

## Specialty Set: Special Education Paraeducator

Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
PCCG.1.K1	Typical and atypical human growth and development
PCCG.1.K2	Similarities and differences of individuals with and without exceptionalities and among individuals with exceptionalities
PCCG.1.K3	Educational implications of characteristics of various exceptionalities
PCCG.1.K4	Family systems and the role of families in supporting development
PCCG.1.K5	Role of families in the educational process
PCCG.1.K6	Effect of exceptionalities on individuals, families, and society
PCCG.1.K7	Common concerns of families of individuals with exceptionalities
PCCG.1.K8	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
PCCG.1.K9	Effect of culture and the contributions of culturally diverse groups
PCCG.1.K10	Characteristics of one's own culture and use of language, and how these may differ from individuals with exceptionalities from other cultures
PCCG.1.K11	Effect of speech and language development on academic and nonacademic learning of individuals with exceptionalities
PCCG.1.K12	Implications of language levels for individuals with exceptionalities learning the dominant language
PCCG.1.K13	Implications of cultural differences in verbal and nonverbal communication
<i>Skills</i>	
PCCG.1.S1	Demonstrate respect and appreciation for differences in values, languages, and customs among home, school, and community
PCCG.1.S2	Implement concepts associated with disability rights, normalization, and inclusive practices
PCCG.1.S3	Access credible resources to extend and expand understanding of exceptionalities

## Preparation Standard 2: Learning Environments

### *Knowledge*

PCCG.2.K1	Purposes of supports and services for individuals with exceptionalities
PCCG.2.K2	Rights and responsibilities of individuals with exceptionalities and other stakeholders related to exceptionalities
PCCG.2.K3	Eligibility categories for special education and supports and services typically associated with each category
PCCG.2.K4	Rules and procedural safeguards regarding behavioral support of individuals with exceptionalities
PCCG.2.K5	Communicative intent of behaviors
PCCG.2.K6	Importance of the paraeducator serving as a positive model for individuals with exceptionalities

Preparation Standard 2: Learning Environments ( <i>cont'd</i> )	
<i>Skills</i>	
PCCG.2.S1	Facilitate the integration of individuals with exceptionalities into various settings as determined by the instructional team
PCCG.2.S2	Facilitate friendships as determined by the instructional team
PCCG.2.S3	Use knowledge of individual's strengths and interests to encourage engagement in varied school and community activities as determined by the instructional team
PCCG.2.S4	Provide least intrusive level of support based on the demands of the learning environment as determined by the instructional team
PCCG.2.S5	Use routines and procedures to facilitate transitions as determined by the instructional team
PCCG.2.S6	Promote choice and voice of individuals with exceptionalities in building classroom communities as determined by the instructional team
PCCG.2.S7	Support safe, equitable, positive, and supportive learning environments in which diversities are valued as determined by the instructional team
PCCG.2.S8	Establish and maintain rapport with learners
PCCG.2.S9	Adapt physical environment to provide optimal learning opportunities as determined by the instructional team
PCCG.2.S10	Implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior as determined by the instructional team
PCCG.2.S11	Promote self-advocacy and independence as determined by the instructional team
PCCG.2.S12	Use universal precautions to assist in maintaining a safe, healthy learning environment
PCCG.2.S13	Protect the health and safety of individuals with exceptionalities
PCCG.2.S14	Support individuals with exceptionalities by modeling and facilitating the use of collaborative problem solving and conflict management
PCCG.2.S15	Implement active supervision when responsible for non-instructional groups as determined by the instructional team
PCCG.2.S16	Use strategies as determined by the instructional team in a variety of settings to assist in the development of social skills
PCCG.2.S17	Support individuals with exceptionalities in following prescribed classroom routines as determined by the instructional team
PCCG.2.S18	Use strategies that promote successful transitions for individuals with exceptionalities as determined by the instructional team
PCCG.2.S19	Use a variety of positive behavioral supports to enhance an individual's active participation in activities as determined by the instructional team

### Preparation Standard 3: Curricular Content Knowledge

<i>Knowledge</i>	
PCCG.3.K1	Individual learner characteristics as the primary basis for instructional decision making, rather than disability categories or educational placement
PCCG.3.K2	Purpose of individual plans relative to general education curriculum
<i>Skills</i>	
PCCG.3.S1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the assignment
PCCG.3.S2	Use basic educational terminology
PCCG.3.S3	Implement levels of support appropriate to academic and social-emotional needs of individuals with exceptionalities as determined by the instructional team
PCCG.3.S4	Adapt instructional strategies and materials as determined by the instructional team
PCCG.3.S5	Make responsive adjustments to instruction consistent with professional development guidelines as determined by the instructional team

### Preparation Standard 4: Assessment

<i>Knowledge</i>	
PCCG.4.K1	Purposes of assessment
<i>Skills</i>	
PCCG.4.S1	Record information in various formats as determined by the instructional team
PCCG.4.S2	Assist in collecting and providing objective, accurate information for the instructional team

### Preparation Standard 5: Instructional Planning and Strategies

<i>Knowledge</i>	
PCCG.5.K1	Concept of evidence-based practice
<i>Skills</i>	
PCCG.5.S1	Follow written plans, seeking clarification as needed
PCCG.5.S2	Prepare and organize materials to support teaching and learning as determined by the instructional team
PCCG.5.S3	Use instructional strategies and materials as determined by the instructional team
PCCG.5.S4	Match communication methods to individual's language proficiency as determined by the instructional team

Preparation Standard 5: Instructional Planning and Strategies ( <i>cont'd</i> )	
<i>Skills</i>	
PCCG.5.S5	Use age- and ability-appropriate instructional strategies, technology, and materials for individuals with exceptionalities as determined by the instructional team
PCCG.5.S6	Use instructional time effectively
PCCG.5.S7	Modify pace of instruction and provide organizational cues as determined by the instructional team
PCCG.5.S8	Support the use of learning strategies and study skills to promote acquisition of academic content as determined by the instructional team
PCCG.5.S9	Reteach and reinforce essential concepts and content across the general education curriculum as determined by the instructional team
PCCG.5.S10	As determined by the instructional team, use strategies to facilitate maintenance and generalization of skills
PCCG.5.S11	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
PCCG.5.S12	Support individuals with exceptionalities' use of self-assessment, problem-solving, and other cognitive strategies as determined by the instructional team
PCCG.5.S13	Use strategies to promote the individual's positive sense of identity, self-control, and self-reliance as determined by the instructional team
PCCG.5.S14	Support the development of oral and written communication by reinforcing language and speech skills of individuals with exceptionalities as determined by the instructional team
PCCG.5.S15	Support individuals with exceptionalities in the effective use of vocabulary in multiple environments as determined by the instructional team
PCCG.5.S16	Support the use of strategies with individuals with exceptionalities to remember verbal and written directions as determined by the instructional team
PCCG.5.S17	Support the acquisition and use of learning strategies to enhance literacy of individuals with exceptionalities as determined by the instructional team
PCCG.5.S18	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
PCCG.5.S19	Support individuals with exceptionalities in their use of augmentative and alternative communication skills and other assistive technology as determined by the instructional team
PCCG.5.S20	Use and maintain educational and assistive technology for individuals with exceptionalities as determined by the instructional team

Preparation Standard 6: Professional Learning and Ethical Practice	
<i>Knowledge</i>	
PCCG.6.K1	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
PCCG.6.K2	Personal and cultural biases and differences that affect one's practice
PCCG.6.K3	Principles that guide ethical practice
PCCG.6.K4	Professional growth opportunities for continued learning
<i>Skills</i>	
PCCG.6.S1	Practice within the limits of the defined paraeducator role
PCCG.6.S2	Practice within one's skill limits and obtain assistance as needed
PCCG.6.S3	Practice with competence, integrity, and sound judgment
PCCG.6.S4	Maintain the dignity, privacy, and confidentiality of all individuals with exceptionalities, families, and school employees
PCCG.6.S5	Use local policies for confidential communication about team practices
PCCG.6.S6	Conduct activities in compliance with applicable laws and policies
PCCG.6.S7	Implement legal and ethical practices in behavioral interventions as determined by the instructional team
PCCG.6.S8	Report suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures
PCCG.6.S9	Reflect on one's performance to improve practice
PCCG.6.S10	Request and use feedback from supervising professionals

Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
PCCG.7.K1	Purposes of collaborative teams
PCCG.7.K2	Roles and relationships of paraeducators and other stakeholders on the instructional team
<i>Skills</i>	
PCCG.7.S1	Recognize the role of the teacher as leader of the instructional team
PCCG.7.S2	Follow chain of command to address policy questions, system issues, and personnel practices
PCCG.7.S3	Respect role differences of teachers, paraeducators, and other professional practitioners
PCCG.7.S4	Forge respectful relationships with teachers, colleagues, and family members
PCCG.7.S5	Communicate effectively with stakeholders as determined by the instructional team
PCCG.7.S6	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
PCCG.7.S7	Participate actively in conferences and team meetings