

Utah Standards for Instructional Paraprofessionals

Under the supervision of licensed and/or certificated personnel,
The Instructional Paraprofessional will:

<u>STANDARD 1</u> Support instructional opportunities: <i>(Competencies required to meet NCLB criteria)</i>	<u>STANDARD 2</u> Demonstrate professionalism and ethical practices:	<u>STANDARD 3</u> Support a positive learning environment:	<u>STANDARD 4</u> Communicate effectively & participate in the team process:
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Have knowledge and proficiency¹ in <ul style="list-style-type: none"> ▪ basic reading/reading readiness ▪ basic math/math readiness ▪ basic writing/writing readiness • Have knowledge of strategies, techniques, and delivery methods of instruction • Assist in delivering instruction according to supervisor's* lesson plans • Demonstrate the ability to record relevant information/ data about learners • Organize material and be prepared to support learning and the instructional process <p>¹ as determined by individual school districts</p>	<p>Core Competencies:</p> <ul style="list-style-type: none"> • Have knowledge of and adhere to the distinctions in the roles and responsibilities of teachers/ providers, paraprofessionals, administrators, families, and other team members • Carry out responsibilities in a manner consistent with all pertinent laws, regulations, policies and procedures 	<p>Core Competencies:</p> <ul style="list-style-type: none"> • Use proactive management strategies to engage learners • Support the supervisor's* behavior management plan 	<p>Core Competencies:</p> <ul style="list-style-type: none"> • Serve as a member of an instructional team** • Use effective communication skills (written, verbal, nonverbal)

Core Competencies: essential knowledge and skills required for effective performance as an instructional paraprofessional
Core Competencies are based on No Child Left Behind legislation (1/02) and state approved Special Education Standards (5/85)

* **supervisor** refers to supervising licensed and/or certificated personnel.

** **instructional team** refers to those individuals who have day-to-day responsibility for providing education and other direct services to children/youth and their families. Instructional teams are found in general and special education settings, Title I, multilingual/ESL, early childhood, and school-to-work preparation programs.

Standards and Core Competencies were approved by the Utah State Board of Education on 10/03

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Under the supervision of licensed and/or certificated personnel, The Instructional Paraprofessional will:

<u>STANDARD 1</u> Support instructional opportunities: (Competencies required to meet NCLB criteria):	<u>STANDARD 2</u> Demonstrate professionalism and ethical practices:	<u>STANDARD 3</u> Support a positive learning environment:	<u>STANDARD 4</u> Communicate effectively & participate in the team process:
<p>Core Competencies:</p> <ul style="list-style-type: none"> A. Have knowledge and proficiency¹ in <ul style="list-style-type: none"> ▪ basic reading/reading readiness ▪ basic math/math readiness ▪ basic writing/writing readiness B. Have knowledge of strategies, techniques, and delivery methods of instruction C. Assist in delivering instruction according to supervisors* lesson plans D. Demonstrate the ability to record relevant information/ data about learners E. Organize material and be prepared to support learning and the instructional process <p>Supporting Competencies:</p> <ul style="list-style-type: none"> F. Demonstrate the ability to use assessment instruments specified by supervisor* to document and maintain data G. Demonstrate the ability to use strategies to facilitate effective integration into various settings (e.g. libraries, computer labs, learning centers, playgrounds, community, and assorted modes of transportation) H. Use basic educational technology I. Use basic interventions to adapt to learner needs, learning styles, and ability J. Assist in providing objective documentation for observations and functional assessments <p>¹ as determined by individual school districts</p>	<p>Core Competencies:</p> <ul style="list-style-type: none"> A. Have knowledge of and adhere to the distinctions in the roles and responsibilities of teachers/ providers, paraprofessionals, administrators, families, and other team members B. Carry out responsibilities in a manner consistent with all pertinent laws, regulations, policies and procedures <p>Supporting Competencies:</p> <ul style="list-style-type: none"> C. Respect confidentiality D. Have a positive attitude and contribute to a positive work environment E. Have reliable attendance, punctuality, and dependability F. Exhibit sensitivity to cultural, individual differences and disabilities G. Adhere to the civil, and human rights of children, youth and their families H. Have knowledge of health, safety, and emergency procedures I. Pursue and participate in staff development and learning opportunities 	<p>Core Competencies:</p> <ul style="list-style-type: none"> A. Use proactive management strategies to engage learners B. Support the supervisors* behavior management plan <p>Supporting Competencies:</p> <ul style="list-style-type: none"> C. Demonstrate knowledge of learner characteristics and factors that influence behavior D. Assist in maintaining an environment conducive to the learning process E. Assist in teaching children and youth social skills F. Assist learners in using self control and self management strategies G. Assist in monitoring learners and make appropriate decisions while coaching or tutoring in different settings H. Assist in providing medical care and/or teaching self care needs 	<p>Core Competencies:</p> <ul style="list-style-type: none"> A. Serve as a member of an instructional team B. Use effective communication skills (written, verbal, nonverbal) <p>Supporting Competencies:</p> <ul style="list-style-type: none"> C. Provide relevant feedback and make recommendations regarding learner performance and programming to supervisor* D. Participate in instructional team** meetings E. Use appropriate channels for resolving concerns or conflicts F. Participate in conferences with families or primary care givers when requested G. Foster beneficial relationships between agency/school, families, children/youth, and community

Core Competencies: Essential knowledge and skills required for effective performance as an instructional paraprofessional.

Standards and Core Competencies were approved by the Utah State Board of Education on 10/03.

Core Competencies are based on “No Child Left Behind” federal legislation (1/02), IDEA (2004), and state approved Special Education Standards (05/85).

Supporting Competencies: Additional knowledge and skills demonstrated by paraprofessionals while on the job. Some supporting competencies such as “Respect Confidentiality” may be considered by districts as a required competency for all paraprofessionals even though it was not approved as a “Core Competency”. Other supporting competencies may only be required for specific roles (i.e. personal assistants, job coaches, computer lab aides, etc.). Training programs both at a district or university/community college/applied technology college should address such role distinctions and skill needs. Presented to the Utah State Board of Education on 10/05

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