

PARAEDUCATOR - II

New Hampshire's PARAEDUCATOR – II certification meets the requirements for paraprofessionals with instructional duties identified in Title I, as amended by the *No Child Left Behind Act (2001)* [section 1119 (c) (1) (C)]. *NCLB* includes higher standards in order to ensure that students who need the most help are taught by highly qualified teachers and paraprofessionals. Competencies outlined in (b)(2), (b)(3), (b)(4) and (b)(5) are designed to be identical to Option C of NCLB. The rubric below ensures that candidates meet the same rigorous standards detailed in *NCLB*.

Ed 504.05 Certification as a Paraeducator-II. The following shall apply to the certification of a Paraeducator - II

- (a) To be certified as a Paraeducator-II, an individual shall meet the following entry level requirements relative to education and experience:
- (1) Possess a high school degree or GED equivalent; and
 - (2) Meet one of the following requirements:
 - a. Hold an associates' or higher degree from an institution of higher education;
 - b. Have a minimum of 2 years of study at an institution of higher education; or
 - c. Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, or mathematics or reading readiness, writing readiness, or math readiness, as evidenced by a formal assessment managed by the department and administered by the department, the department's agent(s), or the local district, which shall consist of:
 1. Submission of documentation demonstrating knowledge and teaching skills in each of the 3 areas of reading, writing, and mathematics at the second-year college level; or
 2. Satisfactory completion of college coursework in any of the 3 areas of reading, writing, and mathematics at the second-year college level and submission of documentation demonstrating knowledge and teaching skills at the second-year college level in any of the 3 areas not covered by the college coursework.
- (b) Qualifications for a Paraeducator - II shall include the following skills, competencies, and knowledge:
- (1) As relating to professionalism, the individual shall demonstrate ability for or knowledge of:
 - a. Appropriate social interactions in various group settings;
 - b. Participation in ongoing professional development and self-evaluation and application of constructive feedback;
 - c. A clear understanding of professional ethics, including the need to maintain confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;
 - d. Reflection on the effects of his or her choices and actions on students, parents and others in the community;
 - e. Following the health and safety protocols and practices established by a school district.
 - (2) As relating to knowledge of reading and writing, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for reading and writing competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:
 - a. Read and comprehend passages written in English;
 - b. Identify key elements in a written passage;

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- c. Use standard spoken English appropriately;
 - d. Communicate thoughts, ideas, information, and messages in writing;
 - e. Use language, style, organization, and format appropriate to the subject matter, purpose, and audience;
 - f. Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, usage, and punctuation;
 - g. Retrieve information from print and electronic resources;
- (3) As relating to classroom skills relating to reading and writing, the individual shall demonstrate ability to:
- a. Assist students to use study skill strategies;
 - b. Read aloud to children using appropriate phrasing and inflection;
 - c. Help students explore literature as a source for understanding their own experience and those of others;
 - d. Reinforce reading skills in small group or one-on-one settings;
 - e. Use a variety of technologies, including assistive technologies, to help students develop reading, writing, and learning skills;
 - f. Use several strategies to reinforce the learning of word study skills, including phonemic awareness, phonics, structures, vocabulary, context, and spelling.
- (4) As relating to knowledge of mathematics, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for mathematics competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:
- a. Perform computations using addition, subtraction, multiplication, and division;
 - b. Demonstrate the ability to estimate mathematical results;
 - c. Use tables, graphs, diagrams, and charts to obtain or convey quantitative information;
 - d. Choose appropriate techniques to approach mathematical problems;
 - e. Use quantitative data to construct logical explanations for real-world situations;
 - f. Express mathematical ideas and concepts orally and in writing;
 - g. Understand the role of chance in the occurrence and prediction of events;
 - h. Demonstrate how manipulatives can represent mathematical concepts;
 - i. Extract key elements from a word problem and translate the information into accurate mathematical expressions;
 - j. Apply mathematical concepts to real life situations.
- (5) As relating to classroom skills relating to mathematics, the individual shall demonstrate ability to perform the following skills under the supervision of a professional:
- a. Reinforce mathematical skills presented by the teacher;
 - b. Help students use manipulatives to express mathematical ideas;
 - c. Assist in the review and evaluation of students' work in mathematics;
 - d. Use technologies to help students create charts, graphs, and projects that express mathematical ideas;
 - e. Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills.

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- (6) As relating to supporting the classroom environment, the individual shall demonstrate knowledge:
- a. Of the developmental stages through which children progress from birth to age 21;
 - b. That there are various risk factors that might prohibit or impede typical development;
 - c. That students have different learning styles;
 - d. Of the influence that families have on childhood learning and development;
 - e. Of a variety of teaching strategies that teachers may use;
 - f. Of the necessity to be sensitive to diversity in cultural heritages, lifestyle, and value systems among children, youth and families;
 - g. Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;
 - h. Of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning;
 - i. That student learning needs may be assessed in a variety of ways, including, but not limited to, observation, conversation, testing, and analysis of the work of students;
 - j. Of the various approaches to reading, writing, and mathematics that are used in schools.
- (7) As relating to supporting the classroom environment, the individual shall demonstrate the ability, under the supervision of a professional, to:
- a. Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures;
 - b. Use strategies and techniques for facilitating the integration of individuals with exceptional learning needs into various settings;
 - c. Prepare and organize materials to support teaching and learning;
 - d. Use strategies that promote students' independence;
 - e. Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences;
 - f. Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning;
 - g. Use approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student's behavior;
 - h. Use strategies that support students' appropriate social skills;
 - i. Communicate, follow instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team;
 - j. Carry out assessment activities to collect and document objective information about the students' strengths and needs;
 - k. Assist with maintaining student records including using any technology employed by the district;
 - l. Seek help from appropriate sources as necessary;
 - m. Support the instructional choices made for students.

ASSESSMENT OF CANDIDATE’S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS

For

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New Hampshire’s PARAEDUCATOR – II certification meets the requirements for paraprofessionals with instructional duties identified in Title I, as amended by the *No Child Left Behind Act (2001)* [section 1119 (c) (1) (C)]. *NCLB* includes higher standards in order to ensure that students who need the most help are taught by highly qualified teachers and paraprofessionals. Competencies outlined in (b)(2), (b)(3), (b)(4) and (b)(5) are designed to be identical to Option C of NCLB. The rubric below ensures that candidates meet the same rigorous standards detailed in *NCLB*.

Ed 504.05 CERTIFICATION AS A PARAEDUCATOR - II. The following shall apply to the position of Paraeducator – II:

<i>COMPETENCY</i>		<i>ASSESSMENT</i>	<i>Met</i>	<i>Not Met</i>
(a)	To be certified as a Paraeducator, an individual shall meet the following entry level requirements relative to education and experience:			
	(1) Possess a high school degree or GED equivalent; and			
	(2) Meet one of the following requirements:			
	a. Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, or mathematics or reading readiness, writing readiness, or math readiness, as evidenced by a formal assessment managed by the department and administered by the department or the local district.			
(b)	Qualifications for a paraeducator shall include the following skills, competencies and knowledge			
	(1) As relating to professionalism, the individual shall demonstrate ability for or knowledge of:			
	a. Appropriate social interactions in various group settings;			
	b. Participation in ongoing professional development and self-evaluation and application of constructive feedback;			
	c. A clear understanding of professional ethics, including the need to maintain confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;			
	d. Reflection on the effects of his or her choices and actions on students, parents, and others in the community;			
	e. Following the health and safety protocols and practices established by a school district.			

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(2)	As relating to knowledge of reading and writing, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for reading and writing competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:				
	a.	Read and comprehend passages written in English;			
	b.	Identify key elements in a written passage;			
	c.	Use standard spoken English appropriately;			
	d.	Communicate thoughts, ideas, information, and messages in writing;			
	e.	Use language, style, organization, and format appropriate to the subject matter, purpose, and audience;			
	f.	Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, usage, and punctuation;			
	g.	Retrieve information from print and electronic resources.			
(3)	As relating to classroom skills relating to reading writing, the individual shall demonstrate ability to:				
	a.	Assist students to use study skill strategies;			
	b.	Read aloud to children using appropriate phrasing and inflection;			
	c.	Help students explore literature as a source for understanding their own experience and those of others;			
	d.	Reinforce reading skills in small groups or one-on-one settings;			
	e.	Use a variety of technologies, including assistive technologies, to help students develop reading, writing, and learning skills;			
(4)	As relating to knowledge of mathematics, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for mathematics competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:				
	a.	Perform computations using addition, subtraction, multiplication, and division;			
	b.	Demonstrate the ability to estimate mathematical results;			

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	c.	Use tables, graphs, diagrams, and charts to obtain or convey quantitative information;			
	d.	Choose appropriate techniques to approach mathematical problems;			
	e.	Use quantitative data to construct logical explanations for real-world situations;			
	f.	Express mathematical ideas and concepts orally and in writing;			
	g.	Understanding the role of chance in the occurrence and prediction of events;			
	h.	Demonstrate how manipulatives can represent mathematical concepts			
	i.	Extract key elements from a word problem and translate the information into accurate mathematical expressions;			
	j.	Apply mathematical concepts to real life situations.			
(5)		As relating to classroom skills relating to mathematics, the individual shall demonstrate ability to perform the following skills under the supervision of a professional:			
	a.	Reinforce mathematical skills presented by the teacher;			
	b.	Help students use manipulatives to express mathematical ideas;			
	c.	Assist in the review and evaluation of students' work in mathematics;			
	d.	Use technologies to help students create charts, graphs, and projects that express mathematical concepts and skills;			
	e.	Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills.			
(6)		As relating to supporting the classroom environment, the individual shall demonstrate knowledge:			
	a.	Of the developmental stages through which children progress from birth to age 21;			
	b.	That there are various risk factors that might prohibit or impede typical development;			
	c.	That students have different learning styles;			
	d.	Of the influence that families have on childhood learning and development;			
	e.	Of a variety of teaching strategies that teachers may use;			
	f.	Of the necessity to be sensitive to diversity in cultural heritages, lifestyle, and value systems among children, youth and families;			
	g.	Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;			

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		h.	Of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning;			
		i.	That student learning needs may be assessed in a variety of ways, including, but not limited to, observation, conversation, testing, and analysis of the work of students;			
		j.	Of the various approaches to reading, writing, and mathematics that are used in schools.			
	(7)		As relating to supporting the classroom environment, the individual shall demonstrate the ability, under supervision of a professional, to:			
		a.	Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures;			
		b.	Use strategies and techniques for facilitating the integration of individuals with exceptional learning needs into various settings;			
		c.	Prepare and organize materials to support teaching and learning;			
		d.	Use strategies that promote students independence;			
		e.	Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences;			
		f.	Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning;			
		g.	Use approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student's behavior;			
		h.	Use strategies that support students' appropriate social skills;			
		i.	Communicate, following instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team;			
		j.	Carry out assessment activities to collect and document objective information about the students' strengths and needs;			
		k.	Assist with maintaining student records including using any technology employed by the district;			
		l.	Seek help from appropriate sources as necessary;			
		m.	Support the instructional choices made for students.			

