

282—24.2(256) Prekindergarten through grade 12 paraeducator generalist certificate.

24.2(1) Applicants will possess a minimum of a high school diploma or a graduate equivalent diploma.

24.2(2) Applicants will 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.

24.2(3) Applicants will have successfully completed the following list of competencies:

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

- (1) Recognize the different developmental stages of students.
- (2) Believe every student can learn.
- (3) Recognize that each learner has unique learning needs that may require accommodations.
- (4) Demonstrate knowledge of the common core, including competence in reading, writing and math.
- (5) Function in a manner that demonstrates a positive regard for the distinction between roles and responsibilities of paraeducators and other professionals, including respecting the teacher as supervisor and seeing the teacher as ultimately responsible for the education and behavior of the students.

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

- (1) Follow the prescribed health, safety, and emergency school and classroom policy and procedures.
- (2) Organize materials to support teaching and learning.
- (3) Facilitate the integration of students with diverse needs in various settings.
- (4) Assist with special health services, under the supervision of a licensed health care provider.
- (5) Promote a safe and positive learning environment.
- (6) Function in various instructional settings (e.g., large group, small group, tutoring).

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

- (1) Assist with learning activities and opportunities to accomplish instructional objectives.
- (2) Support high expectations that are shared, clearly defined and appropriate.
- (3) Monitor progress and document and report objective observations that inform instructional decisions.
- (4) Effectively use verbal and nonverbal forms of communication with students.
- (5) Assist with the implementation and use of instructional and assistive technology.

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

- (1) Assist in modeling and teaching specific appropriate behaviors, social skills, and procedures that facilitate safety and learning in various environments.
- (2) Assist in the implementation of individualized behavior management plans.
- (3) Document and report objective observations on student behaviors.
- (4) Assist in modifying the learning environment to manage behavior and social skills.
- (5) Recognize that there is a cause or reason for misbehavior and assist in determining the cause or reason.
- (6) Recognize, address, and report bullying.
- (7) Recognize and report atypical emotional behavior.

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

- (1) Demonstrate a commitment to work as an effective team member.
- (2) Foster a professional and caring relationship with each student's family.
- (3) Develop and maintain positive and professional relationships with students.

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

- (1) Follow ethical practices for confidential information.
- (2) Participate in ongoing professional development.
- (3) Accept and apply constructive feedback.

- (4) Abide by the Iowa code of ethics and professional practice rules of the board of educational examiners and rules of the department of education.
- (5) Demonstrate the ability to separate personal issues from one's responsibilities in the workplace.
- (6) Maintain a high level of competency and integrity.
- (7) Share information regarding students' performance, behavior, or program with students' parents or guardians only as directed by the supervising teacher or educator.
- (8) Be aware of personal biases and beliefs and refrain from discriminatory practices based on a student's disability, race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
- (9) Demonstrate ethical behavior when supporting students with graded activities, quizzes, and tests.
- (10) Abide by Iowa law regarding the use of restraint and seclusion.
- (11) Recognize that the paraeducator may not be given primary responsibility for the education of an individual student(s).
- (12) Recognize that instructional decisions are made by the individualized education program (IEP) team for students with disabilities and that any changes to instruction, accommodations, supports, and services cannot be made outside the IEP team.

[ARC 8822C, IAB 1/22/25, effective 2/26/25]