

# **Educational Paraprofessional Associate**

## **2008 Ohio Program Standards**

The Associate License, valid for five years, shall be issued to an individual who holds an Associate's degree; who is deemed to be of good moral character; and who has completed an approved program of preparation in Educational Paraprofessional education.

# **Ohio Educator Licensure Standards for Educational Paraprofessional Associate Teacher Licensure**

## **Introduction**

The Ohio Educator Licensure Program Standards for Educational Paraprofessional Associate Teacher Licensure program were developed by an advisory committee after a thorough review of current programs and courses of study, Ohio Standards for the Teaching Profession, and Ohio Performance-Based Teacher Licensure Standards.

We wish to acknowledge the following individuals who served on the advisory committee:

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<b>Nanette Kennedy</b>	<b>Jefferson Community College</b>
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## **Performance-based standards**

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

## **Licensure Rule 3301-24-05 (H) (1) (a)**

The associate license, valid for five years, shall be issued to an individual who holds an associate's degree; who is deemed of good moral character; and who has completed an approved program of preparation in Educational Paraprofessional Associate.

## **State Standards**

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at [www.ode.state.oh.us](http://www.ode.state.oh.us) .

## EDUCATIONAL PARAPROFESSIONAL ASSOCIATE STANDARDS

### **Standard 1. Candidates know and understand the principles of learning and child development in order to assist the classroom teacher.**

- 1.1 Candidates know and understand the learning principles and curriculum as they relate to basic math, writing, and reading skills.
- 1.2 Candidates identify the key concepts, principles, and theories of human growth and development.
- 1.3 Candidates know and understand various educational theories and philosophies.
- 1.4 Candidates know and understand educational programs designed to meet the needs of all students (e.g., students with disabilities, gifted, at-risk, ESL).

### **Standard 2. Candidates assist teachers in creating learning environments that promote high levels of student learning and achievement.**

- 2.1 Candidates assist in maintaining effective and appropriate practices in the learning environment.
- 2.2 Candidates assist in integrating technology into learning activities, assessments, and record-keeping.
- 2.3 Candidates understand differentiated instruction; develop and use strategies to assist the teacher in meeting the learning needs of all students.
- 2.4 Candidates demonstrate an appreciation for cultural/ ethnic/racial/gender/ linguistic differences, as well as the impact of socioeconomic status on learning.

### **Standard 3. Candidates assist in the implementation of instructional strategies that accommodate various learning styles, intelligences, and exceptionalities.**

- 3.1 Candidates recognize the characteristics of students with disabilities and at-risk students in order to assist in identification, instruction, and intervention including participating on Multi-factored Evaluation (MFE) and Individual Education Plan (IEP) teams.
- 3.2 Candidates support the resource services provided to the students to address physical and cognitive accommodations to maximize individual learning.
- 3.3 Candidates facilitate small group learning activities for developmental skill acquisition and enhancement
- 3.4 Candidates assist teachers with behavior management and the implementation of intervention plans.

<b>Standard 4. Candidates assist teachers with the implementation of varied assessment tools.</b>
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4.1 Candidates understand and utilize a variety of formative and summative assessment strategies.

4.2 Candidates objectively record and report observations of student performance (through the use of anecdotal records, conferences, intervention plans).

4.3 Candidates assist in evaluating students' written and oral assignments.

4.4 Candidates assist teachers with student record-keeping.

<b>Standard 5. Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.</b>
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5.1 Candidates demonstrate proficiency in listening skills, and written and verbal communication skills.

5.2 Candidates collaborate with and assist other members of the instructional team to plan and implement learning activities.

<b>Standard 6. Candidates know and understand the importance of professional growth, ethical conduct, and involvement as an individual and as a member of a learning community.</b>
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6.1 Candidates demonstrate an understanding of the respective roles and responsibilities of all educational professionals.

6.2 Candidates practice ethical, legal, and professional standards of conduct.

6.3 Candidates participate in professional development to remain current in their field and to maintain licensure

6.4 Candidates demonstrate an appreciation for the views and attitudes of parents, teachers, and other stakeholders in the educative process.

6.5 Candidates reflect on their effectiveness as an educational professional.

6.6 Candidates demonstrate professional work habits including confidentiality, dependability, and time management.

6.7 Candidates understand programs and mandates for special education services.

6.8 Candidates participate in 300 hours of field experiences in culturally, racially, socioeconomic ally diverse settings, and include opportunities to work with a range of student abilities.