

282—24.3(272) Prekindergarten through grade 12 paraeducator generalist certificate.

24.3(1) Applicants must possess a minimum of a high school diploma or a graduate equivalent diploma.

24.3(2) Applicants shall be disqualified for any of the following reasons:

- a. The applicant is less than 18 years of age.
- b. The applicant has been convicted of child abuse or sexual abuse of a child.
- c. The applicant has been convicted of a felony.
- d. The applicant's application is fraudulent.
- e. The applicant's certification from another state is suspended or revoked.
- f. The applicant fails to meet board standards for application for an initial or renewed certificate.

24.3(3) Qualifications or criteria for the granting or revocation of a certificate or the determination of an individual's professional standing shall not include membership or nonmembership in any teacher or paraeducator organization.

24.3(4) Applicants shall have successfully completed at least 90 clock hours of training in the areas of behavior management, exceptional child and at-risk child behavior, collaboration skills, interpersonal relations skills, child and youth development, technology, and ethical responsibilities and behavior.

24.3(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

a. Support a safe, positive teaching and learning environment including the following competencies:

- (1) Follow prescribed health, safety, and emergency school and classroom policy and procedures.
- (2) As directed, prepare and organize materials to support teaching and learning.
- (3) Use strategies and techniques for facilitating the integration of individuals with diverse learning needs in various settings.
- (4) Assist with special health services.
- (5) Assist in adapting instructional strategies and materials according to the needs of the learner in content areas including, but not limited to, reading, writing and mathematics.
- (6) Assist in gathering and recording data about the performance and behavior of individuals.
- (7) Assist in maintaining a motivational environment.
- (8) Assist in various instructional arrangements (e.g., large group, small group, tutoring).
- (9) Demonstrate knowledge in the content areas of reading, writing and mathematics.

b. Assist in the development of physical and intellectual development including the following competencies:

- (1) Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.
- (2) Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- (3) Actively communicate and support high expectations that are shared, clearly defined and appropriate.
- (4) Make and document observations appropriate to the individual with specific learning needs.
- (5) Use strategies that promote the learner's independence.
- (6) Assist in monitoring progress and providing feedback to the appropriate person.

c. Support social, emotional, and behavioral development including the following competencies:

- (1) Provide a supportive environment in which all children, including children with disabilities and children at risk of school failure, can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.
- (2) Assist in developing and teaching specific behaviors and procedures that facilitate safety and learning in each unique school setting.
- (3) Assist in the implementation of individualized behavior management plans, including behavior intervention plans for students with disabilities.
- (4) Model and assist in teaching appropriate behaviors as a response to inappropriate behaviors.

(5) Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.

(6) Assist in modifying the learning environment to manage behavior.

d. Establish positive and productive relations including the following competencies:

(1) Demonstrate a commitment to a team approach to interventions.

(2) Maintain an open, friendly, and cooperative relationship with each child's family, sharing information in a positive and productive manner.

(3) Communicate with colleagues, follow instructions and use problem-solving skills that will facilitate working as an effective member of the school team.

(4) Foster respectful and beneficial relationships between families and other school and community personnel.

(5) Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraprofessionals, professionals, and other support personnel.

e. Integrate effectively the technology to support student learning including the following competencies:

(1) Establish an environment for the successful use of educational technology.

(2) Support and strengthen technology planning and integration.

(3) Improve support systems for technical integration.

(4) Operate computers and use technology effectively.

f. Practice ethical and professional standards of conduct on an ongoing basis including the following competencies:

(1) Demonstrate a commitment to share information in a confidential manner.

(2) Demonstrate a willingness to participate in ongoing staff development and self-evaluation, and apply constructive feedback.

(3) Abide by the criteria of professional practice and rules of the board of educational examiners.

24.3(6) An applicant for a certificate under these rules shall demonstrate that the requirements of the certificate have been met, and the burden of proof shall be on the applicant.