

**NOTE: These items for the *Common Core Professional Professional Development Standards for Paraeducators in Special Education* have been accepted by the Knowledge and Skills Sub-committee. These items have not been officially approved by the CEC Board of Directors. Their meeting will be held in late summer. The official set of these common core professional development standards will be placed on the CEC website when final approval is given.**

## CEC Common Core Professional Development Standards for Paraeducators in Special Education

### Professional Development Standard 1

Knowledge	
P1K1	Purposes of supports and services for individuals with exceptionalities
P1K2	Rights and responsibilities of individuals with exceptionalities, and other stakeholders related to exceptionalities
P1K3	Eligibility categories for special education and supports and services typically associated with each category
P1K4	Impact of culture and the contributions of culturally diverse groups
P1K5	Role of families in the educational process

Skills	
P1S1	Use basic educational terminology
P1S2	Implement concepts associated with disability rights, normalization, and inclusive practices
P1S3	Demonstrate respect and appreciation for differences in values, languages, and customs among home, school, and community
P1S4	Access credible resources to extend and expand understanding of exceptionalities

### Professional Development Standard 2

Knowledge	
P2K1	Typical and atypical human growth and development
P2K2	Educational implications of characteristics of various exceptionalities
P2K3	Family systems and the role of families in supporting development
P2K4	Similarities and differences of individuals with and without exceptionalities and among individuals with exceptionalities
P2K5	Impact of exceptionalities on individuals, families, and society

Skills	
None	

### Professional Development Standard 3

Knowledge	
P3K1	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
P3K2	Individual learner characteristics as the primary basis for instructional decision making, rather than disability categories or educational placements

Skills	
P3S1	Facilitate friendships as determined by the instructional team
P3S2	Use knowledge of individual's strengths and interests to encourage engagement in varied school and community activities as determined by the instructional team
P3S3	Implement levels of support appropriate to academic and social-emotional needs of individuals with exceptionalities as determined by the instructional team

### Professional Development Standard 4

Knowledge	
P4K1	Concept of evidence-based practice

Skills	
P4S1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the paraeducator's assignment.
P4S2	Facilitate the integration of individuals with exceptionalities into various settings as determined by the instructional team
P4S3	Support individuals' with exceptionalities use of self-assessment, problem-solving, and other cognitive strategies as determined by the instructional team
P4S4	As determined by the instructional team , use strategies to facilitate maintenance and generalization of skills
P4S5	Use strategies to promote the individual's positive sense of identity, self-control, and self-reliance as determined by the instructional team
P4S6	Use strategies that promote successful transitions for individuals with exceptionalities as determined by the instructional team
P4S7	Support the use of learning strategies and study skills to promote acquisition of academic content as determined by the instructional team
P4S8	Use instructional strategies and materials as determined by the instructional team
P4S9	Adapt instructional strategies and materials as determined by the instructional team
P4S10	Modify pace of instruction and provide organizational cues as determined by the instructional team
P4S11	Use and maintain educational and assistive technology for individuals with exceptionalities as determined by the instructional team
P4S12	Use a variety of positive behavioral supports to enhance an individual's active

	participation in activities as determined by the instructional team
P4S13	Use an individual's responses and errors, especially a pattern of errors, to guide next instructional steps and provide ongoing feedback as determined by the instructional team
P4S14	Re-teach and reinforce essential concepts and content across the general curriculum as determined by the instructional team

## Professional Development Standard 5

Knowledge	
P5K1	Communicative intents of behaviors
P5K2	Rules and procedural safeguards regarding behavioral support of individuals with exceptionalities

Skills	
P5S1	Provide least intrusive level of support based on the demands of the learning environment as determined by the instructional team
P5S2	Use routines and procedures to facilitate transitions as determined by the instructional team
P5S3	Promote choice and voice of individuals with exceptionalities in building classroom communities as determined by the instructional team
P5S4	Support safe, equitable, positive, and supportive learning environments in which diversities are valued as determined by the instructional team
P5S5	Establish and maintain rapport with learners
P5S6	Adapt physical environment to provide optimal learning opportunities as determined by the instructional team
P5S7	Implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior as determined by the instructional team
P5S8	Promote self-advocacy and independence as determined by the instructional team
P5S9	Use universal precautions to assist in maintaining a safe, healthy learning environment
P5S10	Implement active supervision when responsible for non-instructional groups as determined by the instructional team
P5S11	Use strategies as determined by the instructional team in a variety of settings to assist in the development of social skills
P5S12	Support individuals with exceptionalities in following prescribed classroom routines as determined by the instructional team
P5S13	Implement legal and ethical practices in behavioral interventions as determined by the instructional team

## Professional Development Standard 6

Knowledge	
P6K1	Impact of speech and language development on academic and nonacademic learning of individuals with exceptionalities
P6K2	Implications of language levels for individuals with exceptionalities learning the dominant language
P6K3	Characteristics of one's own culture and use of language, and how these may differ from individuals with exceptionalities from other cultures
P6K4	Implications of cultural differences in verbal and nonverbal communication

Skills	
P6S1	Match communication methods to individual's language proficiency as determined by the instructional team
P6S2	Support the development of oral and written communication by reinforcing language and speech skills of individuals with exceptionalities as determined by the instructional team
P6S3	Support individuals with exceptionalities in their use of augmentative and alternative communication skills and other assistive technology as determined by the instructional team
P6S4	Support the acquisition and use of learning strategies to enhance literacy of individuals with exceptionalities as determined by the instructional team
P6S5	Support individuals with exceptionalities in the maintenance and generalization of strategies for effective oral and written communication across environments as determined by the instructional team
P6S6	Support the use of strategies with individuals with exceptionalities to remember verbal and written directions as determined by the instructional team
P6S7	Support individuals with exceptionalities in the effective use of vocabulary in multiple environments as determined by the instructional team

## Professional Development Standard 7

Knowledge	
P7K1	Purpose of individual plans relative to general curriculum
P7K2	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

Skills	
P7S1	Follow written plans, seeking clarification as needed
P7S2	Prepare and organize materials to support teaching and learning as determined by the instructional team
P7S3	Use instructional time effectively
P7S4	Make responsive adjustments to instruction consistent with Professional Development Standards as determined by the instructional team
P7S5	Use age and ability appropriate instructional strategies, technology, and

	materials for individuals with exceptionalities as determined by the instructional team
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### Professional Development Standard 8

Knowledge	
P8K1	Purposes of assessment

Skills	
P8S1	Record information in various formats as determined by the instructional team
P8S2	Assist in collecting and providing objective, accurate information for the instructional team

### Professional Development Standard 9

Knowledge	
P9K1	Principles that guide ethical practice
P9K2	Personal and cultural biases and differences that affect one's practice
P9K3	Importance of the paraeducator serving as a positive model for individuals with exceptionalities
P9K4	Professional growth opportunities for continued learning

Skills	
P9S1	Conduct activities in compliance with applicable laws and policies
P9S2	Maintain the dignity, privacy, and confidentiality of all individuals with exceptionalities, families, and school employees
P9S3	Protect the health and safety of individuals with exceptionalities
P9S4	Provide accurate and timely information about individuals with exceptionalities to individuals who have the need and the right to know as determined by the instructional team
P9S5	Report suspected child abuse, suicidal ideation, and /or dangerous behaviors as required by law, policies and local procedures
P9S6	Practice within the limits of the defined paraeducator role
P9S7	Respect role differences of teachers, paraeducators, and other professional practitioners
P9S8	Recognize the role of the teacher as leader of the instructional team
P9S9	Follow chain of command to address policy questions, system issues, and personnel practices
P9S10	Practice within one's skill limits and obtain assistance as needed
P9S11	Practice with competence, integrity, and sound judgment
P9S12	Request and use feedback from supervising professionals
P9S13	Reflect on one's performance to improve practice

## Professional Development Standard 10

<b>Knowledge</b>	
P10K1	Purposes of collaborative teams
P10K2	Common concerns of families of individuals with exceptionalities
P10K3	Roles and relationships of paraeducators and other stakeholders on the instructional team

<b>Skills</b>	
P10S1	Use local policies for confidential communication about team practices
P10S2	Forge respectful relationships with teachers, colleagues and family members
P10S3	Communicate effectively with stakeholders as determined by the instructional team
P10S4	Participate actively in conferences and team meetings
P10S5	Support individuals with exceptionalities by modeling and facilitating the use of collaborative problem solving and conflict management