



## PROFESSIONAL STANDARDS

### CEC Performance- Based Standards Paraeducators

<b>Standard 1: Foundations</b>
<b>Knowledge:</b>
Purposes of programs for individuals with exceptional learning needs.
Basic educational terminology regarding students, programs, roles, and instructional activities.
<b>Skills:</b> None in addition to Common Core.
<b>Standard 2: Development and characteristics of learners</b>
<b>Knowledge:</b>
Effects an exceptional condition(s) can have on an individual's life.
<b>Skills:</b> None in addition to Common Core.
<b>Standard 3: Individual learning differences</b>
<b>Knowledge:</b>
Rights and responsibilities of families and children as they relate to individual learning needs.
Indicators of abuse and neglect.
<b>Skills:</b>
Demonstrate sensitivity to the diversity of individuals and families.
<b>Standard 4: Instructional strategies</b>
<b>Knowledge:</b>
Basic instructional and remedial strategies and materials.
Basic technologies appropriate to individuals with exceptional learning needs.

<b>Skills:</b>
Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.
Assist in adapting instructional strategies and materials as directed.
Use strategies as directed to facilitate effective integration into various settings.
Use strategies that promote the learner's independence as directed.
Use strategies as directed to increase the individual's independence and confidence.
<b>Standard 5: Learning environments/social interactions</b>
<b>Knowledge:</b>
Demands of various learning environments.
Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs.
<b>Skills:</b>
Establish and maintain rapport with learners.
Use universal precautions and assist in maintaining a safe, healthy learning environment.
Use strategies for managing behavior as directed.
Use strategies as directed, in a variety of settings, to assist in the development of social skills.
<b>Standard 6: Language</b>
<b>Knowledge:</b> Characteristics of appropriate communication with stakeholders.
<b>Skills:</b> None in addition to Common Core.
<b>Standard 7: Instructional planning</b>
<b>Knowledge:</b> None in addition to Common Core.
<b>Skills:</b>
Follow written plans, seeking clarification as needed.
Prepare and organize materials to support teaching and learning as directed.

<b>Standard 8: Assessment</b>
<b>Knowledge:</b>
Rationale for assessment.
<b>Skills:</b>
Demonstrate basic collection techniques as directed.
Make and document objective observations as directed.
<b>Standard 9: Professional and ethical practice</b>
<b>Knowledge:</b>
Ethical practices for confidential communication about individuals with exceptional learning needs.
Personal cultural biases and differences that affect one's ability to work with others.
<b>Skills:</b>
Perform responsibilities as directed in a manner consistent with laws and policies.
Follow instructions of the professional.
Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences.
Act as a role model for individuals with exceptional learning needs.
Demonstrate commitment to assisting learners in achieving their highest potential.
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator.
Maintain a high level of competence and integrity
Exercise objective and prudent judgement.
Demonstrate proficiency in academic skills, including oral and written communication.
Engage in activities to increase one's own knowledge and skills.
Engage in self-assessment.
Accept and use constructive feedback.
Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies.
<b>Standard 10: Collaboration</b>
<b>Knowledge:</b>

Common concerns of families of individuals with exceptional learning needs.
Roles of stakeholders in planning an individualized program.
<b>Skills:</b>
Assist in collecting and providing objective, accurate information to professionals.
Collaborate with stakeholders as directed.
Foster respectful and beneficial relationships.
Participate as directed in conferences as members of the educational team.
Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals.

Last Modified on Thu, Nov 15, 2001