

Adopt Ed 504.05, previously effective 7/1/06, (Document #8667), expired 7/1/14, to read as follows:

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' degree or a minimum of 48 college credit hours; or
    - b. Demonstrate a passing grade on a nationally recognized assessment such as the ParaPro offered by ETS; or
    - c. Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, and mathematics 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 in the form of a portfolio demonstrating knowledge and skills in each of the following areas:
        - a) Professionalism;
        - b) Literacy;
        - c) Mathematics;
        - d) child development; and
        - e) individualized instructional strategies;
- (b) Qualifications for a Paraeducator II shall include the following skills, competencies, and knowledge:
  - (1) As relating to professionalism, the individual shall demonstrate the knowledge of and ability to work under the direct supervision of a certified educator by:
    - a. Interacting professionally in various and social group settings;
    - b. Participating in ongoing professional development and self-evaluation; Applying constructive feedback to improve performance;
    - c. Applying constructive feedback to improve performance;
    - d. Maintaining confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;
    - e. Reflecting on the effects of one's choices and actions on students, parents and others in the community;
    - f. Understanding the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;
    - g. Assisting in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures;
    - h. Functioning 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;
    - i. Communicating, following instructions and using problem-solving skills that will

- enable the individual to work as an effective member of the instructional team;
  - j. Assisting with maintaining student records including using any technology employed by the district;
  - k. Seeking help from appropriate sources as necessary; and
  - l. Supporting the instructional choices made for students;
- (2) As relating to knowledge of literacy, the individual shall demonstrate competency at a level equivalent to the second year of college by:
- a. Reading and comprehending passages written in English;
  - b. Identifying key elements in a written passage;
  - c. Using standard spoken English correctly;
  - d. Clearly communicating thoughts, ideas, information, and messages in both spoken and written language;
  - e. Using language, style, organization, and format appropriate to the subject matter, purpose, and audience;
  - f. Proof reading, editing and revising written works to ensure correct information, appropriate emphasis, form, grammar, spelling, usage, and punctuation; and
  - g. Retrieving information from print and electronic resources;
- (3) As relating to instructional skills associated with literacy, the individual shall demonstrate the ability to:
- a. Assist students to use study skill strategies;
  - b. Read aloud to students 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; and
  - f. Use a variety of strategies to reinforce literacy skills including the essential components of reading and writing;
- (4) As relating to knowledge of mathematics, the individual shall demonstrate competency at a level equivalent to the second year of college by:
- a. Performing the four basic operations of addition, subtraction, multiplication, and division with whole numbers, positive and negative integers, rational and irrational numbers;
  - b. Demonstrating the ability to estimate mathematical results;
  - c. Using tables, graphs, diagrams, and charts to obtain or convey quantitative information;
  - d. Choosing appropriate techniques to approach mathematical problems;
  - e. Using quantitative data to construct logical explanations for real-world situations;
  - f. Expressing mathematical ideas and concepts orally and in writing;

- g. Understanding the role of chance in the occurrence and prediction of events;
  - h. Extracting key elements from a word problem and translate the information into accurate mathematical expressions; and
  - i. Applying mathematical concepts to real life situations;
- (5) As relating to instructional skills associated with mathematics, the individual shall demonstrate the ability to:
- a. Reinforce mathematical skills presented by the teacher;
  - b. Assist in the review and evaluation of student work in mathematics;
  - c. Use technologies to help students create charts, graphs, and projects that express mathematical ideas;
  - d. Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills;
  - e. Demonstrate how manipulatives can be used to represent and solve mathematical problems; and
  - f. Use a variety of instructional strategies to reinforce mathematical skills;
- (6) As relating to human development, the individual shall demonstrate understanding of:
- a. Developmental stages through which children progress from birth to age 21;
  - b. Various risk factors that might prohibit or impede typical development;
  - c. Different learning styles;
  - d. The influence families have on childhood learning and development;
  - e. Multiple intelligences;
  - f. Various personality types; and
  - g. The existence of a variety of developmental disorders and delays;
- (7) As relating to individualized instructional strategies, the individual shall demonstrate the ability, under the supervision of a professional, to:
- a. Implement various approaches to reading, writing, and mathematics;
  - b. Use strategies and techniques for facilitating the inclusion of individuals with exceptional learning needs into various settings;
  - c. Prepare and organize materials to support teaching and learning;
  - d. Implement strategies that promote student independence;
  - e. Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support student learning;
  - f. Use a variety of instructional strategies appropriate to unique needs of the student;
  - g. Respect diversity in cultural heritages, lifestyle, and value systems among children, youth and families when delivering instruction or support;
  - h. Support and implement a variety of behavior management strategies to create a climate conducive to learning;
  - i. Monitor and record student learning in a variety of ways, such as but not limited to:

- observation, conversation, and testing;
- j. 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 behavior;
  - k. Use strategies that support strengthening appropriate social skills of students;
  - l. Carry out activities to collect and document objective information about student strengths and needs; and
  - m. Support and work within a tiered system of instructional services.

Adopt Ed 504.06, previously effective 7/1/06, (Document #8667), expired 7/1/14, to read as follows:

Ed 504.06 Certification as a Paraeducator I. The following shall apply to the certification of a paraeducator I:

- (a) To be certified as a paraeducator I, an individual shall possess a high school degree or GED equivalent.

**Appendix I**

<b>Rule</b>	<b>Statute</b>
Ed 504.05	RSA 21-N:9, II(s)
Ed 504.06	RSA 21-N:9, II(s)