# Paraprofessional standards

## (a) A paraprofessional will demonstrate the ability to

1. practice ethical and professional standards of conduct and continued professional improvement;
2. understand how students learn and develop and understand how to assist in providing opportunities that support students’ intellectual, social and personal development;
3. understand the content areas and apply the elements of effective instruction to support teaching and learning activities;
4. motivate and assist students to build self-esteem, develop interpersonal skills, and strengthen abilities in order to become more successful;
5. understand the distinction between the roles and responsibilities of professionals, paraprofessionals, and support personnel in the areas of assessment, diagnosis, and evaluation;
6. adhere to communication protocols with colleagues, community members, and parents including following instructions, sharing information, and using interpersonal skills to become an effective member of the instructional team;
7. understand and implement district and state guidelines for protecting the safety, health and wellbeing of students and staff, including the school district’s crisis response plan; and
8. utilize technology to assist and enhance teaching and learning.

# Paraprofessional requirements

## (b) Each district shall ensure that all paraprofessionals employed by the district in a public school in any grades pre-kindergarten through grade 12 have

1. earned a secondary school diploma or its recognized equivalent; and
2. met the standards set out in (a) of this section through an annual evaluation. The annual evaluation must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.

## (c) Except as provided in (d) of this section, and in addition to the requirements of (b) of this section, each district shall ensure that a paraprofessional has met at least one of the following requirements:

1. completed at least two years, or 48 semester hours or equivalent, of study at a regionally accredited institution of higher education;
2. obtained an associate's or higher degree at a regionally accredited institution of higher education; or
3. achieved either
4. a score of at least 459 on the ParaPro Assessment, published by the Educational Testing Service; or
5. the following minimum scores on the Higher Education Learning Profile, published by Educational Resources Incorporated:
6. essential math, 54 percent;
7. reading comprehension, 41 percent; and

(iii) written expression, 55 percent.

## (d) A paraprofessional is not required to meet the requirements of (c) of this section if the paraprofessional

1. acts as a translator to enhance the participation of English learners or students with disabilities;
2. has instructional-support duties that consist solely of conducting parental involvement activities; or
3. has only non-instructional duties, including providing technical support for computers, providing personal care duties, or performing clerical duties.

## 4 AAC 04.900. Definitions. (a) In this chapter, unless the context requires otherwise,

1. "department" means the Department of Education and Early Development;
2. "paraprofessional" means a person who is not required to have a professional license or certification and who, under the supervision of a teacher or other professional educational service provider, provides instructional or other educational support to a student.