

The Every Student Succeeds Act (ESSA): Implications for Paraeducators, Teachers, and Administrators



Session Overview

- **History of Federal Laws and Implications for Paraeducators**
 - Marilyn Likins, NRCP
- **ESSA Overview**
 - Diana Zaleski, Center for Educational Innovation, IEA
- **ESSA – Paraeducator Implications**
 - Lynn Goss, Menomonie School District (WI) / NEA Director



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History of Federal Laws and Implications for Paraeducators



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1997 Amendments to IDEA

Part B of the Act. [34 CFR § 300.136(f)]

A State may allow paraprofessionals and assistants who are **appropriately trained and supervised,.....** to **assist in the provision of special education and related services to children with disabilities.**



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What IDEA (1997 & 2004) Says About Paraeducators

IDEA: Part D—Section 635

- **A state is required to** ensure that all personnel (including **both professionals and paraprofessionals** who provide special and general education, related and early intervention/childhood services) have the **skills and knowledge necessary** to meet the needs of children and youth with disabilities.
- Elimination of **Comprehensive Systems Personnel Development (CSPD)** (2004) took away a key element for ensuring professional development for paraeducators by states.



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No Child Left Behind (NCLB)

ESEA 2002, Section 1119

- Under the Law
 - ALL Title 1 paraprofessionals employed after the passage of the legislation will be 'highly qualified'
 - Paraprofessionals working in classroom(s) or other educational agencies receiving Title 1 funding must demonstrate evidence of one of the following:



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Under No Child Left Behind (NCLB)

ESEA 2002, Section 1119

- Must have completed:
 - **2 years of study** at an institution of higher education; OR
 - Earned an **Associates Degree** (or higher);

OR



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Under No Child Left Behind (NCLB)

ESEA 2002, Section 1119

- **Knowledge** of, and the **ability to** assist in instructing in:
 1. **reading, writing, and mathematics;**
 2. **reading readiness, writing readiness, and mathematics readiness,** as appropriate.



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Under No Child Left Behind (NCLB)

ESEA 2002, Section 1119

- A secondary school diploma, or its equivalent necessary for all paraprofessionals.



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Under No Child Left Behind (NCLB)

ESEA 2002

Paraprofessionals in a Title 1 program may:

- Provide **one-on-one tutoring**,
- Assist with **classroom management**,
- Conduct **parental involvement activities**,
- Act as a **translator**, or
- Assist in a **computer laboratory, library or media center**.



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Under No Child Left Behind (NCLB)

ESEA 2002

Paraprofessionals could **NOT** provide any instructional service to a student unless they worked under the **direct supervision** of qualified teacher.



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Similarities & Differences

IDEA 2004

- No shared definition of paraprofessional/ paraeducator with NCLB
- Elimination of CSPD
- Refers to the 'supervision of paraeducators' but not defined.

NCLB

- NCLB was a Gatekeeper....no more no less.
- Essentially just qualifying standards for hiring paraeducators
- No provision for continuing education & career development
- Did not encourage the development of state or local systems & personnel practices
- Used the term "direct" supervision but again not defined.



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IDEA 2004...Still with us!

NCLB....a Thing of the past!

ESSA....a Thing of the present!



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Paraprofessional References in Federal Laws

| | |
|------------------|-----------|
| ESEA 1965 | 0 |
| IDEA 1997 | 7 |
| NCLB 2001 | 45 |
| IDEA 2004 | 11 |



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The Every Student Succeeds Act (ESSA) Overview



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The Every Student Succeeds Act (ESSA)

ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces the No Child Left Behind Act (NCLB).



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What Remains?

- **Challenging Standards:** States must adopt standards in math, reading or language arts, and science that align with state college entrance requirements and career and technical education standards.
- **Disaggregation:** States must set accountability goals using data from subgroups of students to ensure achievement of all students.
- **Interventions:** Required for low-performing schools, but no rigid federally prescribed list.



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What Has Been Removed?

- Annual Yearly Progress (AYP) requirements.
- Federal punitive labels for schools.
- Federal requirements for teacher evaluation.
- Accountability systems based solely on standardized tests.



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Accountability

- Accountability systems at the state level cannot be based solely on standardized tests. Systems must include:
 - State-wide assessments (95% participation rate)
 - English language proficiency
 - High school graduation rates
 - At least one indicator of school quality or student success (e.g., student engagement, student access to and completion of advanced coursework, postsecondary readiness, or school climate and safety).



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Assessment

- States may set a limit on the aggregate amount of instructional time devoted to state-wide assessment.
- Requires the use of multiple measures that assess higher-order thinking and understanding.
 - May be partially delivered in the form of portfolios, projects, or extended performance tasks.
- Support audits to reduce and improve state-wide assessments.
- Allows high schools to petition the state to use nationally-recognized assessments (e.g., ACT or SAT) instead of state-wide assessments.



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School Improvement

- States must create a system to identify schools for comprehensive support and improvement.
 - Lowest performing 5% of schools.
 - High schools failing to graduate 1/3 or more of their students.
 - Schools with underperforming subgroups that do not improve after a state-determined number of years.
- Identified schools must develop and implement targeted support and improvement plans in partnership with teachers and parents.



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Teacher Evaluation

- Removes federal requirements for teacher evaluation and requires districts to develop evaluation plans that include evidence of student achievement which may include student growth.
 - Supports ongoing professional development for teachers, specifically evidence-based professional development opportunities led by effective teachers.



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Additional Improvements

- Expanded collective bargaining - Now applies to Title II.
- New positive language about Restorative Justice.
 - Ending the school to prison pipeline.
- Greater clarity around “opt out” options for students.
- Improvements to charter school transparency and accountability.



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Secretary of Education Prohibitions

- Prohibitions on USED Secretarial authority focused on prohibiting specific mandates on...
 - Standards and assessments
 - Elements or percentages of the accountability system
 - Parameters of the system
 - Requiring additional data collection
 - Exit requirements
 - Teacher evaluation
 - Teacher effectiveness



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Focus On Locals

- Schools identified for “comprehensive support and improvement” must develop evidence-based plans addressing resource inequalities for approval by the district and state.
- Districts **MUST** engage teachers, paraeducators, and parents in the planning process.



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Opportunities

- Opportunities for educators to drive teaching and learning decisions.
- Opportunities to strengthen partnerships with parents and communities to advocate for what students really need.
- Collaboration with partners to influence and support policy and implementation at the state and local levels.



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PARAEDUCATOR EMPOWERMENT

At . . .

- Federal Level
- State Level
- Local Level



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PARAEDUCATOR EMPOWERMENT

How knowledgeable are you about the Every Student Succeeds Act (ESSA)?

- 1) Very Knowledgeable
- 2) Somewhat Knowledgeable
- 3) Not Knowledgeable



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OPPORTUNITY

We must ensure that all students, regardless of their ZIP code, have the support, tools and time to learn.

STUDENT SUCCESS

All schools must provide an excellent education that inspires students' natural curiosity, imagination, and desire to learn.

ESSA presents an opportunity to ensure success for each and every student.

This opportunity will only be realized if educators speak up on behalf of students.

ACTION

Educators and parents must speak up to ensure ESSA implementation benefits their students.



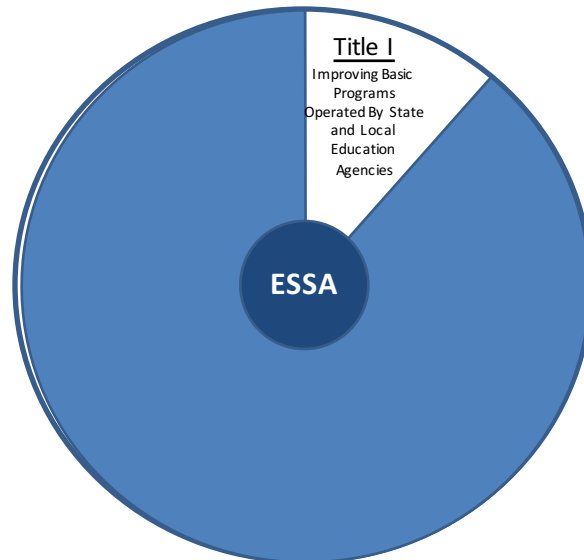
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Understanding ESSA

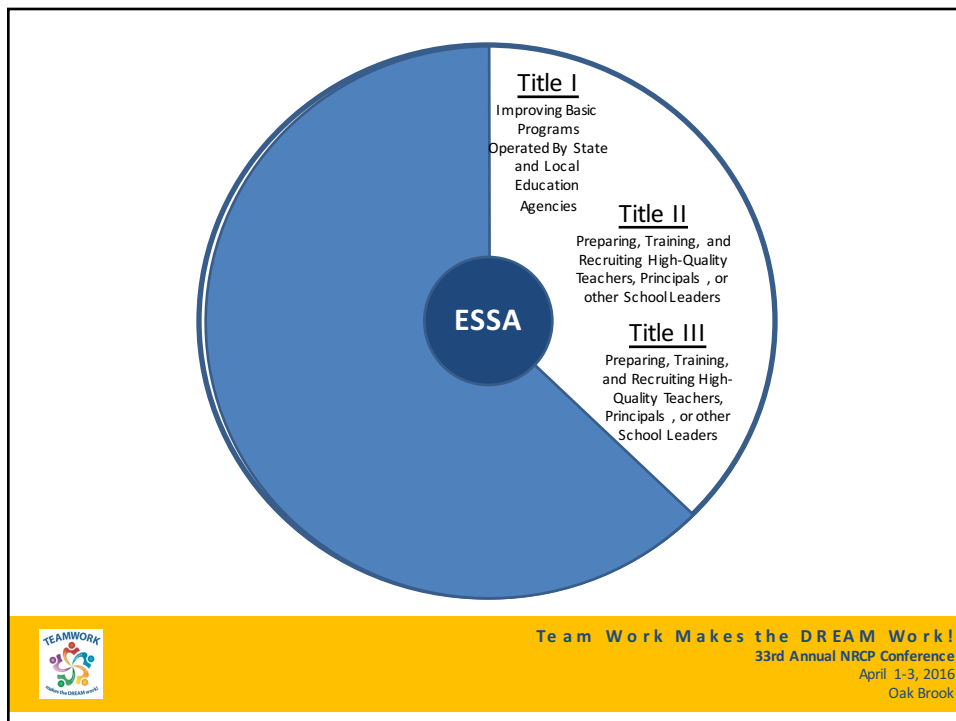
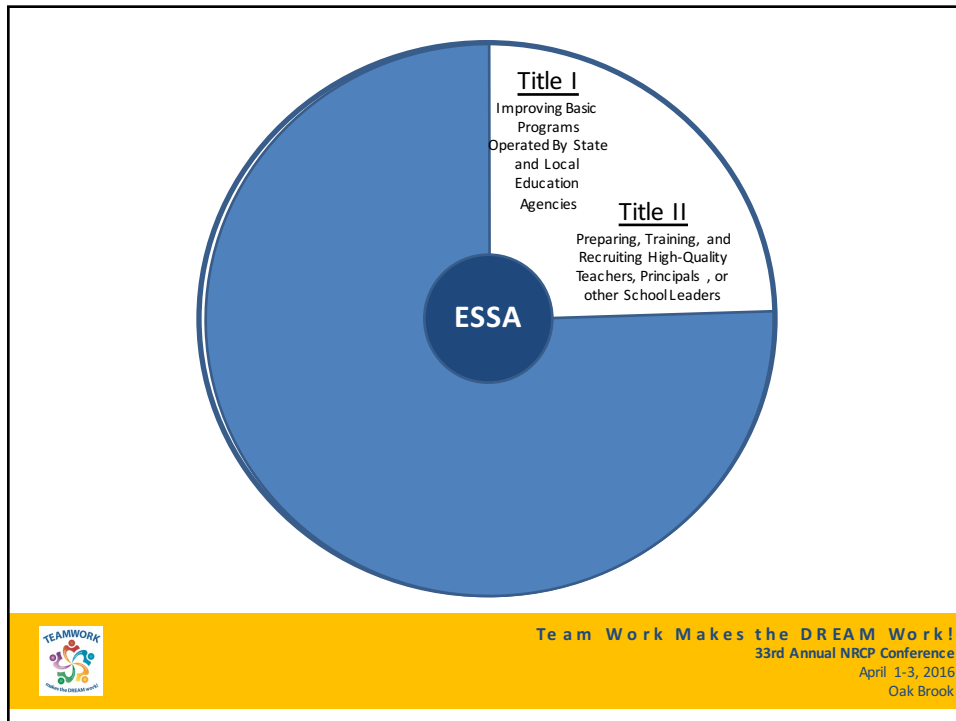
- Gives **Paraeducators a Voice – A seat at the table!**
- Promotes **RESPECT**
- Increases **LOCAL CONTROL**
- Expands the reach of **Collective Bargaining**
- Requires the creation of a **“State Committee of Practitioners” that includes paraeducators**
- Maintains **State Title I “Entry Level” Requirements and Professional Standards (if they exist)**
- Now recognizes **Specialized Instructional Support Personnel (SISPs)**
- Adopts the term **‘paraeducator’**
- Requires **consultation with organizations representing educators (including paraeducators)** in multiple places.

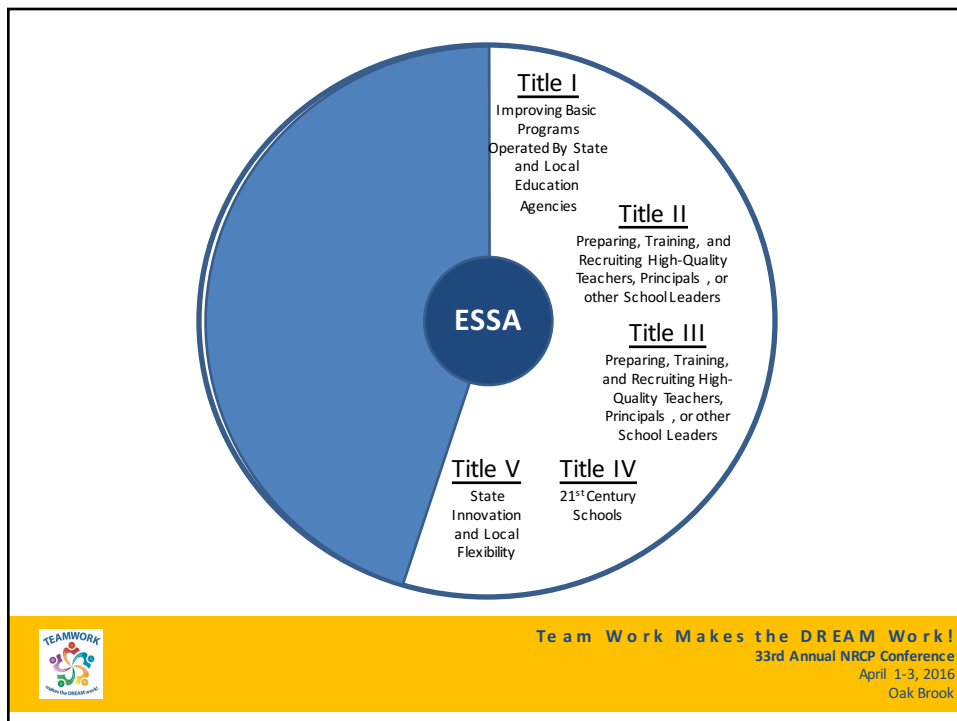
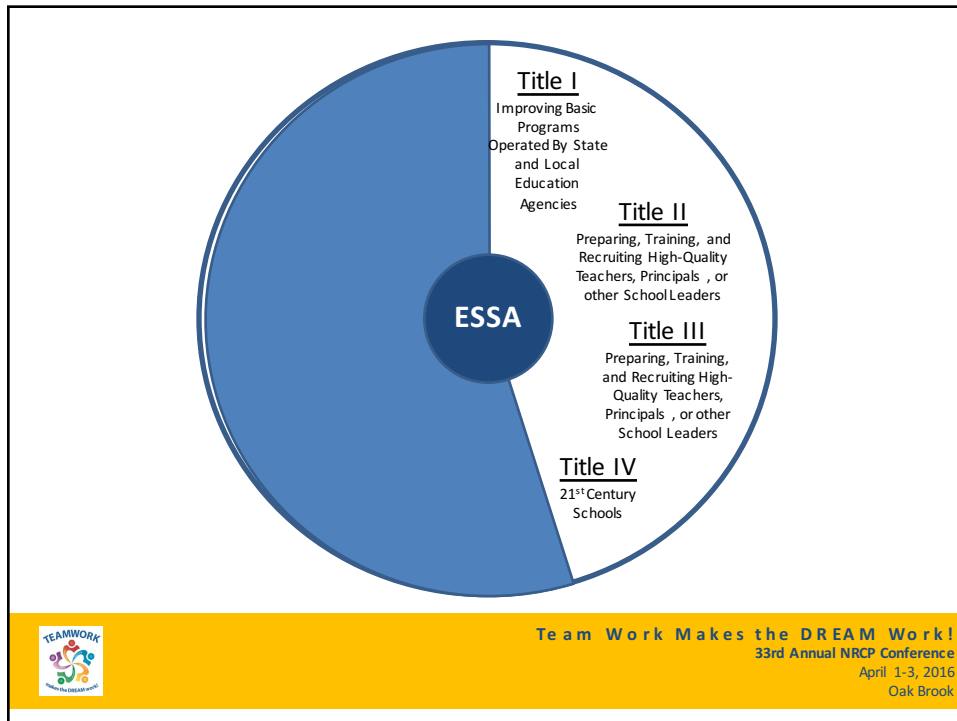


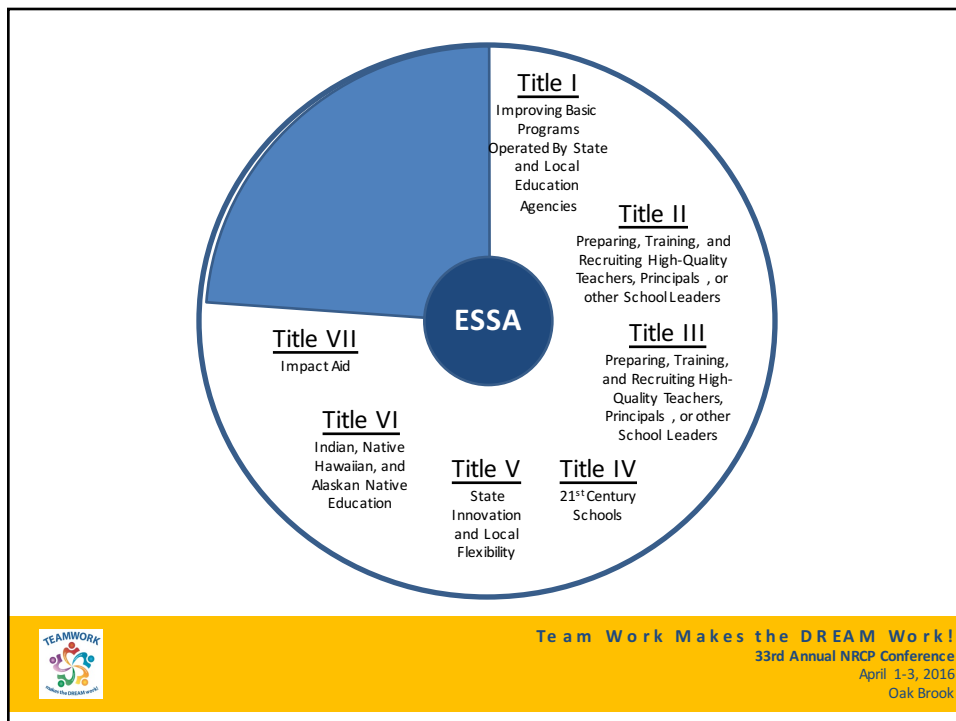
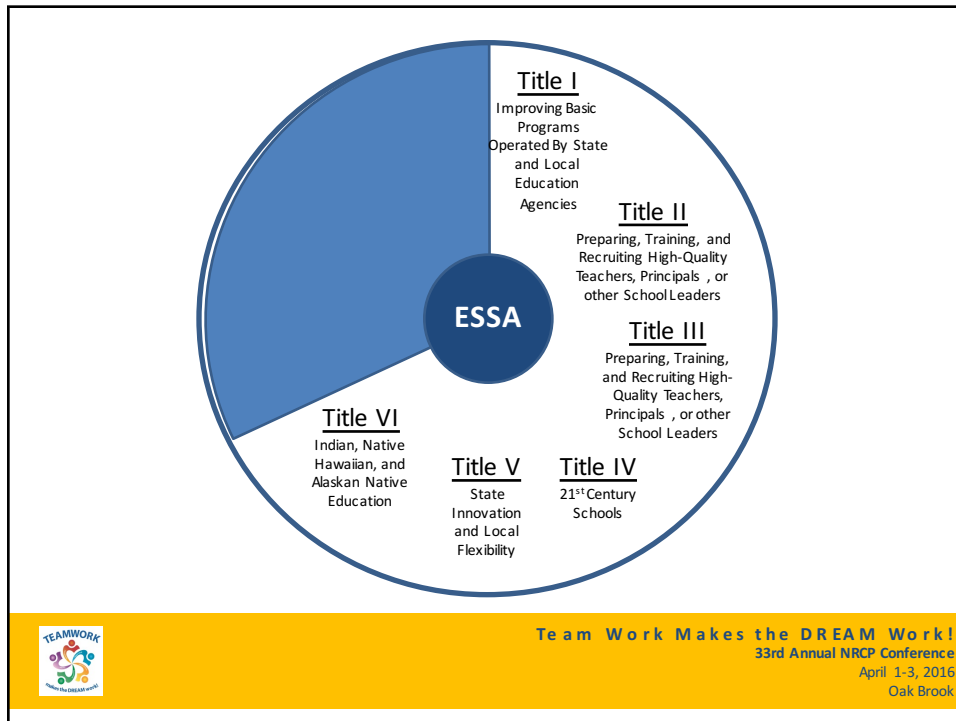
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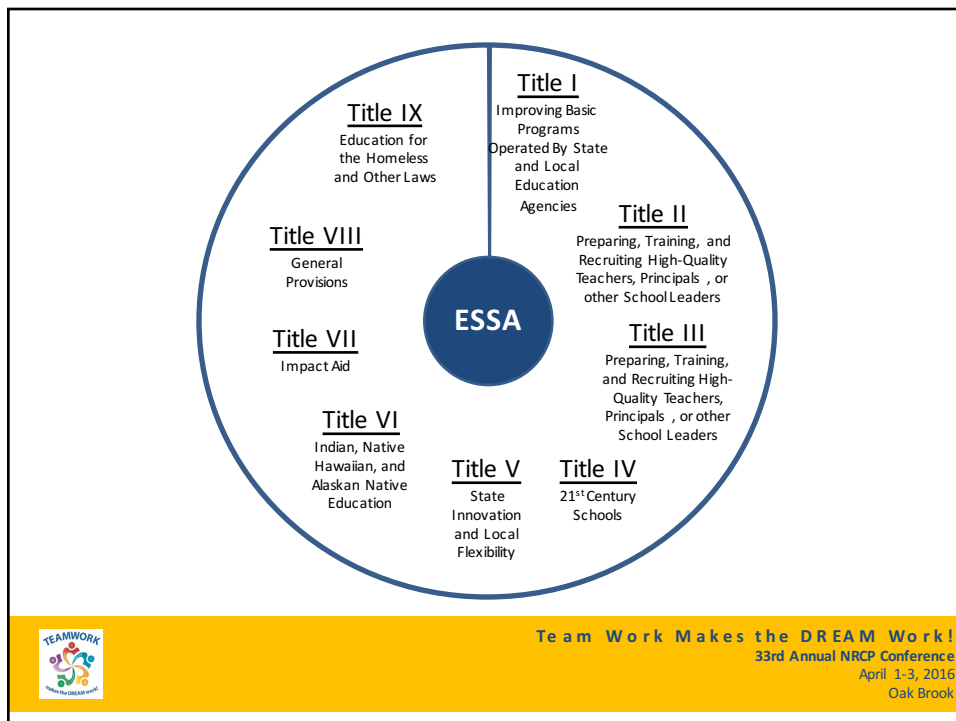
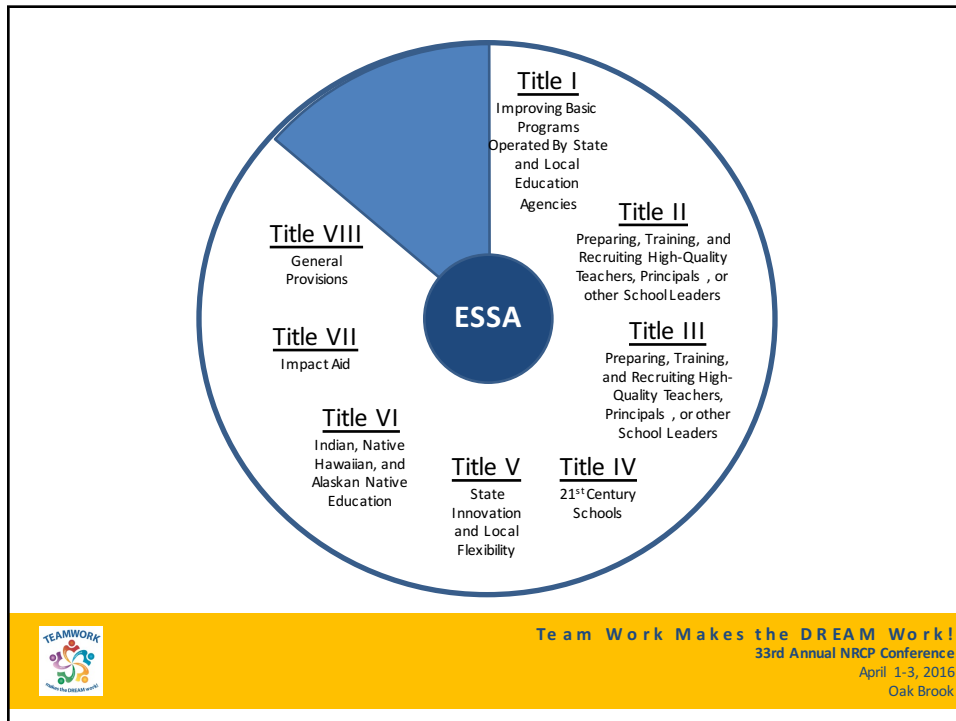


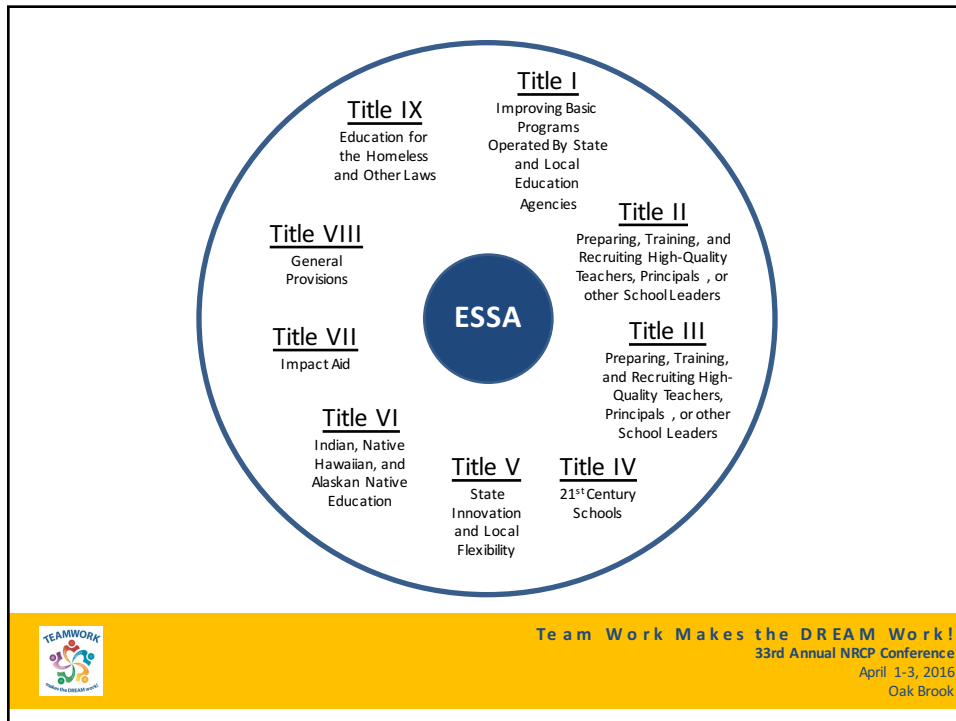
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Oh how far we have come!

From NCLB...

To ESSA....

TEAMWORK
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Paraeducator/Paraprofessional References in Federal Laws

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We now have a seat at the table!



Better yet, we get to participate in setting the table!



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Title I

- FEDERAL
 - Negotiated Rule Making at the Federal Level includes a paraeducator
- STATE (SEA) PLANS
 - Must be developed with timely and meaningful consultation with paraeducators
 - State Committee of Practitioners must include paraeducators
 - Maintains "Entry Level" Requirements for paraeducators and professional standards (if they exist)
- LOCAL (LEA) PLANS
 - Must be developed with timely and meaningful consultation with paraeducators
 - Requires input from paraeducator as to how students are identified for Title I services
 - Parents Right to Know (if child is provided services by a paraeducator and his/her qualifications) & Family Engagement Strategies



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Do you know what the hiring requirements are for paraeducators in your district?



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Title II

STATES

- Can use funds to establish, expand or improve alternative routes for State certification of teachers for paraeducators
- Support opportunities to participate in joint efforts to address the transition to elementary school (including School Readiness)
- Paraeducators must be consulted when developing State Application for Title II Funds



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Title II, cont.

LOCALS

- Must consult paraeducators and the organization representing them when applying for subgrants from the SEA
- Funds can be used for paraeducator advancement, professional growth and/or emphasis on leadership opportunities, multiple career paths and pay differentiation
- Funds can be used for paraeducator training for Birth to 12 literacy
- Funds to be used for paraeducator professional development



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Title III

ELL

- Professional Development for paraeducators to increase effectiveness in meeting the needs of ELL



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Title IV

21st Century Schools

- Professional Development for paraeducators to use technology effectively; to improve instruction and student achievement



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Title VI

Indian, Native Hawaiian and Alaskan Native American

- Professional Development for paraeducators



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Title VIII

DEFINITIONS

- SEC. 8002 (37) **PARAPROFESSIONAL**.—The term ‘**paraprofessional**’, also known as a ‘**paraeducator**’, includes an education assistant and instructional assistant.”
- Defines Professional Development and includes paraeducators as recipients of such professional development



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Advocate

- When you go back home how will you advocate for a paraeducator seat at the table?



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ADVOCATE



PROCEED UNTIL APPREHENDED



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I am a **Paraeducator**
and **#ESSA** gives me
a seat at the table

#NRCP2016
#ParaPower



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Paraeducator Professional Development Wish List



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Questions



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Resources

- National Education Association
 - <http://www.nea.org/essabegins>
 - <https://www.mynea360.org/login> (Ed Communities)
- US Department of Education
 - www.ed.gov/essa
- NRCPC
 - www.nrcpara.org



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