

EDUCATIONAL EXAMINERS BOARD[282]

Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby amends Chapter 24, “Paraeducator Certificates,” Iowa Administrative Code.

A committee of paraeducator preparation program staff members, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the early childhood paraeducator area of concentration. This amendment, which is the result of the committee’s work, replaces the current early childhood paraeducator area of concentration.

Notice of Intended Action was published in the Iowa Administrative Bulletin as **ARC 2410C** on February 17, 2016. A public hearing took place on March 9, 2016. No one attended the public hearing, and no written comments were received. This amendment is identical to that published under Notice.

This amendment is subject to waiver pursuant to 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on April 8, 2016.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

This amendment will become effective June 15, 2016.

The following amendment is adopted.

Amend subrule 24.4(1) as follows:

24.4(1) Early childhood—prekindergarten through grade 3. The paraeducator shall successfully complete the following list of competencies ~~so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:~~

- ~~a.— Reinforce skills, strategies, and activities involving individuals or small groups.~~
- ~~b.— Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.~~
- ~~c.— Listen to and communicate with parents in order to gather information for the service delivery team.~~
- ~~d.— Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.~~
- ~~e.— Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.~~
- ~~f.— Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.~~
- ~~g.— Communicate and work effectively with parents and other primary caregivers.~~

a. Foundations. Under the supervision of a licensed education professional, the paraeducator will:

(1) Know and understand young children’s typical and atypical developmental stages and their needs at each stage.

(2) Recognize multiple influences on young children’s development and learning.

(3) Recognize developmentally appropriate practices for interactions with and the education of young children.

b. Learning environment. Under the supervision of a licensed education professional, the paraeducator will:

(1) Describe the elements of environments that support children’s learning and well-being.

(2) Demonstrate skills, strategies, and activities involving an individual child or small groups of children to reinforce instruction from a licensed teacher.

(3) Set up environments that are safe, inclusive, and responsive to children’s developmental strengths, interests and needs.

c. Content and instruction. Under the supervision of a licensed education professional, the paraeducator will:

(1) Recognize effective strategies and techniques to stimulate cognitive, physical, social, emotional, and language development for each child in a developmentally appropriate way.

(2) Demonstrate knowledge and understanding of the Iowa Early Learning Standards by describing what young children know and do in order to provide experiences and interactions to promote learning.

(3) Gather information, as instructed by the classroom teacher, about an individual child's development, learning and behaviors including observing, recording, and charting.

d. Emotional and behavioral competencies. Under the supervision of a licensed education professional, the paraeducator will:

(1) Gather information, as instructed by the classroom teacher, to identify children's skills and provide appropriate levels of support needed for the children to access, participate and engage in activities.

(2) Implement teacher-designed intervention plans to promote positive social relationships, interactions and behaviors that are age- and developmentally appropriate.

e. Professional relationships. Under the supervision of a licensed education professional, the paraeducator will:

(1) Demonstrate the ability to collaborate with an educational team to systematically and regularly exchange information to support problem solving, planning, and the implementing of instruction and individualized interventions.

(2) Demonstrate the ability to establish relationships with all children and their families that are respectful, supportive and sensitive.

(3) Demonstrate a collaborative relationship with the teacher to support children's learning.

(4) Demonstrate knowledge of community services and agencies available to assist families.

f. Ethical and professional practice. Under the supervision of a licensed education professional, the paraeducator will:

(1) Demonstrate knowledge of Iowa Early Learning Standards and the preschool program standards being implemented, which may include the Iowa Quality Preschool Program Standards, Head Start Program Performance Standards and National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria.

(2) Reserved.

[Filed 4/19/16, effective 6/15/16]

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EDITOR'S NOTE: For replacement pages for IAC, see IAC Supplement 5/11/16.