DRAFT Vermont Paraeducator Standards

Standard One: Learner Development - The **Paraeducator** understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and engages in developmentally appropriate and challenging learning experiences under the supervision of licensed staff. (Adapted from VTCS)

Effective **Paraeducators**:

1. Demonstrate basic knowledge of the various ways students learn and adjusts instructional supports to meet students’ intellectual, social and behavioral development needs. (WI IV)
2. Collaborate with classroom teachers, special educators, and other professionals as needed to promote learner growth and development. (VCTS 1(c))
3. Demonstrate an ability to assist students at their developmental stage and report student concerns or risk factors to certificated staff or supervisor (WA 3.2A)
4. Use developmentally and age-appropriate strategies, equipment, materials and technologies. (WI c4.4)
5. Demonstrate an awareness of student emotion, and the skill to help direct or express a student’s emotions, thoughts, impulses, and stress in constructive ways (WA 3E)
6. The **paraeducator** respects students’ differing strengths and needs and is committed to using this information to further each student’s development. (VCTS 1(h))

Standard Two: Learning Differences - The **Paraeducator** uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (adapted from VTCS)

Effective **Paraeducators:**

1. Use a basic knowledge of typical and atypical human growth and development to provide developmentally and age-appropriate instructional support for individual students. (CEC 1.k1 and WI c4.4)
2. Demonstrate an ability to assist in administration of work, assessments, and monitoring of student progress as directed by certificated/licensed staff (WA 1.2.c)
3. Seek to understand students’ differentiated needs, including those associated with disabilities, and uses individualized strategies and resources to address each students’ needs (VCTS 2(h))
4. Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (VCTS 2(m))
5. Access credible resources to extend and expand their own understanding of how race, culture, gender identity, wealth, and exceptionalities impact students’ education (CEC 1.S3)
6. Recognizes that individual student’s experience with school and society are impacted by their identity or membership in a marginalized group, and that considerations of these factors are essential to creating opportunities that maximize and celebrate their strengths.

Standard Three: Learning Environments - The **Paraeducator** works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (adapted from VTCS)

Effective **Paraeducators:**

1. Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the backgrounds and differing perspectives students bring to the learning environment. (VCTS 3(f))
2. Demonstrate an ability to implement behavior support systems/strategies as directed by certificated staff or supervisor (WA 3.2 B)
3. Protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity. (NEA p6)
4. Use knowledge of individual’s strengths and interests to encourage engagement in varied school and community activities as determined by the instructional team (CEC 2.s3)
5. Demonstrate the ability to assist students to access family, school, and community resources of support (WA 3.2F)
6. Recognize purposes, benefits, and limitations of adaptive equipment, are trained to use student adaptive equipment correctly, and supports students to use such equipment independently where possible (NEA p6)

Standard Four: Supporting Instructional Strategies in Content Areas - The **Paraeducator** has basic knowledge of instructional strategies across various content areas and supports the teacher in providing meaningful learning experiences for students. (adapted from WI Paraprofessional Standards)

Effective **Paraeducators:**

1. Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the assignment (CEC 3.S1)
2. Use developmentally and age-appropriate reinforcement techniques to facilitate student learning of vocabulary, skills and knowledge identified as essential by content area teachers. (WI c4.3)
3. Use multiple representations and explanations that capture key ideas in the discipline, and guide learners through learning progressions. (VCTS 4(a))
4. Make responsive adjustments to instructional support consistent with professional development guidelines as determined by the instructional team (CEC 3.S5)
5. Facilitate learners’ independent use of tools and resources to maximize content learning in varied contexts (VCTS 5(c))
6. Collaborate with licensed staff to facilitate learning experiences based on collected and observed data on individual student strengths and needs.

Standard Five: Professional and Ethical Practice - The **Paraeducator** demonstrates an ability to maintain a high level of ethical behavior, confidentiality, and privacy with information regarding all job-related matters, and conducts oneself as a professional team member. (Adapted from NEA ESP Paraeducator Standards)

Effective **Paraeducators:**

1. Maintain the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members (WA 2.1B)
2. Adhere to confidentiality as consistent with all applicable laws, regulations, policies, procedures, and professional ethics (WA 2.2D)
3. Implement legal and ethical practices in behavioral interventions as determined by the instructional team
4. Model appropriate academic, professional, social, and conflict-management skills for students and colleagues (NEA P8)
5. Collaborate with licensed staff in supporting students through effective communication and positive relationships with staff, students and families. (WI III)
6. Provide accurate and timely information about students’ academic, social, emotional and health requirements to individuals who have the need and right to know as determined by the instructional team (CEC 7.S6)