

# Kelly Education® Paraeducator Standards

## Principles and practices for guiding paraeducators to success.

### L

#### **Leads and supports instruction for all learners.**

Effective paraeducators support student learning under teacher supervision.

1. Follows IEP accommodations and modifications to support student learning.
2. Reteaches and practices skills with teacher supervision, applying knowledge of typical child development stages and expectations.
3. Utilizes a variety of interactive teaching methods to actively engage learners.
4. Uses adaptive technology and digital tools to encourage exploration, creativity, and higher levels of engagement as required.
5. Participates in the adaptation and administration of assessments as required by the IEP and with teacher supervision.
6. Effectively collects and represents data appropriately as required by the teacher or supervisor.

### E

#### **Ensures a safe and productive learning environment.**

Effective paraeducators plan for, create, and maintain a safe environment for all.

1. Utilizes active observation skills to identify potential safety hazards in the classroom or environment. Is familiar with and practices emergency procedures like fire drills, lockdowns, and evacuation routes.
2. Stays actively and appropriately engaged with students throughout the educational environment.
3. When involved in a student behavioral crisis, only uses methods of de-escalation in which they have been trained and are currently certified, and that follow IEP and district requirements.
4. Identifies and proactively addresses signs of bullying, cyberbullying, and harassments.
5. Advocates for and supports the inclusion of students with disabilities within the general education classroom and promotes the least restrictive environment (LRE).
6. Implements reward systems and behavior intervention plans with positive reinforcement as directed to support desired behaviors.

### A

#### **Acts professionally and ethically.**

Effective paraeducators understand and apply professional and ethical practices with the execution of their job responsibilities and demonstrate appropriate interactions with students and other educational stakeholders about their beliefs, personal data, and information.

1. Is punctual, reliable, and maintains a neat appearance.
2. Follows school policies and legal guidelines, including supervision, mandated reporter responsibilities, and managing confidentiality and sensitive information.
3. Acts with honesty and integrity.
4. Is familiar with the typical characteristics of specific disability diagnoses in children, the Special Education qualification process, and the creation and individualization of IEPs and BIPs (including accommodations and modifications).
5. Maintains professional boundaries.
6. Participates appropriately and ethically in the support of students in hygiene and life skills activities.
7. Engages in ongoing learning and development as appropriate.

### R

#### **Recognizes the whole child.**

Effective paraeducators proactively plan for the behavioral and emotional needs of learners to support their behavioral and emotional needs and advance the development of the whole child.

1. Adjusts and adapts strategies to accommodate student learning styles, developmental differences, and individual needs.
2. Uses explicit instruction and modeling to teach and reinforce appropriate social or behavioral skills, relaxation or mindfulness techniques, and executive functioning skills as required.
3. Supports an educational environment where students reflect on their learning, view feedback as constructive, and embody a growth mindset where students can learn from mistakes.
4. Advocates for individual choice and voice for students with disabilities.
5. Uses verbal techniques to intervene and de-escalate situations effectively.

### N

#### **Navigate the educational setting appropriately**

Effective paraeducators collaborate and connect with all educational team members in effective and appropriate ways to support a consistent and productive learning experience.

1. Communicates and interacts appropriately with students and educational stakeholders, including teachers, other paraeducators, school administrators, and related service providers, within the scope of the role and assignment.
2. Shows empathy and respect to all persons in the educational environment.
3. Consistently fulfills assigned tasks and responsibilities to the best of their ability, seeking clarification or assistance when unsure.
4. Accepts requests for assistance respectfully and willingly, especially during busy or challenging times.