

Paraprofessional Credential Competency Grid

Name: _____ Date: _____	Summary of Exhibits Provided	Review Panel Determination	
Email: _____ District Name: _____	<i>Note: Exhibits may be used for more than one competency; all competencies must have at least one exhibit listed; multiple exhibits may be cited for a competency.</i>		
Address: _____	Narrative	# of Hours	Met
Competency 1: Philosophical, historical, and legal foundations of education, including:			
Sensitivity to the beliefs, traditions, and values across cultures and how these impact the relationships between children, families, and schooling;			
Awareness of the human and legal rights and responsibilities of parents and children and youth as the rights and responsibilities relate to students;			
Understanding the distinctions between roles and responsibilities of professionals, paraprofessionals, and support personnel;			
Understanding the purposes and goals of education and instruction for all students; and			
Knowledge of relevant laws, rules, regulations, and local district policies and procedures to ensure paraprofessionals work within these parameters;			
Comments:			
Competency 2: Characteristics of students, including:			
Knowledge of the similarities and differences between cognitive, communicative, physical, social, and emotional needs of students and the factors that influence these different needs;			
Awareness of the effects that exceptional conditions have on a student's life, family, school, and community;			
Knowledge of and respect for the diverse backgrounds, such as cultural, linguistic, and environmental backgrounds, of students and how these characteristics affect the student's life and learning;			
Understanding the effects and side effects of medications commonly prescribed for students; and			
Awareness of the potential implications of various student characteristics on learning and achievement;			

	Narrative	# of Hours	Met	Not Met
Comments:				
Competency 3: Assessment, diagnosis, and evaluation, including:				
Awareness of the tools used by a district for student assessment, diagnosis, and evaluation; and				
The ability to collect and record performance data on students under the direction of a licensed teacher, while respecting student confidentiality and the laws regarding ethical practices of assessment;				
Comments:				
Competency 4: Instructional content and practice, including:				
The ability to use learning styles theory in supporting instructional practices;				
Awareness of the challenges and expectations of various learning environments;				
The ability to establish and maintain rapport with students;				
The ability to draw on knowledge and resources regarding a variety of developmental and age-appropriate instructional methods, techniques, and materials when supporting the instruction of the licensed teacher;				
The ability to assist in adapting instructional strategies and materials according to the needs of the student and under the direction of a licensed teacher; and				
The ability to follow oral and written direction of licensed teachers, seeking clarification as needed;				
Comments:				
Competency 5: Supporting the teaching and learning environment, including:				
The ability to assist and reinforce elements that support a safe, healthy, and effective teaching and learning environment;				
Awareness of the ways in which technology can assist teaching and learning;				
Understanding strategies for assisting with the inclusion of students in various settings;				
The ability to use strategies that promote the student's independence;				

	Narrative	# of Hours	Met	Not Met
Awareness of how paraprofessionals can impact the overall learning environment for students and staff; and				
The ability to prepare and organize materials to support teaching and learning, as directed by a licensed teacher;				
Comments:				
Competency 6: Managing student behavior and social interaction skills, including:				
Understanding applicable laws, rules, and regulations, and procedural safeguards regarding the management of student behaviors;				
Understanding ethical considerations inherent in the management of student behaviors;				
Understanding district and building behavior management plans for students;				
Awareness of the primary factors that influence student behavior;				
The ability to effectively employ a variety of strategies that reinforce positive behavior;				
The ability to collect objective and accurate information on student behavior provided to licensed professionals, as appropriate, and directed by a licensed teacher;				
Awareness of the social skills needed for current and future environments; and				
The ability to reinforce the development of student social skills by using appropriate strategies to modify the environment;				
Comments:				
Competency 7: Communication and collaboration partnerships, including:				
The ability to participate as a member of the educational team when requested to attend conferences with families or primary caregivers, with an understanding of some of the concerns of parents;				
The ability to use ethical practices for confidential communication about students;				
The ability to be sensitive and respectful in communications regarding all children and families, regardless of differences in cultural heritage, lifestyle, values, and home environment;				
Awareness of the roles of students, parents, teachers, paraprofessionals, and other school and community personnel in planning an individualized program, when relevant;				

	Narrative	# of Hours	Met	Not Met
The ability to employ constructive communication strategies and approaches in working with and responding to students, students' families, and school and community personnel;				
The ability to follow teacher instructions while conferring and collaborating with teachers about student schedules, instructional goals, and performance; and				
The ability to understand and use appropriate educational terminology regarding students, roles, and instructional activities;				
Comments:				
Competency 8: Professionalism and ethical practices, including:				
Demonstrating a commitment to assisting students in reaching the students' highest potential, including the modeling of positive behavior;				
Carrying out responsibilities in a manner that demonstrates knowledge of, and a positive respect for, the distinctions between the roles and responsibilities of paraprofessionals, professionals, and other support personnel;				
Performing duties within the context of written standards and policies of the school, state, or agency where the candidate is employed;				
Performing duties in a manner that demonstrates the ability to separate personal issues from the candidate's employment responsibilities;				
Showing respect for the diversity of students;				
Demonstrating proficiency in academic skills, including oral and written communication, while knowing how to self-evaluate one's own knowledge of the content being taught; and				
Showing a willingness to participate in ongoing staff development, self-evaluation, and apply constructive feedback; and				
Comments:				
Competency 9: Academic instructional skills in:				
Mathematics, including:				
supporting and reinforcing the instruction of students in mathematics following written and oral lesson plans developed by licensed teachers;				

	Narrative	# of Hours	Met	Not Met
utilizing effective developmental, age-appropriate, and culturally sensitive instructional strategies in mathematics that support the instruction of licensed academic teachers;				
accessing and effectively using available resources, including technology, for supporting teacher instruction in the subject of mathematics, such as Internet resources, instructional manuals, tangibles, and colleagues;				
supporting a licensed teacher in the gathering and recording of data regarding student performance in the area of mathematics, such as rubric instruments and curriculum-based measurement;				
knowing terminology related to the instruction of mathematics; and				
understanding how Minnesota Academic Standards and Assessment, including state and local testing, direct the teaching of mathematics;				
Comments:				
Reading, including:				
supporting and reinforcing the instruction of students in reading following written and oral lesson plans developed by licensed teachers;				
utilizing effective developmental, age-appropriate, and culturally sensitive instructional strategies in reading that support the instruction of licensed teachers;				
accessing and effectively using available resources, including technology, for supporting teacher instruction in the subject of reading, such as Internet resources, instructional manuals, tangibles, and colleagues;				
supporting a licensed teacher in the gathering and recording of data regarding student performance in the area of reading, such as rubric instruments and curriculum-based measurement;				
knowing terminology related to the instruction of reading; and				
understanding how Minnesota Academic Standards and Assessment, including state and local testing, direct the teaching of reading; and				
Comments:				

	Narrative	# of Hours	Met	Not Met
Writing, including:				
supporting and reinforcing the instruction of students in writing following written and oral lesson plans developed by licensed teachers;				
utilizing effective developmental, age-appropriate, and culturally sensitive instructional strategies in writing that support the instruction of licensed teachers;				
accessing and effectively using available resources, including technology, for supporting teacher instruction in the subject of writing, such as Internet resources, instructional manuals, tangibles, and colleagues;				
supporting a licensed teacher in the gathering and recording of data regarding student performance in the area of writing, such as rubric instruments and curriculum-based measurement;				
knowing terminology related to the instruction of writing; and				
understanding how Minnesota Academic Standards and Assessment, including state and local testing, direct the teaching of writing.				
Comments:				
Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>				
Reviewer Name:		Review Date:		
Telephone Number:		Email:		
Reviewer Signature:				

December 6, 2011