	1.17	3.31	1.54

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36	Acknowledge and respect the rights of parents and students	4.63	.73	4.29	.85	4.78	.71
37	Serve as a mandated reporter and advocate for the student	4.54	.74	4.04	1.23	4.38	1.14
38	Maintain confidentiality of all students at all times	4.54	.92	4.31	.92	4.82	.63
	Category: Professional Development						
39	Attend professional development opportunities	2.94	1.00	2.63	1.13	3.10	1.33
40	Obtain appropriate credentialing to maintain job title	3.89	1.30	3.93	1.14	3.64	1.63
41	Follow direction of the supervising professional	4.66	.48	4.28	.72	4.76	.61
42	Use appropriate educational terminology in job related communications	4.17	.71	3.70	.91	4.49	.74
43	Use problem-solving in all aspects of service delivery	3.97	.82	3.71	.91	4.49	.68
	Category: Other						
44	Monitor hallways, cafeteria, playground	3.40	1.31	3.51	1.08	3.94	1.15
45	Assist with health-related services	2.97	1.01	3.02	1.14	2.65	1.14
46	Assist students with physical	3.83	1.12	3.45	1.19	2.81	1.33

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	disabilities					
47	Act as a translator	1.63	.97	1.68	.95	1.48	1.06
48	Assist in the media center and/or library	2.69	1.51	2.26	.17	2.05	1.19

*Cut scores for current performance ratings were set at 4.27 for high ratings and 2.49 for low ratings.

Expected performance. All participants were asked to rate the expected performance of paraprofessionals, including paraprofessional self-ratings. Means and standard deviations for each expectation across participants are provided in Table 5. Ratings ranged from 1.29, indicating that the paraprofessional is expected to rarely or never perform the expectation, to 5, indicating that the paraprofessional is expected to always perform the expectation. Cut scores for expected performance ratings are set at 4.27 and 2.49.

Based on cut scores and rank ordering, the expectations rated by all respondents as expected to occur often to almost always include (listed in descending order): Item 38: *Maintain confidentiality of all students at all times*, Item 36: *Acknowledge and respect the rights of parents and students*, Item 41: *Follow direction of the supervising professional*, and Item 34: *Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families*. The expectations rated by all respondents as expected to occur rarely to never include (listed in ascending order): Item 7: *Assigns grades for short answer/essay assignments and tests*, Item 10: *Develop lesson plans and design instructional activities*, Item 33: *Communicate program data with parents*, and Item 5: *Assigns grades for multiple choice and true/false assignments and tests*.

Non-agreement between respondents for expected performance is evident for expectation Items 15, 18, 19, 35, 40, and 48. For Item18: *Use developmentally and age appropriate instructional strategies,* Item 35: *Foster professional relationships with families*, and Item 40: *Obtain appropriate credential to maintain job title*, principals endorsed above average ratings indicating that paraprofessionals should perform these responsibilities often to always, compared to teachers and paraprofessionals who report

average ratings indicating that these items should be performed merely sometimes. Teachers and principals showed agreement that Item 15: *Assist with implementing accommodations*, *as stated in the student's IEP* and Item19: *Use strategies that foster student independence,* should be performed often to always, whereas paraprofessionals endorsed average ratings for these expectations. As for Item 48: *Assist in the media center and/or library*, paraprofessional and teachers' ratings are below average indicating paraprofessionals should rarely be performing this task but principal ratings indicate that paraprofessionals should be performing this task an average amount (see Table 5).

Table 5. Mean endorsement of expected performance for each expectation by administrators, teachers, and paraprofessionals on a Likert Scale of: 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), 5 (Always).

Item		Principal		Teacher		Paraprofessional	
		(n = 35)		(n = 138)		(n = 97)	
		M	SD	M	SD	M	SD
	Category: Supporting the learning environment						
1	Assists with planning, organization, and preparation activities	3.26	.89	3.35	.83	3.30	.94
2	Supervising students on school premises	4.17	.86	4.10	.89	4.15	.94
3	Assist teachers with classroom management procedures	3.31	1.13	3.51	.95	3.25	1.23
4	Facilitate inclusion of all students during all types of activities at school	4.23	.88	3.8	.93	3.32	1.18
	Category: Assessment and Evaluation						
5	Assigns grades for multiple choice, matching, and true/false assignments and tests	1.80	.83	1.78	1.06	1.79	1.04
6	Collect progress monitoring data	2.71	.99	2.88	1.12	3.24	1.31
7	Assigns grades for short answer or essay assignments and tests	1.29	.46	1.33	.69	1.44	.72

8	Conduct observations of student learning needs	3.11	1.28	3.14	1.06	3.11	1.27
9	Provide objective student performance information to supervising professional(s), as needed	3.98	.98	3.69	1.01	3.70	1.16
	Category: Instructional Practices						
10	Develop lesson plans and design instructional activities	1.51	.78	1.45	.76	1.82	1.08
11	Follow teacher lesson plans to provide direct instruction	3.51	1.38	3.09	1.28	3.49	1.41
12	Assist with the instruction of reading, math, or writing	3.63	1.26	3.51	.91	3.78	1.24
13	Leads small group lessons and individual lessons	2.91	1.15	2.96	.92	3.20	1.32
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	3.4	.88	3.24	1.06	3.06	1.27
15	Assist with implementing accommodations, as stated in the student's IEP	4.49	.61	4.39	.80	3.81	1.36
16	Provide academic tutoring one-to-one	3.0	1.08	3.14	.99	3.26	1.24

17	Incorporate Iowa Core Standards into instructional activities	2.6	1.35	2.53	1.44	2.67	1.45
18	Use developmentally and age-appropriate instructional strategies	4.29	.89	4.19	1.01	3.93	1.17
19	Use strategies that foster student independence	4.40	.69	4.41	.81	4.11	1.06
	Category: Behavior Management						
20	Identify the function of student behavior	2.4	1.24	2.56	1.17	3.25	1.34
21	Implement Behavior Intervention Plan	4.03	.98	4.09	.97	3.51	1.48
22	Collect/record behavior data	3.8	1.13	3.96	.89	3.36	1.46
23	Graph behavior data	2.29	.96	1.85	1.09	1.99	1.38
24	Assist with daily living skills	3.71	1.07	3.43	1.24	2.89	1.48
25	Assist in teaching social skills to students	3.6	.98	3.86	.85	3.64	1.27
26	Teach students to generalize behaviors in various activities, settings, across individuals	3.51	1.07	3.80	.94	3.29	1.32
27	Modify environment to	2.94	.97	3.33	.98	3.20	1.19

manage behavior

Category: IEP/IFSP Involvement

28	Assist with implementation of IEP goals	4.17	.89	3.81	1.03	3.52	1.50
29	Implement teacher's lesson plan	3.43	1.36	3.21	1.34	3.36	1.49
30	Participate in IEP meetings	2.69	1.11	2.72	1.15	2.56	1.57
31	Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	4.57	.70	4.53	.80	4.36	1.11
32	Assist with implementation of assistive technology devices	3.89	.87	3.83	1.05	2.96	1.41

Category: Partnering with Families

33	Communicate program data with parents	1.74	.85	1.72	.90	1.92	1.14
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	4.83	.57	4.78	.62	4.69	.85
35	Foster professional relationships with families	4.29	.93	3.69	1.21	3.38	1.50
36	Acknowledge and respect the rights of parents and students	4.89	.53	4.81	.53	4.76	.70

37	Serve as a mandated reporter and advocate for the student	4.77	.69	4.52	.95	4.46	1.06
38	Maintain confidentiality of all students at all times	5.00	.00	4.96	.36	4.84	.66
	Category: Professional Development						
39	Attend professional development opportunities	3.51	.95	3.62	.91	3.63	1.14
40	Obtain appropriate credentialing to maintain job title	4.26	.92	3.93	1.15	3.81	1.49
41	Follow direction of the supervising professional	4.89	.32	4.78	.43	4.78	.58
42	Use appropriate educational terminology in job related communications	4.46	.56	4.25	.76	4.59	.76
43	Use problem-solving in all aspects of service delivery	4.46	.74	4.33	.78	4.61	.62
	Category: Other						
44	Monitor hallways, cafeteria, playground	3.43	1.27	3.46	1.11	3.75	1.15
45	Assist with health-related services	3.03	1.12	3.18	1.08	2.64	1.16
46	Assist students with physical	3.91	1.04	3.66	1.08	2.91	1.35

	disabilities					
47	Act as a translator	1.94	.97	2.06	1.09	1.60	1.11
48	Assist in the media center and/or library	2.83	1.44	2.27	1.17	2.19	1.19

*Cut scores for expected performance ratings were set at 4.27 for high ratings and 2.49 for low ratings

Importance. All participants were asked to rate the importance as it pertains to improving school functioning of students. Means and standard deviations for each expectation across participants are provided in Table 6. Ratings ranged from 1.29, indicating the expectation is not important, to 3, indicating that the expectation is very important. Cut scores for expected performance ratings are set at 2.70 and 1.97.

Based on cut scores and rank ordering, importance ratings of highest ranking across all respondents, listed in ascending order, include: Item 38: *Maintain confidentiality of all students at all times*, Item 41: *Follow direction of the supervising professional*, Item 37: *Serve as a mandated reporter,* and Item 36: *Acknowledge and respect the rights of parents and students*. Note. Item 34: *Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families* is considered important by all respondents despite the lower rating by paraprofessionals. Expectations rated by all respondents as low importance, listed in ascending order, include: Item 7: *Assigns grades for short answer/essay assignments and tests*, Item 5: *Assigns grades for multiple choice and true/false assignments and tests*, Item 48: *Assist in media center and/or library*, and Item 10: *Develop lesson plans and design instructional activities*.

Non-agreement between respondents for importance of expectations is show for Items 1, 15, 17, 23, 28, 30, 31, and 33. For Item 15: *Assist with implementing accommodations, as stated in the students' IEP* and Item 17: *Incorporate Iowa core standards into instructional activities*, principals and teachers endorsed above average ratings of importance compared to paraprofessionals' ratings for importance. Principals and teachers also agreed that Items 1: *Assists with planning, organizing, and preparations activities*, Item 23: *Graph behavior data*, Item 30: *Participate in IEP meetings*, and Item

33: *Communicate program data with parent*, are not as important to improving student

functioning, compared to paraprofessionals ratings that were in the average range for

importance.

     Further, principals found Item 28: *Assist with implementation of IEP goals*, Item

31: *Demonstrate sensitivity to beliefs, traditions, cultures, and values that influence the*

relationship between children, families, and schools, to be more important as compared

to teachers and paraprofessionals (see Table 6).

Table 6. Mean importance ratings for each item by administrators, teachers, and paraprofessionals on a Likert Scale of: 1 (Not Important), 2 (Important), and 3 (Very Important).

Item		Principal		Teacher		Paraprofessional	
		(n = 35)		(n = 138)		(n = 97)	
		M	SD	M	SD	M	SD
	Category: Supporting the learning environment						
1	Assists with planning, organization, and preparation activities	1.89	.58	1.99	.69	2.28	.66
2	Supervising students on school premises	2.40	.65	2.46	.64	2.52	.58
3	Assist teachers with classroom management procedures	2.06	.68	2.43	.59	2.29	.64
4	Facilitate inclusion of all students during all types of activities at school	2.69	.58	2.46	.61	2.38	.70
	Category: Assessment and Evaluation						
5	Assigns grades for multiple choice, matching, and true/false assignments and tests	1.40	.65	1.32	.58	1.69	.68
6	Collect progress monitoring data	2.09	.74	2.12	.77	2.32	.72
7	Assigns grades for short answer or essay assignments and tests	1.31	.63	1.29	.61	1.67	.75

8	Conduct observations of student learning needs	2.20	.72	2.24	.67	2.30	.72
9	Provide objective student performance information to supervising professional(s), as needed	2.49	.61	2.49	.63	2.53	.63
	Category: Instructional Practices						
10	Develop lesson plans and design instructional activities	1.63	.81	1.68	.82	1.95	.78
11	Follow teacher lesson plans to provide direct instruction	2.46	.70	2.34	.69	2.45	.69
12	Assist with the instruction of reading, math, or writing	2.46	.70	2.48	.57	2.55	.63
13	Leads small group lessons and individual lessons	2.20	.72	2.21	.66	2.37	.71
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	2.49	.66	2.41	.61	2.44	.68
15	Assist with implementing accommodations, as stated in the student's IEP	2.83	.38	2.76	.44	2.65	.61
16	Provide academic tutoring one-to-one	2.17	.66	2.20	.62	2.44	.61
17	Incorporate Iowa Core	2.00	.84	1.96	.79	2.20	.70

#							
	Standards into instructional activities						
18	Use developmentally and age-appropriate instructional strategies	2.66	.54	2.57	.57	2.58	.58
19	Use strategies that foster student independence	2.63	.55	2.75	.47	2.66	.58
	Category: Behavior Management						
20	Identify the function of student behavior	2.03	.82	2.19	.76	2.48	.68
21	Implement Behavior Intervention Plan	2.63	.55	2.65	.52	2.46	.69
22	Collect/record behavior data	2.51	.66	2.62	.53	2.35	.74
23	Graph behavior data	1.91	.70	1.62	.72	2.05	.82
24	Assist with daily living skills	2.46	.66	2.28	.72	2.18	.80
25	Assist in teaching social skills to students	2.51	.56	2.54	.54	2.54	.65
26	Teach students to generalize behaviors in various activities, settings, across individuals	2.49	.61	2.54	.54	2.33	.72
27	Modify environment to manage behavior	2.26	.70	2.33	.61	2.37	.63

	Category: IEP/IFSP Involvement						
28	Assist with implementation of IEP goals	2.74	.51	2.57	.59	2.54	.68
29	Implement teacher's lesson plan	2.37	.77	2.28	.71	2.41	.70
30	Participate in IEP meetings	1.91	.66	1.91	.72	2.13	.81
31	Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	2.71	.52	2.58	.60	2.68	.57
32	Assist with implementation of assistive technology devices	2.57	.56	2.48	.61	2.18	.78
	Category: Partnering with Families						
33	Communicate program data with parents	1.63	.81	1.72	.80	2.07	.81
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	2.89	.32	2.70	.52	2.68	.53
35	Foster professional relationships with families	2.60	.55	2.23	.68	2.40	.67
36	Acknowledge and respect the rights of pare2.86nts and students	2.86	.36	2.70	.49	2.79	.43

37	Serve as a mandated reporter and advocate for the student	2.97	.17	2.71	.52	2.76	.47
38	Maintain confidentiality of all students at all times	3.00	.00	2.88	.35	2.87	.37
	Category: Professional Development					
39	Attend professional development opportunities	2.31	.58	2.22	.56	2.41	.61
40	Obtain appropriate credentialing to maintain job title	2.69	.53	2.25	.69	2.30	.74
41	Follow direction of the supervising professional	2.91	.28	2.83	.42	2.74	.48
42	Use appropriate educational terminology in job related communications	2.49	.61	2.32	.62	2.48	.60
43	Use problem-solving in all aspects of service delivery	2.63	.55	2.55	.53	2.62	.51
	Category: Other					
44	Monitor hallways, cafeteria, playground	2.06	.80	2.02	.71	2.42	.66
45	Assist with health-related services	2.26	.66	2.15	.64	2.25	.68
46	Assist students with physical disabilities	2.58	.56	2.41	.62	2.27	.76

47	Act as a translator	1.80	.76	1.72	.72	1.82	.82
48	Assist in the media center and/or library	1.69	.76	1.46	.63	1.72	.75

*Cut scores for importance ratings are set at 2.70 high ratings and 1.97 for low ratings.

Current, expected, and importance ratings. As mentioned above, all participants were asked to rate the current and expected performance of expectations as well as the importance as it pertains to improving school functioning of students. Means and standard deviations for each expectation across participants are provided in Table 7. Cut scores for current and expected performance ratings are set at 4.27 and 2.49, and cut score for importance ratings were set at 2.70 and 1.97.

Based on cut scores and rank ordering, the overall highest ratings across all respondents for current, expected, and importance ratings, listed in descending order, include: Item 36: *Acknowledge and respect the rights of parents and students*, Item 38: *Maintain confidentiality of all students at all times*, and Item 41: *Follow direction of the supervising professional*. Note. Despite slightly lower importance ratings by paraprofessionals, Item 34: *Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families* shows ratings above the average range (often to always) across all respondents for current and expected performance as well as importance to improving student functioning. Overall, the lowest ratings across all respondents for current expected and importance ratings, listed in ascending order, include: Item 5: *Assigns grades for multiple choice and true/false assignments and tests*, Item 7: *Assigns grades for short answer/essay assignments and tests*, Item 10: *Develop lesson plans and design instructional activities,* and Item 47: *Act as a translator*.

Non-agreement between raters appears to be most evident for Item 15: *Assist with implementing accommodations, as stated in the students' IEP* and Item 31: *Demonstrate sensitivity to beliefs, traditions, cultures, and values.* For Item 15, principals and teachers agree that paraprofessionals should be assisting with implementing

accommodations as stated on the student's IEP, but paraprofessionals do not rate this as currently or expected to be performed more than sometimes and it is less important of a task. Item 31, principals and teachers report that paraprofessionals are not currently performing this expectation but they should be and it is important, compared to paraprofessional self-report that they are currently performing the expectation, they should be, but it is not as important to improving student functioning.

As for Item 43: *Use problem-solving in all service delivery*, all participants report that it should be performed, yet, it is not performed currently nor is it regarded as important to improving student functioning by all respondents. Also, although principals' ratings just exceed lower cut point for current and expected performance, Item 48: *Assist in the media center and/or library*, overall, is endorsed by all respondents as rarely performed currently, rarely expected, and not important.

Furthermore, the highest rated expectations for expected performance and importance ratings include: Item 38, Item 41, Item 36, Item 34, and Item 37; likewise, the highest rated expectations for current performance include: Item 36, Item 41, Item 38, Item 34, and Item 37 (see Table 7).

Table 7. Means of current performance, expected performance, and importance ratings between raters for each expectation.

Item		Principal			Teacher			Paraprofessional		
		(n = 35)			(n = 138)			(n = 97)		
		Cur	Exp	Imp	Cur	Exp	Imp	Cur	Exp	Imp
	Category: Supporting the learning environment									
1	Assists with planning, organization, and preparation activities	3.40	3.26	1.89	3.20	3.35	1.99	3.24	3.30	2.28
2	Supervising students on school premises	4.20	4.17	2.40	4.13	4.10	2.46	4.28	4.15	2.52
3	Assist teachers with classroom management procedures	3.14	3.31	2.06	3.42	3.51	2.43	3.26	3.25	2.29
4	Facilitate inclusion of all students during all types of activities at school	4.09	4.23	2.69	3.50	3.80	2.46	3.30	3.32	2.38
	Category: Assessment and Evaluation									
5	Assigns grades for multiple choice, matching, and	1.74	1.80	1.40	1.61	1.78	1.32	1.71	1.79	1.69

	true/false assignments and tests									
6	Collect progress monitoring data	2.69	2.71	2.09	2.69	2.88	2.12	3.19	3.24	2.32
7	Assigns grades for short answer or essay assignments and tests	1.34	1.29	1.31	1.24	1.33	1.29	1.41	1.44	1.67
8	Conduct observations of student learning needs	3.06	3.11	2.20	2.85	3.14	2.24	3.07	3.11	2.30
9	Provide objective student performance information to supervising professional(s), as needed	3.80	3.98	2.49	3.36	3.69	2.49	3.74	3.70	2.53
	Category: Instructional Practices									
10	Develop lesson plans and design instructional activities	1.54	1.51	1.63	1.39	1.45	1.68	1.94	1.82	1.95
11	Follow teacher	3.51	3.51	2.46	2.94	3.09	2.34	3.53	3.49	2.45

lesson plans to provide direct instruction

12	Assist with the instruction of reading, math, or writing	3.57	3.63	2.46	3.41	3.51	2.48	3.79	3.78	2.55
13	Leads small group lessons and individual lessons	2.94	2.91	2.20	2.83	2.96	2.21	3.25	3.20	2.37
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	3.34	3.4	2.49	3.00	3.24	2.41	3.06	3.06	2.44
15	Assist with implementing accommodations, as stated in the student's IEP	4.37	4.49	2.83	4.11	4.39	2.76	3.82	3.81	2.65
16	Provide academic tutoring one-to-one	3.09	3.0	2.17	3.00	3.14	2.20	3.32	3.26	2.44
17	Incorporate Iowa Core Standards into instructional activities	2.37	2.6	2.00	2.18	2.53	1.96	2.56	2.67	2.20

18	Use developmentally and age-appropriate instructional strategies	4.09	4.29	2.66	3.81	4.19	2.57	3.95	3.93	2.58
19	Use strategies that foster student independence	4.11	4.40	2.63	3.86	4.41	2.75	4.04	4.11	2.66
	Category: Behavior Management									
20	Identify the function of student behavior	2.23	2.4	2.03	2.29	2.56	2.19	3.16	3.25	2.48
21	Implement Behavior Intervention Plan	3.91	4.03	2.63	3.87	4.09	2.65	3.47	3.51	2.46
22	Collect/record behavior data	3.63	3.8	2.51	3.68	3.96	2.62	3.38	3.36	2.35
23	Graph behavior data	2.17	2.29	1.91	1.60	1.85	1.62	1.74	1.99	2.05
24	Assist with daily living skills	3.51	3.71	2.46	3.20	3.43	2.28	2.71	2.89	2.18
25	Assist in teaching	3.63	3.6	2.51	3.55	3.86	2.54	3.57	3.64	2.54

#										
	social skills to students									
26	Teach students to generalize behaviors in various activities, settings, across individuals	3.37	3.51	2.49	3.40	3.80	2.54	3.27	3.29	2.33
27	Modify environment to manage behavior	2.86	2.94	2.26	2.98	3.33	2.33	3.23	3.20	2.37
	Category: IEP/IFSP Involvement									
28	Assist with implementation of IEP goals	3.77	4.17	2.74	3.65	3.81	2.57	3.52	3.52	2.54
29	Implement teacher's lesson plan	3.29	3.43	2.37	3.09	3.21	2.28	3.41	3.36	2.41
30	Participate in IEP meetings	2.31	2.69	1.91	2.13	2.72	1.91	1.90	2.56	2.13
31	Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children,	3.97	4.57	2.71	4.13	4.53	2.58	4.34	4.36	2.68

	families, and schools									
32	Assist with implementation of assistive technology devices	3.60	3.89	2.57	3.49	3.83	2.48	2.82	2.96	2.18
	Category: Partnering with Families									
33	Communicate program data with parents	1.63	1.74	1.63	1.68	1.72	1.72	1.76	1.92	2.07
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	4.49	4.83	2.89	4.34	4.78	2.70	4.67	4.69	2.68
35	Foster professional relationships with families	3.91	4.29	2.60	3.31	3.69	2.23	3.31	3.38	2.40
36	Acknowledge and respect the rights of parents and students	4.63	4.89	2.86	4.29	4.81	2.70	4.78	4.76	2.79
37	Serve as a mandated reporter and advocate for the student	4.54	4.77	2.97	4.04	4.52	2.71	4.38	4.46	2.76

#	Item									
38	Maintain confidentiality of all students at all times	4.54	5.00	3.00	4.31	4.96	2.88	4.82	4.84	2.87
	Category: Professional Development									
39	Attend professional development opportunities	2.94	3.51	2.31	2.63	3.62	2.22	3.10	3.63	2.41
40	Obtain appropriate credentialing to maintain job title	3.89	4.26	2.69	3.93	3.93	2.25	3.64	3.81	2.30
41	Follow direction of the supervising professional	4.66	4.89	2.91	4.28	4.78	2.83	4.76	4.78	2.74
42	Use appropriate educational terminology in job related communications	4.17	4.46	2.49	3.70	4.25	2.32	4.49	4.59	2.48
43	Use problem-solving in all aspects of service delivery	3.97	4.46	2.63	3.71	4.33	2.55	4.49	4.61	2.62
	Category: Other									
44	Monitor hallways, cafeteria, playground	3.40	3.43	2.06	3.51	3.46	2.02	3.94	3.75	2.42

45	Assist with health-related services	2.97	3.03	2.26	3.02	3.18	2.15	2.65	2.64	2.25
46	Assist students with physical disabilities	3.83	3.91	2.58	3.45	3.66	2.41	2.81	2.91	2.27
47	Act as a translator	1.63	1.94	1.80	1.68	2.06	1.72	1.48	1.60	1.82
48	Assist in the media center and/or library	2.69	2.83	1.69	2.26	2.27	1.46	2.05	2.19	1.72

Gap analysis. Positive gap represents the occurrence of higher ratings for current performance than expected performance, while negative gap represents the occurrence of lower ratings for current performance than expected performance. A greater value of gap represents the greater the magnitude of the problem. Gap values marked with one asterisk indicate a difference greater than one standard deviation from the mean, and gap values marked with two asterisks indicated a difference greater than two standard deviations from the mean (see Table 8).

Positive gap is observed for 19% (9/48 expectations) of principal ratings, 6% (3/48 expectations) of special education teacher ratings, and 38% (18/48 expectations) of paraprofessional ratings. Elevated positive gap, more than one standard deviation above the mean, is observed for 15% (7/48 expectations) of principal ratings, 13% (6/48 expectations) of special education teacher ratings and 6% (3/48 expectations) of paraprofessional ratings. Consistent occurrence of elevated positive gap across all respondents is observed for Item 2*: Supervising students* and Item 10: *Develop lesson plans and design activities*. Significant positive gap was not observed across respondents.

Negative gap is observed for 81% (39/48 expectations) of principal ratings, 94% (45/48 expectations) of special education teacher ratings, and 63% (30/48 expectations) of paraprofessional ratings. Elevated negative gap (more than 1 standard deviation below the mean) is observed for 15% (7/48 expectations) of principal ratings, 2% (1/48 expectations) of teacher ratings, and 0% of paraprofessional ratings. However, significant (more than 2 standard deviations below the mean) negative gap is observed for 4% (2/48 expectations) of principal ratings, 17% (8/48 expectations) of teacher ratings and 4% (2/48 expectations) of paraprofessional ratings. Consistent occurrence of elevated and

significant negative gap across respondents is observed for Item 30: *Participate in IEP*

meetings and Item 39: *Attend professional development opportunities* (see Table 8).

Table 8. Gap between means of current performance and expected performance for each expectation.

Item		Principal			Teacher			Paraprofessional		
		(n = 35)			(n = 138)			(n = 97)		
		(M= -0.16; SD= 0.17)			(M= -0.28; SD= 0.20)			(M= -0.05; SD= 0.14)		
		Cur	Exp	Gap	Cur	Exp	Gap	Cur	Exp	Gap
	Category: Supporting the learning environment									
1	Assists with planning, organization, and preparation activities	3.40	3.26	0.14*	3.20	3.35	-0.15	3.24	3.30	-0.06
2	Supervising students on school premises	4.20	4.17	0.03*	4.13	4.10	0.03*	4.28	4.15	0.13*
3	Assist teachers with classroom management procedures	3.14	3.31	-0.17	3.42	3.51	-0.09	3.26	3.25	0.01
4	Facilitate inclusion of all students during all types of activities at school	4.09	4.23	-0.14	3.50	3.80	-0.30	3.30	3.32	-0.02
	Category: Assessment and Evaluation									
5	Assigns grades for multiple choice, matching, and true/false assignments and tests	1.74	1.80	-0.06	1.61	1.78	-0.17	1.71	1.79	-0.08
6	Collect progress monitoring data	2.69	2.71	-0.02	2.69	2.88	-0.19	3.19	3.24	-0.05
7	Assigns grades for short answer or essay	1.34	1.29	0.05	1.24	1.33	-0.09	1.41	1.44	-0.03

assignments and tests

8	Conduct observations of student learning needs	3.06	3.11	-0.05	2.85	3.14	-0.29	3.07	3.11	-0.04
9	Provide objective student performance information to supervising professional(s), as needed	3.80	3.98	-0.18	3.36	3.69	-0.33	3.74	3.70	0.04
	Category: Instructional Practices									
10	Develop lesson plans and design instructional activities	1.54	1.51	0.03*	1.39	1.45	-0.06*	1.94	1.82	0.12*
11	Follow teacher lesson plans to provide direct instruction	3.51	3.51	0.00	2.94	3.09	-0.15	3.53	3.49	0.04
12	Assist with the instruction of reading, math, or writing	3.57	3.63	-0.06	3.41	3.51	-0.10	3.79	3.78	0.01
13	Leads small group lessons and individual lessons	2.94	2.91	0.03*	2.83	2.96	-0.13	3.25	3.20	0.05
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	3.34	3.4	-0.06	3.00	3.24	-0.24	3.06	3.06	0.00
15	Assist with implementing accommodations, as stated in the student's IEP	4.37	4.49	-0.12	4.11	4.39	-0.28	3.82	3.81	0.01

16	Provide academic tutoring one-to-one	3.09	3.0	0.09*	3.00	3.14	-0.14	3.32	3.26	0.06
17	Incorporate Iowa Core Standards into instructional activities	2.37	2.6	0.11*	2.18	2.53	-0.35	2.56	2.67	-0.11
18	Use developmentally and age-appropriate instructional strategies	4.09	4.29	-0.20	3.81	4.19	-0.38	3.95	3.93	0.02
19	Use strategies that foster student independence	4.11	4.40	-0.29	3.86	4.41	-0.55*	4.04	4.11	-0.07
	Category: Behavior Management									
20	Identify the function of student behavior	2.23	2.4	-0.17	2.29	2.56	-0.27	3.16	3.25	-0.09
21	Implement Behavior Intervention Plan	3.91	4.03	-0.12	3.87	4.09	-0.22	3.47	3.51	-0.04
22	Collect/record behavior data	3.63	3.8	-0.17	3.68	3.96	-0.28	3.38	3.36	0.02
23	Graph behavior data	2.17	2.29	-0.12	1.60	1.85	-0.25	1.74	1.99	-0.25
24	Assist with daily living skills	3.51	3.71	-0.20	3.20	3.43	-0.23	2.71	2.89	-0.18

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25	Assist in teaching social skills to students	3.63	3.6	0.03*	3.55	3.86	-0.31	3.57	3.64	-0.07
26	Teach students to generalize behaviors in various activities, settings, across individuals	3.37	3.51	-0.14	3.40	3.80	-0.40	3.27	3.29	-0.02
27	Modify environment to manage behavior	2.86	2.94	-0.08	2.98	3.33	-0.35	3.23	3.20	0.03
	Category: IEP/IFSP Involvement									
28	Assist with implementation of IEP goals	3.77	4.17	-0.40*	3.65	3.81	-0.16	3.52	3.52	0.00
29	Implement teacher's lesson plan	3.29	3.43	-0.14	3.09	3.21	-0.12	3.41	3.36	0.05
30	Participate in IEP meetings	2.31	2.69	-0.38*	2.13	2.72	-0.52*	1.90	2.56	-0.66**
31	Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	3.97	4.57	-0.60**	4.13	4.53	-0.40	4.34	4.36	-0.02
32	Assist with implementation of assistive technology devices	3.60	3.89	-0.29	3.49	3.83	-0.34	2.82	2.96	-0.14
	Category: Partnering									

	with Families									
33	Communicate program data with parents	1.63	1.74	-0.12	1.68	1.72	-0.04*	1.76	1.92	-0.16
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	4.49	4.83	-0.34*	4.34	4.78	-0.44	4.67	4.69	-0.02
35	Foster professional relationships with families	3.91	4.29	-0.38*	3.31	3.69	-0.38	3.31	3.38	-0.07
36	Acknowledge and respect the rights of parents and students	4.63	4.89	-0.26	4.29	4.81	-0.52*	4.78	4.76	0.02
37	Serve as a mandated reporter and advocate for the student	4.54	4.77	-0.23	4.04	4.52	-0.48*	4.38	4.46	-0.08
38	Maintain confidentiality of all students at all times	4.54	5.00	-0.46*	4.31	4.96	-0.65*	4.82	4.84	-0.02
	Category: Professional Development									
39	Attend professional development opportunities	2.94	3.51	-0.57**	2.63	3.62	-0.99**	3.10	3.63	-0.53**
40	Obtain appropriate credentialing to maintain job title	3.89	4.26	-0.37*	3.93	3.93	0.00*	3.64	3.81	-0.17
41	Follow direction of the supervising professional	4.66	4.89	-0.23	4.28	4.78	-0.50*	4.76	4.78	-0.02

42	Use appropriate educational terminology in job related communications	4.17	4.46	-0.29	3.70	4.25	-0.55*	4.49	4.59	-0.10
43	Use problem-solving in all aspects of service delivery	3.97	4.46	-0.49*	3.71	4.33	-0.62*	4.49	4.61	-0.12
	Category: Other									
44	Monitor hallways, cafeteria, playground	3.40	3.43	-0.03	3.51	3.46	0.05*	3.94	3.75	0.19*
45	Assist with health-related services	2.97	3.03	-0.06	3.02	3.18	-0.16	2.65	2.64	0.01
46	Assist students with physical disabilities	3.83	3.91	-0.08	3.45	3.66	-0.21	2.81	2.91	-0.10
47	Act as a translator	1.63	1.94	-0.31	1.68	2.06	-0.38	1.48	1.60	-0.12
48	Assist in the media center and/or library	2.69	2.83	-0.14	2.26	2.27	-0.01*	2.05	2.19	-0.14

Positive Gap	9	3	18
Negative Gap	39	45	30
Elevated Positive Gap	7	6	3
Elevated Negative Per Group	7	1	0
Sig Negative Per Group	2	8	2

*Indicates 1 SD above/below the mean gap. **Indicates 2 SD above/below the mean gap.

Chapter 4

Discussion

Part I Findings

Most teachers report having 15 or more years of experience and a graduate degree, compared to most paraprofessionals having 5-9 years of experience and at most, a bachelor degree. This information can be compared to the findings paraprofessionals typically support students in a 1:1 ratio, whereas special education teachers more often provide small group instruction indicating the certified special education teachers provide instruction to more students compared to paraprofessionals who are usually assigned to one student at a time. Also, both paraprofessionals and special education teachers spend the majority of their day providing academic instruction (76-99% of the day) rather than behavior support (1-25% of the day) or support with personal care activities (0-25% of the day). Therefore, individuals with less educational and training are providing academic instruction without certification as a Title I paraprofessional.

Further, paraprofessionals provide support to students in the general education classroom (44%) and special education classroom (38%) most often during the school day compared to other settings (Title I, health/nurse office/ media center/library, other). However, nearly 26% of paraprofessionals report that they work in five or more of these settings per week indicating that not only do paraprofessionals spend most of their time providing academic instruction to students 1:1 on a daily basis, but that they are stretched very thin across multiple settings during the week. Despite working in multiple settings, paraprofessionals report that they receive adequate supervision by special and general education teachers.

In regards to supervision, 97% of principals report that they provide supervision to paraprofessionals; however, paraprofessionals report that special education and general education teachers primarily provide direct supervision of their work and only 9% endorsed receiving direct supervision from principals indicating that there are inconsistencies between principal and paraprofessional ratings regarding direct supervision. This same data indicates that while special education teachers and general education teachers provide direct supervision of paraprofessionals, principals are primarily responsible for evaluating the work of paraprofessionals. However, 28% of special education teachers report that they evaluate the performance of paraprofessionals and 12% of principals report that they do not evaluate paraprofessional job performance. IDEA (2004) specifically states that paraprofessionals work under the direction of certified teachers and staff and administrators are primarily responsible for evaluating the work of paraprofessionals. Therefore, although administrators should be responsible for evaluating paraprofessionals' performance, reports by administrators, teachers, and paraprofessionals indicate that this is not always the case; and, evaluations are not consistently provided on an annual basis, as recommended by (NCLB, 2001).

Part II Findings

Question 1: Are there a set of core job expectations for paraprofessionals? A complied list of commonly sited expectations for paraprofessionals based on federal, state, and empirical standards was successfully created during initial development of the P-SET. Items on the survey were compiled from the reviewed research on paraprofessional competencies, roles, and responsibilities and the following sources were referenced: Hughes and Valle-Riestra (2008), Pickett and colleges (2003), the Iowa

Department of Education (2007), Wallace, Bernhardt, and Utermarck (1999), Wallace,

Shin, Bartholomay, and Stahl (2001), and Wallace, Stahl, and Johnson (2003).

The P-SET has adequate face validity and content validity, as it clearly measures

what it purports to measure and the expectations are derived from a large body of

research regarding paraprofessional roles and responsibilities. Statistical procedures to

determine the internal consistency of the survey items were inappropriate due to the data

type (non-parametric data) as well as unnecessary due to the robust research base and the

inclusion of importance ratings within the survey data set to self-validate the

expectations.

Question 2: Do all parties agree upon expectations? A validated core list of

paraprofessional job expectations based on survey ratings and agreement by

administrators, special education teachers, and paraprofessionals was created. In

validation of a core list of expectations, the survey results show support that the

following seven expectations are most essential for paraprofessionals, as agreed upon by

all respondents:

- Item 31: *Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools*;

- Item 34: *Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families*;

- Item 36: *Acknowledge and respect the rights of parents and students*;

- Item 37: *Serve as a mandated reporter*;

- Item 38: *Maintain confidentiality of all students at all times*;

- Item 41: *Follow direction of the supervising professional*; and,

- Item 43: *Use problem solving in all aspects of service delivery*.

It is apparent that the most essential items fall within the realm of ehtincal and legal responsibilities as well as cultural sensitivity.

In contrast, survey results indicate that the following seven expectations are considered least essential for paraprofessionals, as agreed upon by all respondents:

- Item 5 *Assigns grades for multiple choice and true/false assignments and tests*;

- Item 7: *Assigns grades for short answer/essay assignments and tests*;

- Item 10: *Develop lesson plans and design instructional activities*;

- Item 23: *Graph behavior data*;

- Item 33: *Communicate program data with parents;*

- Item 47: *Act as a translator*; and,

- Item 48: *Assist in the media center and/or library*.

Overall, these least essential expectations for paraprofessionals appear to be characterized by "busy work" types of tasks such as grading and graphing data. Importantly, this data is consistent with the State and Federal guidelines that paraprofessionals should not be developing lesson plans, designing instruction and communicated with parents. Further, translation services and media/library services would be reflective of the state demographics for Title I, in which these roles are based on need of the school and require additional training.

Question 3**.** Are there discrepancies between respondents' ratings for current performance, expected performance, and importance to improving student functioning?

Discrepancies between paraprofessional, special education teacher, and administrator respondent's ratings across expectations for paraprofessionals were analyzed using means, standard deviations and cut scores; rank ordering was also considered. Overall, respondents showed more agreement in their ratings than non-agreement and most of the disagreement were due to differences in paraprofessional ratings compared to principals or special education teachers. Items that stand apart from others in terms of discrepancy between respondents include Items 15, 19, 31, 42, 43, and 48.

Item 15 –Paraprofessionals' ratings are lower overall compared to principals and teachers who fully endorse that paraprofessionals should assist with implementing accommodations as provided in the IEP, and that it is important for improving student functioning.

Item 19 – All respondents agree that paraprofessionals are currently using strategies to foster student independence an average amount ("sometimes" to "often"), yet, principals and teachers report that paraprofessionals should be performing this task more often than do paraprofessionals. However, special education teachers were the only group that report above average importance ratings.

Item 31 – Importantly, all parties agree that this should be performed by paraprofessionals. However, there is disagreement between respondents in regards to current performance and importance ratings. Paraprofessionals' self-report of this expectation are above average, whereas principals and teachers endorsed lower ratings for current performance. Also, principals and special education teachers' ratings of importance were higher than paraprofessionals' ratings.

Item 42 and Item 43– Although all respondents agree that paraprofessionals should be using appropriate educational terminology, they also agree that it is not highly important for improving student functioning. And, paraprofessionals were they only group that had above average ratings for current performance of the expectation.

Item 48 – Principals were the only group that provided average ratings for current and expected performance. Otherwise, participants agree it is not performed currently, it shouldn't be performed by paraprofessionals, and it is not important for improving school functioning.

Question 4. Are there discrepancies between current performance and expected performance? Gap analysis data shows that overall there is a lack of gap, which is meaningful, and implies that there is consistency between the current and expected performance of paraprofessionals across all raters. However, paraprofessionals themselves report more positive gap overall compared to principals and teachers indicating that paraprofessionals endorse that they are currently performing job expectations more often than expected or they should be performing the expectation. Although associated with a positive connotation, the expectations that paraprofessionals endorsed as performing more often than expected include Item 2: *Supervising students* and Item 10: *Develop lesson plans and design activities*; and therefore, it actually concerning that paraprofessionals are performing these job tasks. As specified in federal and state requirements for paraprofessionals, development and design of instruction is the sole responsibility of the certified teacher, not the paraprofessional, and paraprofessionals are to only to *assist* certified practitioners in the provision of services to students with disabilities.

In contrast, the highest percentage of negative gap was observed teachers' ratings of paraprofessionals' current and expected performance indicating harsher performance ratings by teachers compared to principals and paraprofessionals themselves. Principals and paraprofessionals were more similar in regards to the occurrence of negative gap. This may be attributed to the fact (as reported in Table 2) that teachers are primarily responsible for directly supervising the work of paraprofessionals; whereas, principals are responsible for evaluation. This also suggests that communication between teachers and principals is imperative for accurate evaluation of paraprofessionals' actual performance.

Significant negative gap is observed across all respondents for Item 33: *Attend professional development opportunities*, indicating a significant discrepancy between paraprofessional's current attendance at professional development opportunities and the expectation to attend professional development opportunities. Meaning, that paraprofessionals are reportedly not attending professional development opportunities as often as they *should* be. This problem may related to the fact that most paraprofessionals have limited higher education training (as reported in Table 1) prior to obtaining their current job; and thus, the reason that professional development is viewed as a necessity by all stakeholders (principals, teachers, and paraprofessionals). This discrepancy between current and expected performance may be resolved through offering additional professional development and training for paraprofessionals.

Question 5. Determine if ratings for expected performance and importance ratings align with current performance. Survey data indicates that items ranked highest for expected and importance were also ranked highest for observed performance. Accordingly, the lowest rankings for expected performance and importance ratings

include: Item 7, Item 5, Item 10, and item 47. Lowest rankings for current performance include: Item 7, Item 47, Item 10, and Item 5 indicating that items ranked lowest for expected performance and importance were also ranked lowest for observed performance. Although no formal correlation or regression, it is likely that high ratings for both expected performance and importance align with high ratings for observed performance; whereas, lowest rankings for both expected performance and importance were consistent with low ratings for observed performance.

Limitations

Surveys were sent to 3619 participants, and as estimated, a good amount were sent back to the author due to changes in email addresses and limited updates in Peoplebox. Although an average response rate was observed for Part I of the survey, the response rate for Part II of the survey was substantially less. This can be attributed to the issue of time, as many respondents indicating that they did not have time to complete the survey even though it was estimated to take 15 minutes to complete. Also, it is hypothesized that with no incentive or payment for participation, respondents were less likely to take the time to initiate and complete the survey.

Thus, due to a limited sample size, it was determined researchers that the small and unequal sample size across rater types would not allow for advanced statistical analyses, and that conducting a series of ANOVA's, or a MANOVA, to determine statistical significance between such a high number of expectations (dependent variables) and number of independent variables (e.g., paraprofessionals, special education teachers, and administrators) would result invalid assumptions that rely too heavily on chance.

Implications for practice

Job descriptions, in general, should be provided to paraprofessionals; in particular, job descriptions that entail the above outlined expectations for paraprofessionals should be provided to all paraprofessionals, at least annually. The P-SET can assist employers by providing a means for identifying and explicitly teaching new paraprofessionals the essential expectations for their job, and at the same time, use this same metric for conducting job performance reviews.

Communication between those responsible for directly supervising work of paraprofessionals with those responsible is imperative for accurately evaluating paraprofessionals' actual performance. In contrast to paraprofessional's report, an evaluation of job performance should include, at the least, an annual performance review. Importantly, as evident with gap analyses, special education teachers tend to rate paraprofessionals' performance more harshly (more negative gap) compared to principals and paraprofessionals' themselves, supporting the case for principals to be responsible for performance evaluations.

Paraprofessionals should be encouraged and offered the opportunity to seek professional development and training. As emphasized by the US Department of Education (1997) and IDEA (2004), schools should encouraged professional development and provide instructional trainings for paraprofessionals to match performance deficiencies. Potentially, administrators may want to consider educational background and certification when making hiring decisions, and it is recommended that they weight more heavily, applicants that meet the standards for Title I paraprofessionals (NCLB, 2001).

Finally, it is recommended that annual paraprofessional trainings for paraprofessionals occur early in the year to provide explicit instruction of job expectations. The P-SET may be used to assess paraprofessionals' observed and expected job performance and provide data for developing a specified and targeted training program for administrative, teacher, and paraprofessional triads in order to improve the quality of service delivery to students in special education. As mention above, expectations that are most essential include:

1. *Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools*;

2. *Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families*;

3. *Acknowledge and respect the rights of parents and students*;

4. *Serve as a mandated reporter*;

5. *Maintain confidentiality of all students at all times*;

6. *Follow the direction of the supervising professional*;

7. *Use problem solving in all aspects of service delivery*,

These essential items are marked by an asterisk on the finalized P-SET provided in Appendix F-H. Overall, P-SET may be used to guide initial training, collect a baseline measurement of performance data, and serve as formative assessment measure that may be used for annual performance reviews.

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Appendix A

ONLINE/ANONYMOUS SURVEY CONSENT

Greetings,

We invite you to participate in research conducted by Angela Christenson, as part of a doctoral dissertation under supervised by Dr. Daniel Houlihan of Minnesota State University, Mankato. The purpose of the research conducted by Ms. Christenson is to identify the current job expectations of paraprofessionals. This survey should take about approximately 10-15 minutes to complete. The goal of this survey is to better understand the current job expectations of paraprofessionals working in central Iowa according to administrators, special education teachers, and paraprofessionals themselves. Although Ms. Christenson is an employee at Heartland AEA, this survey functions to fulfill the University requirements and is independent of her responsibilities at Heartland AEA. If you agree to participate in this research survey you will be asked to answer questions about this topic. If you have any questions about the research, please contact Ms. Christenson at angela.christenson@mnsu.edu or Dr. Houlihan at daniel.houlihan@mnsu.edu.

Participation is completely voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. Participation or nonparticipation will not impact your relationship with Minnesota State University, Mankato. If you have questions about the treatment of human participants and Minnesota State University, Mankato, contact the IRB Administrator, Dr. Barry Ries, at 507-389-2321 or barry.ries@mnsu.edu.

Responses will be anonymous. None of your answers will be released and no names will be recorded on this the survey. The risks of participating are no more than are

experienced in daily life. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. If you would like more information about the specific privacy and anonymity risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager.

There are no direct personal benefits for participating in this research. However, the above researchers believe society might benefit from the information gathered through this research by the increased understanding of the job expectations and roles of paraprofessionals.

Submitting the completed survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age.

Please print a copy of this page for your future reference.

Please follow the link to complete the survey: http://surveymonkey.com

Appendix B

ONLINE/ANONYMOUS SURVEY CONSENT – REMINDER

Greetings,

Recently you received an email inviting you to participate in a survey about job expectations for paraprofessionals. This research is being conducted by Angela Christenson, as part of a doctoral dissertation under supervision of Dr. Daniel Houlihan of Minnesota State University, Mankato. The survey should take about approximately 10-15 minutes to complete.

If you have already completed this survey, I would like to thank you for your time and participation. If you have not had the opportunity to participate in the survey, you may access the brief web-based survey by clicking on the following link:

http://www.**surveymonkey.com**

Submitting the completed survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age. Your participation is completely voluntary. You may stop taking the survey at any time by closing your web browser. Participation or nonparticipation will not impact your relationship with Minnesota State University, Mankato. If you have questions about the treatment of human participants and Minnesota State University, Mankato, contact the IRB Administrator, Dr. Barry Ries, at 507-389-2321 or barry.ries@mnsu.edu.

Thank you for your time and consideration! We believe society might benefit from the information gathered through this research by the increased understanding of the job expectations and roles of paraprofessionals.

Sincerely,

Angela Christenson

Although Ms. Christenson is an employee at Heartland AEA, this survey functions to fulfill the University requirements and is independent of her responsibilities at Heartland AEA. If you have any questions about the research, please contact Ms. Christenson at angela.christenson@mnsu.edu or Dr. Houlihan at daniel.houlihan@mnsu.edu.

Responses will be kept confidential. None of your answers will be released and no names will be recorded on this the survey. The risks of participating are no more than are experienced in daily life. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. If you would like more information about the specific privacy and anonymity risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager.

Please print a copy of this page for your future reference.

Appendix C

Paraprofessional Survey of Expectations Tool (P-SET):

Paraprofessional Form

PART I – Descriptive Information

Name (optional): _____ Date Completed:_____

School District:_____
School:_____

School Type:
- o Public
- o Private

Student population currently served (check all that apply):
- o PreK
- o Kindergarten
- o Elementary 1-5
- o Middle School 6-8
- o High School 9-12

Years of experience in your current job title:
- o 0 or first year on the job
- o 1-4 years
- o 5-9 years
- o 10-14 years
- o 15 + years

Position type:
- o Substitute
- o Part-time/hourly
- o Part-time/salaried
- o Full-time/hourly
- o Full-time/salaried

Are you currently certified as a Title I paraprofessional?
- o Yes
- o No
- o Not sure

Do you work with students with Limited English Proficiency?
- o Yes
- o No

Approximately what percentage of your school day do you provide academic instructional support to students?
- o 0%
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-90%
- o 100%

Approximately what percentage of your day do you provide behavioral support to students?
- o 0%
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-90%
- o 100%

What setting do you work within most often?
- o General Education Classroom
- o Special Education Classroom
- o Title 1 Classroom
- o Health/Nurse's Office
- o Media Center/Library/Computer Center
- o Other: _____

How many of the above settings do you work within during the week?
- o One
- o Two
- o Three
- o Four
- o Five or more

Highest degree obtained currently:
- o GED
- o High School Diploma
- o 1 or more years at higher education institution
- o Technical/Community College Associate Degree
  2 or more years at higher education institution
- o Bachelor Degree
- o Graduate credits
- o Graduate Degree
- o Doctoral Degree
- o Other:_____

What educational certification do you have currently (check all that apply):
- o None
- o Level I Generalist PK-12
  Level II areas of concentration
  - o Early Childhood PK-3
  - o Special Needs PK-12
  - o English as a Second Language PK-12

- - o Career and Transition Programs: Grades 5-12
    - o School Library Media PK-12
  - o Level III Advanced PK-12
  - o Tutor License
  - o Special Education Teacher License
  - o General Education Teacher License
  - o Interpreter's Certificate
  - o Other:_____

Who is responsible for directly supervising the majority of your work?
- o General Education Teacher
- o Special Education Teacher
- o Title I Teacher
- o Principal
- o Assistant Principal
- o Superintendent
- o ESL Teacher
- o Early Childhood Teacher
- o Media Specialist
- o School Nurse
- o I don't know

At this time, do you feel like you receive adequate supervision?
- o Yes
- o No
- o Unsure

PART II – Job Expectation Ratings

For each job responsibility please rate how often you are currently performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), should be performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), and how important the responsibility is for your job (Not important = 0, Neutral= 1, Very Important = 2).

ITEM	Category: Supporting the learning environment	How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
1	Assists with planning, organization, and preparation activities (e.g., copies, cut-outs, gathering materials)	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
2	Supervising students on school premises	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
3	Assist teachers with classroom management procedures	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
4	Facilitate inclusion of all students during all types of activities at school	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Assessment and Evaluation	How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
5	Assigns grades for multiple choice,	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
	matching, and true/false assignments and tests			
6	Collect progress monitoring data	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
7	Assigns grades for short answer or essay assignments and tests	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
8	Conduct observations of student learning needs	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
9	Provide objective student performance information to supervising professional(s), as needed	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
	Category: Instructional Practices	**How often are you <u>currently</u> performing this responsibility?**	**How often <u>should</u> you be performing this responsibility?**	**How <u>important</u> is this responsibility in your current job position?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
10	Develop lesson plans and design instructional activities	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
11	Follow teacher lesson plans to provide direct instruction	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
12	Assist with the instruction of reading, math, or writing	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
13	Leads small group lessons and individual lessons	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
14	Assist teacher in modifying/adapting	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2

		How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
	instructional strategies/materials to meet needs of the student			
15	Assist with implementing accommodations, as stated in the student's IEP	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
16	Provide academic tutoring one-to-one	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
17	Incorporate Iowa Core Standards into instructional activities	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
18	Use developmentally and age-appropriate instructional strategies	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
19	Use strategies that foster student independence	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
	Category: Behavior Management	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
20	Identify the function of student behavior	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
21	Implement Behavior Intervention Plan	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
22	Collect/record behavior data	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
23	Graph behavior data	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2
24	Assist with daily living skills	0-----1----2----3----4	0-----1----2----3----4	0--------1---------2

		How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
25	Assist in teaching social skills to students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
26	Use and generalize effective strategies for managing behaviors, as previously introduced by teachers and/or AEA staff	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
27	Modify environment to manage behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: IEP/IFSP Involvement	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
28	Assist with implementation of IEP goals	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
29	Implement teacher's lesson plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
30	Participate in IEP meetings	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
31	Sensitive to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
32	Assist with implementation of assistive technology devices	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Partnering with Families	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current**

	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	job position? Not Important-Important-Very Important
33	Communicate program data with parents	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
35	Foster professional relationships with families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
36	Acknowledge and respect the rights of parents and students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
37	Serve as a mandated reporter and advocate for the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
38	Maintain confidentiality of all students at all times	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Professional Development	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
39	Attend professional development opportunities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
40	Obtain appropriate credentialing to maintain job title	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
41	Follow direction of the supervising professional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
42	Use appropriate educational terminology in job related communications	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
43	Use problem-solving in all aspects of service delivery	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
	Category: Other	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
44	Monitor hallways, cafeteria, playground	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
45	Assist with health-related services	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
46	Assist students with physical disabilities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
47	Act as a translator	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
48	Assist in the media center and/or library	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

*Compilation of works from Hughes & Valle-Riestra, 2008; Iowa Department of Education, 2007; Pickett, Likins, & Wallace, 2003; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003.

Appendix D

Paraprofessional Survey of Expectations Tool (P-SET):

Teacher Form

PART I – Descriptive Information

Name (optional): _____ Date
Completed:_____

School District:_____
School:_____

School Type:
- o Public
- o Private

Student population currently served (check all that apply):
- o PreK
- o Kindergarten
- o Elementary 1-5
- o Middle School 6-8
- o High School 9-12

Years of experience in your current job title:
- o 0 or first year on the job
- o 1-4 years
- o 5-9 years
- o 10-14 years
- o 15+ years

Approximately what percentage of your school day do you provide academic instructional support to students?
- o 0%
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-90%
- o 100%

Approximately what percentage of your school day do you provide behavioral support to students?
- o 0%
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-90%

o 100%

Highest degree obtained currently:
- o GED
- o High School Diploma
- o 1 or more years at higher education institution
- o Technical/Community College Associate Degree
  2 or more years at higher education institution
- o Bachelor Degree
- o Graduate credits
- o Graduate Degree
- o Doctoral Degree

What educational certification do you have currently (check all that apply):
- o None
- o Level I Generalist PK-12
  Level II areas of concentration
    - o Early Childhood PK-3
    - o Special Needs PK-12
    - o English as a Second Language PK-12
    - o Career and Transition Programs: Grades 5-12
    - o School Library Media PK-12
- o Level III Advanced PK-12
- o Tutor License
- o Special Education Teacher License
- o General Education Teacher License
- o Interpreter's Certificate
- o Other:_____

Who is responsible for directly supervising the majority of your work?
- o Principal/Assistant Principal
- o Superintendent
- o School Board
- o I don't know
- o Other:_____

At this time, do you feel like you receive adequate supervision?
- o Yes
- o No
- o Unsure

Currently do you provide supervision to paraprofessionals?
- o Yes
- o No
- o Unsure

Currently, are you responsible for evaluating the performance of paraprofessionals?
- o Yes
- o No
- o Unsure

PART II – Job Expectation Ratings

For each job responsibility please rate how often you currently **observe paraprofessionals** performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), how often they should be performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), and how important the responsibility for their job position (Not important = 0, Neutral= 1, Very Important = 2).

ITEM	Category: Supporting the learning environment	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
1	Assists with planning, organization, and preparation activities (e.g., copies, cut-outs, gathering materials)	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
2	Supervising students on school premises	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
3	Assist teachers with classroom management procedures	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
4	Facilitate inclusion of all students during all types of activities at school	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Assessment and Evaluation	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
5	Assigns grades for multiple choice,	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	matching, and true/false assignments and tests			
6	Collect progress monitoring data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
7	Assigns grades for short answer or essay assignments and tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
8	Conduct observations of student learning needs	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
9	Provide objective student performance information to supervising professional(s), as needed	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
	Category: Instructional Practices	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
10	Develop lesson plans and design instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
11	Follow teacher lesson plans to provide direct instruction	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
12	Assist with the instruction of reading, math, or writing	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
13	Leads small group lessons and individual lessons	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
15	Assist with implementing accommodations, as stated in the student's IEP	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
16	Provide academic tutoring one-to-one	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
17	Incorporate Iowa Core Standards into instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
18	Use developmentally and age-appropriate instructional strategies	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
19	Use strategies that foster student independence	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
	Category: Behavior Management	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
20	Identify the function of student behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
21	Implement Behavior Intervention Plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
22	Collect/record behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
23	Graph behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
24	Assist with daily living skills	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
25	Assist in teaching social skills to students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
26	Use and generalize effective strategies for managing behaviors, as previously introduced by teachers and/or AEA staff	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
27	Modify environment to manage behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: IEP/IFSP Involvement	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
28	Assist with implementation of IEP goals	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
29	Implement teacher's lesson plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
30	Participate in IEP meetings	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
31	Demonstrate sensitive to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
32	Assist with	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	implementation of assistive technology devices			
	Category: Partnering with Families	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
33	Communicate program data with parents	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
35	Foster professional relationships with families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
36	Acknowledge and respect the rights of parents and students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
37	Serve as a mandated reporter and advocate for the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
38	Maintain confidentiality of all students at all times	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
	Category: Professional Development	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
39	Attend professional development	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2

	opportunities			
40	Obtain appropriate credentialing to maintain job title	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
41	Follow direction of the supervising professional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
42	Use appropriate educational terminology in job related communications	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
43	Use problem-solving in all aspects of service delivery	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Other	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
44	Monitor hallways, cafeteria, playground	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
45	Assist with health-related services	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
46	Assist students with physical disabilities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
47	Act as a translator	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
48	Assist in the media center and/or library	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

*Compilation of works from Hughes & Valle-Riestra, 2008; Iowa Department of Education, 2007; Pickett, Likins, & Wallace, 2003; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003.

Appendix E

Paraprofessional Survey of Expectations Tool (P-SET):

Principal Form

PART I – Descriptive Information

Name (optional): _____ Date
Completed:_____

School District:_____
School:_____

School Type:
- o Public
- o Private

Student population currently served (check all that apply):
- o PreK
- o Kindergarten
- o Elementary 1-5
- o Middle School 6-8
- o High School 9-12

Years of experience in your current job title:
- o 0 or first year on the job
- o 1-4 years
- o 5-9 years
- o 10-14 years
- o 15+ years

Approximately what percentage of your school day do you provide academic instructional support to students?
- o 0%
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-90%
- o 100%

Approximately what percentage of your school day do you provide behavioral support to students?
- o 0%
- o 1-25%
- o 26-50%
- o 51-75%
- o 76-90%

o 100%

Highest degree obtained currently:
- o GED
- o High School Diploma
- o 1 or more years at higher education institution
- o Technical/Community College Associate Degree
  2 or more years at higher education institution
- o Bachelor Degree
- o Graduate credits
- o Graduate Degree
- o Other:_____

What educational certification do you have currently (check all that apply):
- o None
- o Level I Generalist PK-12
  Level II areas of concentration
  - o Early Childhood PK-3
  - o Special Needs PK-12
  - o English as a Second Language PK-12
  - o Career and Transition Programs: Grades 5-12
  - o School Library Media PK-12
- o Level III Advanced PK-12
- o Tutor License
- o Special Education Teacher License
- o General Education Teacher License
- o Interpreter's Certificate
- o Other:_____

Who is responsible for directly supervising the majority of your work?
- o Principal/Assistant Principal
- o Superintendent
- o School Board
- o I don't know
- o Other:_____

At this time, do you feel like you receive adequate supervision?
- o Yes
- o No
- o Unsure

Currently do you provide supervision to paraprofessionals?
- o Yes
- o No
- o Unsure

Currently, are you responsible for evaluating the performance of paraprofessionals?
- o Yes
- o No
- o Unsure

PART II – Job Expectation Ratings

For each job responsibility please rate **how often you currently observe paraprofessionals performing the responsibility** (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), how often they should be performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), and how important the responsibility for their job position (Not important = 0, Neutral= 1, Very Important = 2).

ITEM	Category: Supporting the learning environment	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
1	Assists with planning, organization, and preparation activities (e.g., copies, cut-outs, gathering materials)	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
2	Supervising students on school premises	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
3	Assist teachers with classroom management procedures	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
4	Facilitate inclusion of all students during all types of activities at school	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Assessment and Evaluation	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
5	Assigns grades for multiple choice,	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	matching, and true/false assignments and tests			
6	Collect progress monitoring data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
7	Assigns grades for short answer or essay assignments and tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
8	Conduct observations of student learning needs	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
9	Provide objective student performance information to supervising professional(s), as needed	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
	Category: Instructional Practices	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
10	Develop lesson plans and design instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
11	Follow teacher lesson plans to provide direct instruction	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
12	Assist with the instruction of reading, math, or writing	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
13	Leads small group lessons and individual lessons	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
15	Assist with implementing accommodations, as stated in the student's IEP	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
16	Provide academic tutoring one-to-one	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
17	Incorporate Iowa Core Standards into instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
18	Use developmentally and age-appropriate instructional strategies	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
19	Use strategies that foster student independence	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Behavior Management	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
20	Identify the function of student behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
21	Implement Behavior Intervention Plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
22	Collect/record behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
23	Graph behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
24	Assist with daily living skills	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
25	Assist in teaching social skills to students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
26	Use and generalize effective strategies for managing behaviors, as previously introduced by teachers and/or AEA staff	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
27	Modify environment to manage behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
	Category: IEP/IFSP Involvement	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
28	Assist with implementation of IEP goals	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
29	Implement teacher's lesson plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
30	Participate in IEP meetings	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
31	Demonstrate sensitive to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2
32	Assist with	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0----------1----------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	implementation of assistive technology devices			
	Category: Partnering with Families	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
33	Communicate program data with parents	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
34	Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
35	Foster professional relationships with families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
36	Acknowledge and respect the rights of parents and students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
37	Serve as a mandated reporter and advocate for the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
38	Maintain confidentiality of all students at all times	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
	Category: Professional Development	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
39	Attend professional development	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	opportunities			
40	Obtain appropriate credentialing to maintain job title	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
41	Follow direction of the supervising professional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
42	Use appropriate educational terminology in job related communications	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
43	Use problem-solving in all aspects of service delivery	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Other	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
44	Monitor hallways, cafeteria, playground	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
45	Assist with health-related services	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
46	Assist students with physical disabilities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
47	Act as a translator	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
48	Assist in the media center and/or library	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

*Compilation of works from Hughes & Valle-Riestra, 2008; Iowa Department of Education, 2007; Pickett, Likins, & Wallace, 2003; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003.

Paraprofessional Survey of Expectations Tool (P-SET): Paraprofessional Form

For each job responsibility please rate how often you are currently performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), should be performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), and how important the responsibility is for your job (Not important = 0, Neutral= 1, Very Important = 2).

	Category: Supporting the learning environment	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
1	Assists with planning, organization, and preparation activities (e.g., copies, cut-outs, gathering materials)	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
2	Supervising students on school premises	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
3	Assist teachers with classroom management procedures	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
4	Facilitate inclusion of all students during all types of activities at school	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
	Category: Assessment and Evaluation	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
5	Assigns grades for multiple choice, matching, and true/false assignments and tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
6	Collect progress monitoring data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2

		How often are you **currently** performing this responsibility?	How often **should** you be performing this responsibility?	How **important** is this responsibility in your current job position?
7	Assigns grades for short answer or essay assignments and tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
8	Conduct observations of student learning needs	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
9	Provide objective student performance information to supervising professional(s), as needed	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
	Category: Instructional Practices	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
10	Develop lesson plans and design instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
11	Follow teacher lesson plans to provide direct instruction	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
12	Assist with the instruction of reading, math, or writing	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
13	Leads small group lessons and individual lessons	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
15	Assist with implementing accommodations, as stated in the student's IEP	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
16	Provide academic tutoring one-to-one	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
17	Incorporate Iowa Core Standards into instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
18	Use developmentally and age-appropriate instructional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

		How often are you **currently** performing this responsibility?	How often **should** you be performing this responsibility?	How **important** is this responsibility in your current job position?
	strategies			
19	Use strategies that foster student independence	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Behavior Management	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
20	Identify the function of student behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
21	Implement Behavior Intervention Plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
22	Collect/record behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
23	Graph behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
24	Assist with daily living skills	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
25	Assist in teaching social skills to students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
26	Use and generalize effective strategies for managing behaviors, as previously introduced by teachers and/or AEA staff	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
27	Modify environment to manage behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: IEP/IFSP Involvement	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
28	Assist with implementation of IEP goals	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

		How often are you currently performing this responsibility?	How often should you be performing this responsibility?	How important is this responsibility in your current job position?
29	Implement teacher's lesson plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
30	Participate in IEP meetings	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
31	*Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
32	Assist with implementation of assistive technology devices	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Partnering with Families	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
33	Communicate program data with parents	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
34	*Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
35	Foster professional relationships with families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
36	*Acknowledge and respect the rights of parents and students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
37	*Serve as a mandated reporter and advocate for the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
38	*Maintain confidentiality of all students at all times	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Professional Development	**How often are you currently performing this responsibility?**	**How often should you be performing this responsibility?**	**How important is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**

		How often are you **currently** performing this responsibility?	How often **should** you be performing this responsibility?	How **important** is this responsibility in your current job position?
39	Attend professional development opportunities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
40	Obtain appropriate credentialing to maintain job title	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
41	*Follow direction of the supervising professional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
42	Use appropriate educational terminology in job related communications	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
43	Use problem-solving in all aspects of service delivery	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Other	**How often are you <u>currently</u> performing this responsibility?**	**How often <u>should</u> you be performing this responsibility?**	**How <u>important</u> is this responsibility in your current job position?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
44	Monitor hallways, cafeteria, playground	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
45	Assist with health-related services	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
46	Assist students with physical disabilities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
47	Act as a translator	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
48	Assist in the media center and/or library	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

*Compilation of works from Hughes & Valle-Riestra, 2008; Iowa Department of Education, 2007; Pickett, Likins, & Wallace, 2003; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003

Appendix G

Paraprofessional Survey of Expectations Tool (P-SET):

Teacher Form

For each job responsibility please rate how often you currently **observe paraprofessionals** performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), how often they should be performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), and how important the responsibility for their job position (Not important = 0, Neutral= 1, Very Important = 2).

	Category: Supporting the learning environment	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
1	Assists with planning, organization, and preparation activities (e.g., copies, cut-outs, gathering materials)	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
2	Supervising students on school premises	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
3	Assist teachers with classroom management procedures	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
4	Facilitate inclusion of all students during all types of activities at school	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
	Category: Assessment and Evaluation	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
5	Assigns grades for multiple choice, matching, and true/false assignments an6d tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
6	Collect progress monitoring data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
7	Assigns grades for short answer	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	or essay assignments and tests			
8	Conduct observations of student learning needs	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
9	Provide objective student performance information to supervising professional(s), as needed	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Instructional Practices	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
10	Develop lesson plans and design instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
11	Follow teacher lesson plans to provide direct instruction	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
12	Assist with the instruction of reading, math, or writing	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
13	Leads small group lessons and individual lessons	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
15	Assist with implementing accommodations, as stated in the student's IEP	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
16	Provide academic tutoring one-to-one	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
17	Incorporate Iowa Core Standards into instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
18	Use developmentally and age-appropriate instructional strategies	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

#	Expectations	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
19	Use strategies that foster student independence	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

	Category: Behavior Management	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
20	Identify the function of student behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
21	Implement Behavior Intervention Plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
22	Collect/record behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
23	Graph behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
24	Assist with daily living skills	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
25	Assist in teaching social skills to students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
26	Use and generalize effective strategies for managing behaviors, as previously introduced by teachers and/or AEA staff	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
27	Modify environment to manage behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

	Category: IEP/IFSP Involvement	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
28	Assist with implementation of IEP goals	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
29	Implement teacher's lesson plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
30	Participate in IEP meetings	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
31	*Demonstrate sensitivity to beliefs, traditions, cultures, and values, that influence the relationship between children, families, and schools	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
32	Assist with implementation of assistive technology devices	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Partnering with Families	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
33	Communicate program data with parents	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
34	*Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
35	Foster professional relationships with families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
36	*Acknowledge and respect the rights of parents and students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
37	*Serve as a mandated reporter and advocate for the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
38	*Maintain confidentiality of all students at all times	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Professional Development	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
39	Attend professional development	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

	opportunities			
40	Obtain appropriate credentialing to maintain job title	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
41	*Follow direction of the supervising professional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
42	Use appropriate educational terminology in job related communications	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
43	Use problem-solving in all aspects of service delivery	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
	Category: Other	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
44	Monitor hallways, cafeteria, playground	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
45	Assist with health-related services	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
46	Assist students with physical disabilities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
47	Act as a translator	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2
48	Assist in the media center and/or library	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1---------2

*Compilation of works from Hughes & Valle-Riestra, 2008; Iowa Department of Education, 2007; Pickett, Likins, & Wallace, 2003; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003.

Appendix H

Paraprofessional Survey of Expectations Tool (P-SET):

Principal Form

For each job responsibility please rate **how often you currently observe paraprofessionals performing the responsibility** (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), how often they should be performing the responsibility (Never = 0, Rarely = 1, Sometimes = 2, Often = 3, Always = 4), and how important the responsibility for their job position (Not important = 0, Neutral= 1, Very Important = 2).

	Category: Supporting the learning environment	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
1	Assists with planning, organization, and preparation activities (e.g., copies, cut-outs, gathering materials)	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
2	Supervising students on school premises	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
3	Assist teachers with classroom management procedures	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
4	Facilitate inclusion of all students during all types of activities at school	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
	Category: Assessment and Evaluation	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
5	Assigns grades for multiple choice, matching, and true/false assignments and tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
6	Collect progress monitoring data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
7	Assigns grades for short answer or essay assignments and tests	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
8	Conduct observations of student learning needs	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
9	Provide objective student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	performance information to supervising professional(s), as needed			
	Category: Instructional Practices	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
10	Develop lesson plans and design instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
11	Follow teacher lesson plans to provide direct instruction	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
12	Assist with the instruction of reading, math, or writing	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
13	Leads small group lessons and individual lessons	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
14	Assist teacher in modifying/adapting instructional strategies/materials to meet needs of the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
15	Assist with implementing accommodations, as stated in the student's IEP	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
16	Provide academic tutoring one-to-one	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
17	Incorporate Iowa Core Standards into instructional activities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
18	Use developmentally and age-appropriate instructional strategies	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
19	Use strategies that foster student independence	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
	Category: Behavior Management	**How often do paraprofessionals currently**	**How often should paraprofessionals perform this**	**Is this responsibility important for a paraprofessional to**

			perform this responsibility?	responsibility?	perform?
		Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
20		Identify the function of student behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
21		Implement Behavior Intervention Plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
22		Conduct observations of student behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
23		Collect/record behavior data	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
24		Assist with daily living skills	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
25		Assist in teaching social skills to students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
26		Use and generalize effective strategies for managing behaviors, as previously introduced by teachers and/or AEA staff	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
27		Modify environment to manage behavior	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
		Category: IEP/IFSP Involvement	How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
		Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
28		Assist with implementation of IEP goals	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
29		Implement teacher's lesson plan	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
30		Participate in IEP meetings	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2
31		*Demonstrate sensitivity to beliefs, traditions, cultures, and	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1----------2

		How often do paraprofessionals currently perform this responsibility?	How often should paraprofessionals perform this responsibility?	Is this responsibility important for a paraprofessional to perform?
	values, that influence the relationship between children, families, and schools			
32	Assist with implementation of assistive technology devices	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
	Category: Partnering with Families	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
33	Communicate program data with parents	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
34	*Respect the beliefs, heritage, lifestyles, traditions, cultures, and values of students and their families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
35	Foster professional relationships with families	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
36	*Acknowledge and respect the rights of parents and students	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
37	*Serve as a mandated reporter and advocate for the student	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
38	*Maintain confidentiality of all students at all times	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
	Category: Professional Development	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	Never-Rarely-Sometimes-Often- Always	Never-Rarely-Sometimes-Often- Always	Not Important-Important-Very Important
39	Attend professional development opportunities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2
40	Obtain appropriate credentialing to maintain job title	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0--------1----------2

		How often do paraprofessionals currently perform this responsibility? Never-Rarely-Sometimes-Often- Always	How often should paraprofessionals perform this responsibility? Never-Rarely-Sometimes-Often- Always	Is this responsibility important for a paraprofessional to perform? Not Important-Important-Very Important
41	*Follow direction of the supervising professional	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
42	Use appropriate educational terminology in job related communications	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
43	Use problem-solving in all aspects of service delivery	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
	Category: Other	**How often do paraprofessionals currently perform this responsibility?**	**How often should paraprofessionals perform this responsibility?**	**Is this responsibility important for a paraprofessional to perform?**
	Expectations	**Never-Rarely-Sometimes-Often- Always**	**Never-Rarely-Sometimes-Often- Always**	**Not Important-Important-Very Important**
44	Monitor hallways, cafeteria, playground	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
45	Assist with health-related services	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
46	Assist students with physical disabilities	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
47	Act as a translator	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2
48	Assist in the media center and/or library	0-----1-----2-----3-----4	0-----1-----2-----3-----4	0---------1---------2

*Compilation of works from Hughes & Valle-Riestra, 2008; Iowa Department of Education, 2007; Pickett, Likins, & Wallace, 2003; Wallace, Bernhardt, Utermarck, 1999; Wallace, Shin, Bartholomay, & Stahl, 2001; Wallace, Stahl, & Johnson, 2003.

Appendix I

Heartland AEA Approval Letter

HEARTLAND
AREA EDUCATION AGENCY
Johnston Office

6500 Corporate Drive, Johnston, IA 50131-1603 • Phone 515.270.9030 • 800.362.2720 • Fax 515.270.5383

March 8, 2013

Ms. Angela Christenson
400 Walnut St
Apt #903
Des Moines, IA 50309

Dear Ms. Christenson:

Thank you for submitting your research proposal, *A systematic analysis of paraprofessional job expectations: Development of the Paraprofessional Survey of Expectations Tool (P-SET)*. The Heartland AEA 11 (Heartland) research committee and I have reviewed your proposal. I am writing to inform you that your project is approved for implementation, and you have permission to recruit schools/teachers within Heartland for participation.

Please note the following restrictions:

- You may use PeopleBox and your Heartland email address to send out the survey to principals, special education teachers, and paraprofessionals within Heartland. However, in your introduction letter of the informed consent, please make it clear that, although you are a Heartland employee, this survey is to fulfill your university doctoral requirements and independent of your responsibilities at Heartland. Any questions that respondents have about the survey should be directed to your university email address.
- You may send the survey via PeopleBox twice (i.e., initially and with one follow up).
- Please note that PeopleBox was not updated during the 2012-13 school year, especially for special education teachers and paraprofessionals, thus it is likely that you will receive several undeliverable messages and a biased sample.

Please note the following clarifications requested:

- Please clarify how data analysis will be impacted when only one or two parties respond to the survey (e.g., one special education teacher and one paraprofessional but not the principal, or one special education teacher and one paraprofessional but they do not work together, or principal only). In the IRB application, it implies that there will be a triangulation of data. We are concerned with the quality of results and interpretation if this triangulation does not occur.
- Please clarify how results will be kept confidential. On page of 8 of the PSET_IRBapplication.doc, you wrote that information about the school building and district will be kept confidential. However, on page 4 of the same document, you wrote that the data collected through the PSET would be used to provide descriptive feedback to Heartland and districts. Were you planning to provide feedback generically to Heartland and districts, or were you planning to provide feedback to districts about how the survey was answered for their district?

- Please clarify the purpose of providing Heartland descriptive feedback through the 360 Degree Feedback Program (or what feedback will be provided). Within Iowa, the burden of evaluation and supervision of paraprofessionals falls with local education agencies (LEAs), rather than area education agencies (AEAs). Thus, AEAs have little influence over paraprofessional supervision.

These clarifications can be sent to Alecia Rahn-Blakeslee, School Psychologist, who is your appointed liaison at Heartland. She can be reached at (515) 232-7583, ext. 12361 or arahn@aea11.k12.ia.us. Please check with Alecia when seeking assistance from Heartland staff or to gain access to student records or agency-wide data. At the conclusion of your study, if you are agreeable, please forward a written summary of your findings to Alecia.

We wish you good luck with your study.

Sincerely,

Cindy Yelick, Executive Director of Instructional Services
Heartland Area Education Agency 11

cc: Alecia Rahn-Blakeslee, School Psychologist
        Leanne Chapman-Thill, Regional Director, Heartland Area Education Agency 11
        Daniel Houlihan, Professor, Minnesota State University, Mankato