

505-3-.87 PARAPROFESSIONAL PREPARATION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare paraprofessionals for grades P-12.

(2) Requirements.

(a) The program shall require completion of either a minimum of two years (60 semester hours) of study at a PSC-approved accredited institution of higher education, an associate's degree (or higher) from a PSC-approved accredited institution of higher education, or successful completion of a PSC-approved paraprofessional qualification assessment.

(b) To receive approval, a state-approved professional education unit shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

Category 1 – Instruction

1. Instructional Support. The program shall prepare paraprofessionals who:

(i) Develop or modify learning activities under direction of a teacher/provider.

(ii) Have a basic knowledge of how students learn and develop and are able to assist in providing opportunities that support students' intellectual, social, and personal development.

(iii) Use a variety of communication techniques, including verbal, nonverbal, and media within and beyond the classroom.

(iv) Support the teacher/provider in evaluating the intellectual, social, and physical development of students.

2. Student Assessment. The program shall prepare paraprofessionals who:

(i) Assist with student assessment, grade work and objective tests, and collect and maintain data on student progress.

(ii) Maintain confidential documents and student records.

(iii) Manage test sites, including distribution, collection, and tracking of test materials.

(iv) Administer and score teacher-prepared objective tests.

(v) Assist with but not administer standardized tests.

3. Curriculum Development and Implementation. The program shall prepare paraprofessionals who

(i) Know patterns of human development and milestones typically achieved at different ages.

(ii) Have a basic knowledge of the discipline(s) taught and support the teacher/provider in creating learning experiences that make the subject matter meaningful for students.

(iii) Know that students differ in their approaches to learning and assist in creating instructional opportunities that are adapted to students with diverse needs.

4. Technology. The program shall prepare paraprofessional who:

- (i) Support the teacher/provider by sending and responding to e-mails.
- (ii) Use technology to support teaching and learning.

Category 2 – Classroom Management

5. Classroom Planning and Administration. The program shall prepare paraprofessionals who:

(i) Support the delivery of instruction by maintaining accurate records, preparing attendance and lunch reports, sorting and filing student papers, maintaining an inventory of classroom supplies and materials, and creating attractive and instructionally relevant classroom displays.

(ii) Coordinate the use of instructional technology by students.

(iii) Implement a variety of instructional strategies to assist the teacher/provider.

6. Management of Student Behavior. The program shall prepare paraprofessionals who:

(i) Understand the impact of the educational environment on student learning, self-motivation, and positive social interaction, and assist in creating a positive learning environment.

(ii) Implement appropriate rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs.

Category 3 – Professionalism

6. Safe Learning Environment. The program shall prepare paraprofessionals who:

(i) Provide positive behavioral support and management.

(ii) Know and apply ethical and professional standards of conduct, including the requirements of confidentiality.

(iii) Know and observe health, safety, and emergency procedures of the agency where employed, including those for documenting and reporting suspected abuse and neglect.

7. Parent/Community Responsibility. The program shall prepare paraprofessionals who:

(i) Demonstrate awareness of the diversity among children, youth, families, and colleagues with who they work.

(ii) Interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

8. Professional Development. The program shall prepare paraprofessionals who:

(i) Understand the roles and responsibilities of certificated/licensed staff and paraprofessionals.

(ii) Engage in continues professional improvement towards identified goals.

(iii) Implement instructional and other direct services to all children and youth with disabilities in accordance with IEP requirements and IDEA and ESEA legislation.

Authority O.C.G.A. § 20-2-200