

Oregon Paraeducator Certificate and Degree

Outcome 1: Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations

	Using Research Does the candidate use research-based techniques to support instruction?	Individual instruction Does the candidate modify instruction to meet individual student needs?	Small Groups Does the candidate adapt small group instruction to include nontraditional learners?	Assessment Does the candidate demonstrate the ability to administer student assessments as directed?
3	<ul style="list-style-type: none"> Executes an engaging lesson including research-based techniques. 	<ul style="list-style-type: none"> Modifies instruction to assist a student with diverse/special needs in meeting all or most learning objectives. 	<ul style="list-style-type: none"> Identifies & practices a variety of teaching strategies to include diverse/special needs students in small group learning activities 	<ul style="list-style-type: none"> After adequate training, correctly administers a student assessment with no significant errors
2	<ul style="list-style-type: none"> Executes a standard lesson using research-based techniques 	<ul style="list-style-type: none"> Modifies instruction to assist a student with diverse/special needs in meeting some learning objectives. 	<ul style="list-style-type: none"> Identifies & practices basic teaching strategies to include diverse/special needs students in small group learning activities 	<ul style="list-style-type: none"> After adequate training, correctly administers a student assessment with few errors
1	<ul style="list-style-type: none"> Does not incorporate or inappropriately applies research-based techniques. 	<ul style="list-style-type: none"> Modifies instruction to assist a student with diverse/special needs in meeting few learning objectives. 	<ul style="list-style-type: none"> Limited identification & practice of teaching strategies to include diverse/special needs students in small groups 	<ul style="list-style-type: none"> After adequate training, cannot administer a student assessment without significant errors
0	<ul style="list-style-type: none"> No attempt made to incorporate research-based techniques. 	<ul style="list-style-type: none"> Does not modify instruction when needed. 	<ul style="list-style-type: none"> No attempt made to identify or practice teaching strategies to include diverse/special needs students in small groups 	<ul style="list-style-type: none"> Unable to correctly administer a student assessment

3 = Exemplary 2 = Meets standard 1 = Developing 0 = Unacceptable, To meet the standard, the candidate must earn a score of "2" or higher

Outcome 1 Feedback

1A:
1B:
1C:
1D:

Outcome 2: Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations

	Teaching/Pedagogy Does the candidate create an environment of acceptance and inclusion of all students?	Competence in Serving Diverse Populations Does the candidate demonstrate competence and sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences?	Advocacy Does the candidate advocate for the rights of all students?
3	<ul style="list-style-type: none"> Always models inclusive behaviors; Builds on home and community experience to advance concepts Interacts with students in ways that respect communication styles and differences Uses names and includes all students in discussions Allows and validates all points of view 	<ul style="list-style-type: none"> Articulates typical cultural, social, cognitive, and emotional challenges faced by students with special needs Can identify appropriate professional responses to most situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> Applies knowledge of federal, state, and district policies and procedures for: Protecting health, safety and well-being of all learners Accessing support programs to meet student needs Explains the value of serving all children and youth in supportive, inclusive learning environments.
2	<ul style="list-style-type: none"> Usually models inclusive behaviors listed above 	<ul style="list-style-type: none"> Identifies typical cultural, social, cognitive, and emotional challenges faced by students with special needs Can identify appropriate professional responses to limited types of situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> Demonstrates knowledge of federal, state, and district policies and procedures listed above Explains the value of serving all children and youth in supportive, inclusive learning environments
1	<ul style="list-style-type: none"> Rarely models inclusive behaviors listed above 	<ul style="list-style-type: none"> Cannot identify most cultural, social, cognitive, and emotional challenges faced by students with special needs Fails to consistently identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> Demonstrates limited knowledge of federal, state, and district policies and procedures Inadequately explains the value of serving all children and youth
0	<ul style="list-style-type: none"> No observable attempt made to model inclusive behaviors 	<ul style="list-style-type: none"> No attempt to identify cultural, social, cognitive, and emotional challenges faced by students with special needs Is not able to identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> Demonstrates no knowledge of federal, state, and district policies and procedures Cannot explain the value of serving all children and youth

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To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.

Outcome 2 Feedback

2A:

2B:

2C:

Outcome 3: Apply best practices in classroom management to optimize the potential for student learning

	Relationships Does the candidate understand the significance of adult-to-student and student-to-student relationships in the classroom?	Environment Is the candidate able to develop and use procedures that enhance the academic and social effectiveness of the classroom?	Instruction Can the candidate enhance behavior management through instruction?	Intervention Is the candidate able to respond to student behavior in classroom and other contexts?
3	<ul style="list-style-type: none"> § Engages with students actively and consistently § Interactions are developmentally appropriate and characterized by warmth, concern, and respect § Fosters healthy peer-to-peer interactions 	<ul style="list-style-type: none"> § Develops and consistently uses systems and methods to support the work of the classroom § Works consistently within the existing behavior management framework of the classroom and school 	<ul style="list-style-type: none"> § Delivers and adapts instruction that engages all students and leads to success § Anticipates potential challenges to modify and adapt instruction as necessary 	<ul style="list-style-type: none"> § Consistently takes into account student needs, classroom norms, and context in responding to student behavior § Evaluates the success of an intervention and makes appropriate adjustments or corrections § Avoids personalizing student misbehavior
2	<ul style="list-style-type: none"> § Actively engages with students, but may not do so consistently § Interactions are generally appropriate and characterized by warmth, concern and respect § Takes advantage of some opportunities to foster healthy peer-to-peer interactions 	<ul style="list-style-type: none"> § Develops and generally uses systems and methods that generally support the work of the classroom § Generally works within the existing behavior management framework of the classroom and school 	<ul style="list-style-type: none"> § Delivers and adapts instruction that engages and leads to success for most students § Though some challenges were unanticipated, instruction is modified and adapted as necessary 	<ul style="list-style-type: none"> § Takes into account student needs, classroom norms and context in responding to student behavior, but may not do so consistently § Sometimes evaluates the success of an intervention and makes appropriate adjustments or corrections § May occasionally personalize student misbehavior
1	<ul style="list-style-type: none"> § Demonstrates hesitancy to engage with K-12 students § Interactions may be marginally appropriate or characterized by either excessive familiarity or distance § Makes little or no effort to foster healthy peer-to-peer interactions 	<ul style="list-style-type: none"> § Uses methods that do not support the work of the classroom § Fails to consider the management framework of the classroom and school 	<ul style="list-style-type: none"> § Delivers and adapts instruction that engages and leads to success for a minority of students in the classroom § Unanticipated challenges seriously affect the outcome of the lesson 	<ul style="list-style-type: none"> § Fails to consider student needs, classroom norms and context in responding to student behavior § Reflection concerning classroom management practices does not lead to a change in behavior § Frequently personalizes student behavior

0	§ Demonstrates unwillingness to engage with K-12 students § Interactions are developmentally inappropriate and characterized by lack of interest, disdain or disrespect § Fosters negative peer-to-peer interactions	§ Uses methods that undermine the work of the classroom § Ignores or is in conflict with the behavior management framework of the classroom and school	§ Delivers instruction that fails to engage or lead to success; does not adapt instruction as needed § Problems arise during instruction that should have been foreseen, and no learning takes place	§ Does not respond to inappropriate student behavior when a response is necessary § Does not engage in reflection concerning classroom management practices § Responds personally to student behavior issues
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Outcome 3 Feedback

3A:

3B:

3C:

3D:

Oregon Paraeducator Certificate

Outcome 4: Practice ethical and legal standards of conduct.

The candidate demonstrates basic knowledge of:	Completed?	Evidence
<ul style="list-style-type: none"> Local school district code of conduct 		
<ul style="list-style-type: none"> Oregon statutes and rules addressing educator ethics 		
<ul style="list-style-type: none"> Mandatory abuse reporting law 		
<ul style="list-style-type: none"> Confidentiality and sharing of student information 		
<ul style="list-style-type: none"> Supervision requirements in public school settings 		

<ul style="list-style-type: none"> Limits to personal expression in work environment 		
<ul style="list-style-type: none"> Scope of practice for paraeducator 		
<ul style="list-style-type: none"> Allowable uses of school equipment and technology 		

To meet the standard, the candidate must demonstrate awareness of all areas listed above.

Outcome 4 Feedback:

Oregon Paraeducator Certificate

Outcome 5: Apply technology to support teaching, learning and communication

	Skills and Proficiencies Does the candidate have technological skills appropriate to school contexts?	Application Does the candidate use technology to support teaching, learning, and communication?
3	<ul style="list-style-type: none"> Demonstrates a working knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> Makes extensive and appropriate use of technology with little or no assistance to support communication, teaching, and learning
2	<ul style="list-style-type: none"> Demonstrates a basic knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> Makes adequate and appropriate use of technology with some assistance to support communication, teaching, and learning
1	<ul style="list-style-type: none"> Demonstrates little or no knowledge of communication, word processing, 	<ul style="list-style-type: none"> Makes limited use of technology/requires major

	database, and presentation/publishing programs as appropriate to school contexts	assistance in use of technology to support communication, teaching and learning
0	<ul style="list-style-type: none"> • Avoids technology • Unable to use technology 	<ul style="list-style-type: none"> • Unwilling to support teaching, learning and communication with technology • Uses technology inappropriately

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Outcome 5 Feedback

5A:

5B:

Oregon Paraeducator Certificate

Outcome 6: Meet NCLB academic standards for paraeducators.

- Demonstrate reading and writing competency at college level (passed or tested out of RD 115 and WR 115)
- Demonstrate math competency at introductory algebra level (passed or tested out of MTH 60)

Outcome 6 Feedback:

Outcome 7: Supplemental outcomes to meet AAS requirements (ED 264).

- Apply breadth of knowledge in educational theory and practice in addition to area of certificate emphasis
 - Use ED course work to demonstrate knowledge of educational theory and practice considering certificate focus (SPED or ELLs)- minimum of 2 artifacts and 1 reflection.
- Demonstrate breadth of knowledge across several disciplines in Humanities, Social Science, and Mathematics/Science (minimum of 2 artifacts and 1 reflection).
 - Use General studies coursework to demonstrate breadth of knowledge in the Humanities, Social Science, and Mathematics/Science- minimum of 3 artifacts and 1 reflection

Outcome 7 Feedback:

Overall feedback:

Evidence of competencies met

Quality of written reflection

Professional quality of presentation (neatness, organization)

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November, 2007

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2	<ul style="list-style-type: none"> ● Demonstrates a basic knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> ● Makes adequate and appropriate use of technology with some assistance to support communication, teaching, and learning
1	<ul style="list-style-type: none"> ● Demonstrates little or no knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> ● Makes limited use of technology/requires major assistance in use of technology to support communication, teaching and learning
0	<ul style="list-style-type: none"> ● Avoids technology ● Unable to use technology 	<ul style="list-style-type: none"> ● Unwilling to support teaching, learning and communication with technology ● Uses technology inappropriately

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