



## **Tracking Worksheet: Core and Specialized Competencies for Minnesota Paraprofessionals**

**Name:**

**District:**

**Job Title:**

Keep this worksheet in your portfolio and use it to monitor your progress through the Para eLink online training. A licensed supervisor or training facilitator will verify completion of the competency topic area and sign a separate documentation form. Your supervisor may use all or portions of the suggested activities in the Para eLink, or may add additional items, as required by your local district and job description, to meet the requirements of any competency.

**Philosophical, Historical, and Legal Foundations of Special Education**

<b>1. Philosophical, Historical, and Legal Foundations of Education</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
1.1 Sensitivity to the beliefs, traditions, and values across cultures and how these impact the relationships between children, families, and schooling. (1K1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What is culture?</li> <li><input type="checkbox"/> Diversity: Terminology and Definitions</li> <li><input type="checkbox"/> Selected Cultural Groups</li> <li><input type="checkbox"/> The Cultural Competence Continuum</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: What is culture?</li> <li><input type="checkbox"/> Lesson 2R: Cultural Terminology</li> <li><input type="checkbox"/> Lesson 3R: Similarities and Differences</li> <li><input type="checkbox"/> Lesson 4R: Cultural Competence</li> </ul>	
1.2 Awareness of the human and legal rights and responsibilities of parents and children/youth as they relate to students. (1K2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Laws that protect the rights of individuals with disabilities.</li> <li><input type="checkbox"/> Types of Individual Plans</li> <li><input type="checkbox"/> Rights and responsibilities of parents</li> <li><input type="checkbox"/> The Paraprofessional’s Role in the Individualized Planning Process</li> <li><input type="checkbox"/> Special Education Concepts</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Accessibility</li> <li><input type="checkbox"/> Lesson 2aR: View a Sample IEP</li> <li><input type="checkbox"/> Lesson 2bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2eR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2fR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2gR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Rights and Responsibilities of Parents</li> <li><input type="checkbox"/> Lesson 4: Paraprofessional Role in the Individualized Planning Process</li> <li><input type="checkbox"/> Lesson 4R: Scenario reflection</li> <li><input type="checkbox"/> Lesson 4R: What is My Role?</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> </ul>	

## Philosophical, Historical, and Legal Foundations of Special Education

<p>1.3 Understanding of the distinctions between roles and responsibilities of professionals, paraprofessionals, and support personnel. (1K3)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What is a paraprofessional?</li> <li><input type="checkbox"/> Roles and responsibilities</li> <li><input type="checkbox"/> Creating a job description</li> <li><input type="checkbox"/> Where do paraprofessionals fit in?</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2: Roles and Responsibilities Comparison Chart</li> <li><input type="checkbox"/> Lesson 2: What is my role as a paraprofessional?</li> <li><input type="checkbox"/> Lesson 2: Daily Schedule</li> <li><input type="checkbox"/> Lesson 2R: Role &amp; Responsibility</li> <li><input type="checkbox"/> Lesson 3R: Paraprofessional Skills Inventory</li> <li><input type="checkbox"/> Lesson 3R: Create a Job Description</li> <li><input type="checkbox"/> Lesson 4: Identify Your Organizational Hierarchy</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> </ul>	
<p>1.4 Understanding of the purposes and goals of education and instruction for all students. (1K4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What Does "Education for All" Mean?</li> <li><input type="checkbox"/> What Does "Least Restrictive Environment" Mean?</li> <li><input type="checkbox"/> Purpose and Goals of Education for All</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Education for All</li> </ul>	
<p>1.5 Knowledge of relevant laws, rules, regulations, and local district policies and procedures to ensure paraprofessionals work within the parameters. (1K5, 1S1)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Laws that protect the rights of individuals with disabilities.</li> <li><input type="checkbox"/> Confidentiality</li> <li><input type="checkbox"/> Recognizing and Reporting Abuse and Neglect</li> <li><input type="checkbox"/> Following district policies and procedures</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Confidentiality Interview</li> <li><input type="checkbox"/> Lesson 2aR: Confidentiality Scenario</li> <li><input type="checkbox"/> Lesson 2R: Confidentiality</li> <li><input type="checkbox"/> Lesson 3R: Contact Information</li> <li><input type="checkbox"/> Lesson 3aR: Signs of Abuse and Neglect</li> <li><input type="checkbox"/> Lesson 3bR: Attendance Policy Scavenger Hunt</li> <li><input type="checkbox"/> Lesson 3cR: Interview a Social Worker</li> <li><input type="checkbox"/> Lesson 3dR: Confidentiality Scenario</li> <li><input type="checkbox"/> Lesson 3eR: Locate Your Local Social Services Agency</li> <li><input type="checkbox"/> Lesson 4R: Your School's Specific Policies and Procedures</li> </ul>	

**Philosophical, Historical, and Legal Foundations of Special Education**

**Area Level Parts**

- Introduction to Area**
- Explorer Section**
- Review**

**Characteristics of Learners**

<b>2. Characteristics of Learners</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
<p>2.1 Knowledge of the similarities and differences between cognitive, communicative, physical, social, and emotional needs of students and the factors that influence these different needs. (2K1)</p> <p>2.5 Awareness of the potential implications of various student characteristics on learning and achievement. (2K5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Normal Intellectual Development (Piaget)</li> <li><input type="checkbox"/> Normal Social and Emotional Development (Erikson)</li> <li><input type="checkbox"/> Applying Human Development To Understanding Your Students</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1: Piaget's Four Levels of Intellectual Development</li> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Erikson's Eight Stages</li> <li><input type="checkbox"/> Lesson 3: Piaget's Four Levels of Intellectual Development</li> <li><input type="checkbox"/> Lesson 3R: Developmental Stages of Children (Students)</li> </ul>	
<p>2.2 Awareness of the effects that exceptional conditions have on a student's life, family, school, and community. (2K2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Increasing Sensitivity to the Personal Challenges of Students with Disabilities</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Sibling Descriptions of Brother or Sister with disabilities</li> </ul>	
<p>2.3 Knowledge of and respect for the diverse backgrounds (cultural, linguistic, environmental) of students and how these characteristics affect the student's life and learning. (2K3)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> How does the world (environment, culture, linguistics) affect the needs of the child?</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Cultural Influences</li> </ul>	
<p>2.4 Understanding of the effects and side-effects of medications commonly prescribed for students. (2K4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Medication and its Effects</li> <li><input type="checkbox"/> How Medication Affects Students in the Classroom</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 2R: Medication &amp; Your students</li> </ul>	

## Characteristics of Learners

<b>Area Level Parts</b>	
-------------------------	--

- Introduction to Area
- Explorer Section
- Review

**Assessment, Diagnosis, and Evaluation**

<b>3. Assessment, Diagnosis, and Evaluation</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
3.1 Awareness of the tools used by the district for student assessment, diagnosis, and evaluation. (3K1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Introduction to Evaluation</li> <li><input type="checkbox"/> Types of Assessment</li> <li><input type="checkbox"/> Factors Affecting Assessment Results</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R &amp; 2R: Staff Interview</li> <li><input type="checkbox"/> Lesson 1a: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: Problem solving team</li> <li><input type="checkbox"/> Lesson 1cR: Multi-disciplinary Evaluation team</li> <li><input type="checkbox"/> Lesson 1dR: Placement</li> <li><input type="checkbox"/> Lesson 1eR: IEP Discussion</li> <li><input type="checkbox"/> Lesson 1fR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: School Assessment</li> <li><input type="checkbox"/> Lesson 3: Factor Affecting Test Results</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> </ul>	
3.2 Ability to collect and record performance data on students under the direction of a licensed teacher, while respecting student confidentiality and the laws regarding ethical practices of assessment. (3S1, 3S2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Observing &amp; Recording Data</li> <li><input type="checkbox"/> Why is observation important?</li> <li><input type="checkbox"/> Recording Your Observations</li> <li><input type="checkbox"/> Monitoring Progress</li> <li><input type="checkbox"/> Teachers &amp; Observation</li> <li><input type="checkbox"/> Communicating with Teachers</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Observation Discussion &amp; worksheet</li> <li><input type="checkbox"/> Lesson 3R: Observation Interview</li> <li><input type="checkbox"/> Lesson 3R: Observation Methods</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Behavior Anecdotes</li> <li><input type="checkbox"/> Lesson 6R: Data Collection Interview</li> </ul>	
<b>Area Level Parts</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Area</li> <li><input type="checkbox"/> Explorer Section</li> <li><input type="checkbox"/> Review</li> </ul>			

**Instructional Content and Practice**

<b>4. Instructional Content and Practice</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
<p>4.1 Ability to utilize learning styles theory in supporting instructional practices. (4K1)</p> <p>4.2 Awareness of the challenges and expectations of various learning environments. (4K2)</p> <p>4.3 Ability to establish and maintain rapport with students. (4S1)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Learning Styles</li> <li><input type="checkbox"/> How to use personal learning style information</li> <li><input type="checkbox"/> Multiple Intelligence Theory</li> <li><input type="checkbox"/> Establishing Classroom Rules</li> <li><input type="checkbox"/> Establishing Classroom Procedures</li> <li><input type="checkbox"/> Establishing and Maintaining Rapport with Students</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Putting Learning Styles Information to Work</li> <li><input type="checkbox"/> Lesson 1R: Learning Styles</li> <li><input type="checkbox"/> Lesson 1R: Classroom Rules</li> <li><input type="checkbox"/> Lesson 1R: Instructional Time observation</li> <li><input type="checkbox"/> Lesson 2R: Learning Styles &amp; Rules</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Creating Classroom Rules</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Reflection</li> </ul>	
<p>4.4 Ability to draw on knowledge and resources regarding a variety of developmental and age-appropriate instructional methods, techniques, and materials when supporting the instruction of the licensed teacher. (4K3, 4S2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Quality Instructional Time</li> <li><input type="checkbox"/> Establishing and Maintaining Classroom Schedules</li> <li><input type="checkbox"/> Use Organized Lessons</li> <li><input type="checkbox"/> Manage Materials Effectively</li> <li><input type="checkbox"/> Working in Small Groups</li> <li><input type="checkbox"/> Making Groups Effective &amp; Efficient</li> <li><input type="checkbox"/> Maintaining Learner Involvement</li> <li><input type="checkbox"/> Presenting Information</li> <li><input type="checkbox"/> Monitoring Students' Performance and Providing Feedback</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Time Management Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Evaluate Group Processes</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 8R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 9: Effective Questioning practice</li> <li><input type="checkbox"/> Lesson 9R: Self-Assessment</li> </ul>	



**Instructional Content and Practice**

<p>4.5 Ability to assist in adapting instructional strategies and materials according to the needs of the student, under the direction of a licensed teacher. (4S3)</p> <p>4.6 Ability to follow oral and written direction of licensed teachers, seeking clarification as needed. (4S4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Reading and Using the Lesson Plan</li> <li><input type="checkbox"/> Deviating from the Lesson Plan</li> <li><input type="checkbox"/> Give Complete and Specific Instructions</li>   <li><input type="checkbox"/> Provide Instructional Activities at Appropriate Level</li> <li><input type="checkbox"/> Provide Alternative Activities</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Adapt a Lesson for Various Learning Styles</li> <li><input type="checkbox"/> Lesson 3R: Sample Lesson Plan</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> </ul>	
<p><b>Area Level Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction to Area</b></li> <li><input type="checkbox"/> <b>Explorer Section</b></li> <li><input type="checkbox"/> <b>Review</b></li> </ul>			

**Supporting the Teaching and Learning Environment**

<b>5. Supporting the Teaching and Learning Environment</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
5.1 Ability to assist and reinforce elements that support a safe, healthy, and effective teaching and learning environment. (5K1, 5S1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Environmental factors</li> <li><input type="checkbox"/> The Learner</li> <li><input type="checkbox"/> The Teacher</li> <li><input type="checkbox"/> The Subject Matter</li> <li><input type="checkbox"/> The Instruction Method</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: "Learner" Brainstorming Solutions</li> <li><input type="checkbox"/> Lesson 3R: "Teacher" Brainstorming Solutions</li> <li><input type="checkbox"/> Lesson 4R: "Subject Matter" Brainstorming Solutions</li> <li><input type="checkbox"/> Lesson 5R: "Instruction Method" Brainstorming Solutions</li> </ul>	
5.2 Awareness of the ways in which technology can assist teaching and learning. (5K2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> History and range of technology in the classroom</li> <li><input type="checkbox"/> Instructional Technology</li> <li><input type="checkbox"/> Assistive Technology</li> <li><input type="checkbox"/> Role of the Paraprofessional</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Reflection</li> <li><input type="checkbox"/> Lesson 2R: Technology</li> <li><input type="checkbox"/> Lesson 3R: Assistive Devices</li> <li><input type="checkbox"/> Lesson 4R: What is my role?</li> </ul>	
5.3 Understanding of strategies for assisting with the inclusion of students in various settings. (5K3)  5.4 Ability to use strategies that promote the student's independence. (5S3)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What is Inclusion?</li> <li><input type="checkbox"/> Who Benefits from Inclusion?</li> <li><input type="checkbox"/> Characteristics of an Inclusive Environment</li> <li><input type="checkbox"/> Strategies for Promoting Inclusion</li> <li><input type="checkbox"/> Facilitating or Hindering interactions</li> <li><input type="checkbox"/> Problems to avoid</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Explore your own perceptions of Inclusion/Exclusion</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: How inclusive is your school?</li> <li><input type="checkbox"/> Lesson 4R: Susan, The Inclusion Paraeducator case study</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Facilitating interactions</li> </ul>	

**Supporting the Teaching and Learning Environment**

<p>5.5 Awareness of how paraprofessionals can impact the overall learning environment for students and staff. (5K4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Benefits of Using Paraprofessionals</li> <li><input type="checkbox"/> Impact of Paraprofessionals</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Teaching and Learning Environment</li> </ul>	
<p>5.6 Ability to prepare and organize materials to support teaching and learning, as directed by a licensed teacher. (5S2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Instructional Responsibilities</li> <li><input type="checkbox"/> Preparing for Instruction</li> <li><input type="checkbox"/> Evaluating the Instructional Session</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Checklist for Paraprofessionals</li> <li><input type="checkbox"/> Lesson 3: Paraprofessional Self-Evaluation</li> <li><input type="checkbox"/> Lesson 3: Observation checklist</li> </ul>	
<p><b>Area Level Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction to Area</b></li> <li><input type="checkbox"/> <b>Explorer Section</b></li> <li><input type="checkbox"/> <b>Review</b></li> </ul>			

**Managing Student Behavior and Social Interaction Skills**

<b>6. Managing Student Behavior and Social Interaction Skills</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
6.1 Understanding of applicable laws, rules and regulations, and procedural safeguards regarding the management of student behaviors. (6K1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Behavior Management: Laws, Rules &amp; Regulations, and Procedural Safeguards</li> <li><input type="checkbox"/> Types of Behavioral Interventions</li> <li><input type="checkbox"/> Violence in the Schools</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Zero Tolerance</li> </ul>	
6.2 Understanding of ethical considerations inherent in the management of student behaviors. (6K2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Ethical Considerations</li> <li><input type="checkbox"/> Ethical Treatment of Individual</li> <li><input type="checkbox"/> Importance of Considering Ethics</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Paraprofessional Self-Assessment for Behavior Management</li> </ul>	
6.3 Understanding of the district-building behavior management plans for students. (6K7)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What is a School-Wide Management System?</li> <li><input type="checkbox"/> Identifying the Need for Support</li> <li><input type="checkbox"/> Three Models of Support</li> <li><input type="checkbox"/> Ingredients for a successful behavior support system</li> <li><input type="checkbox"/> Implementing a successful school-wide system of support</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Crossword Puzzle: A School-Wide System of Support</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> </ul>	

## Managing Student Behavior and Social Interaction Skills

<p>6.4 Awareness of the primary factors that influence student behavior. (6K3)</p> <p>6.6 Ability to collect objective and accurate information on student behavior to be provided to licensed professionals, as appropriate and directed by a licensed teacher. (6S3)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What is Behavior?</li> <li><input type="checkbox"/> What Goes On Before &amp; After a Behavior Occurs?</li> <li><input type="checkbox"/> 3-Factor Theory</li> <li><input type="checkbox"/> Problem Behavior Prevention</li> <li><input type="checkbox"/> Objective Observation and Data Keeping</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Scenario</li> <li><input type="checkbox"/> Lesson 4R: What Should You Ask The Teacher?</li> </ul>	
<p>6.5 Ability to effectively employ a variety of strategies that reinforce positive behavior. (6K6, 6S1, 6S2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Teacher and Paraprofessional Roles in Managing Behaviors</li> <li><input type="checkbox"/> Behavior Management Plans</li> <li><input type="checkbox"/> Strategies for Increasing Student's Positive Behaviors</li> <li><input type="checkbox"/> Build a Positive Relationship with a Student</li> <li><input type="checkbox"/> More Restrictive Procedures &amp; Crisis Intervention</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1: Teacher and Paraprofessional Roles</li> <li><input type="checkbox"/> Lesson 1R: Managing Student Behaviors</li> <li><input type="checkbox"/> Lesson 2R: Sample Behavior Management Plan</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Staff Interview</li> <li><input type="checkbox"/> Lesson 5R: Behavior Management Plan</li> </ul>	
<p>6.7 Awareness of the social skills needed for current and future environments. (6K4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What are Social Skills?</li> <li><input type="checkbox"/> Why are Social Skills Important?</li> <li><input type="checkbox"/> Levels of Social Skills</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Social skills reflection &amp; discussion</li> <li><input type="checkbox"/> Lesson 3: Levels of Social Skills</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> </ul>	

**Managing Student Behavior and Social Interaction Skills**

<p>6.8 Ability to reinforce the development of student social skills by using appropriate strategies to modify the environment. (6K5, 6S4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Peer Tutoring</li> <li><input type="checkbox"/> Cooperative Learning</li> <li><input type="checkbox"/> Direct Instruction</li> <li><input type="checkbox"/> Other strategies to teach social skills</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Facilitating Peer Interactions Tip Sheet</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Teaching a Social Skill</li> <li><input type="checkbox"/> Lesson 4R: Social Skills Development</li> </ul>	
<p><b>Area Level Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction to Area</b></li> <li><input type="checkbox"/> <b>Explorer Section</b></li> <li><input type="checkbox"/> <b>Review</b></li> </ul>			

## Communication and Collaborative Partnerships

<b>7. Communication and Collaborative Partnerships</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
<p>7.1 Ability to participate as a member of the educational team when requested to attend conferences with families or primary caregivers, with an understanding of some of the concerns of parents. (7K1, 7S5)</p> <p>7.2 Ability to use ethical practices for confidential communication about students. (7S1)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Parent Concerns</li> <li><input type="checkbox"/> Family-centered services</li> <li><input type="checkbox"/> Confidentiality</li> <li><input type="checkbox"/> Laws Related to Confidentiality</li> <li><input type="checkbox"/> Conference and Planning Meeting Participation</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Parental Concerns</li> <li><input type="checkbox"/> Lesson 2R: Understanding the Importance of Families</li> <li><input type="checkbox"/> Article: Involving Parents in the IEP Process</li> <li><input type="checkbox"/> Confidentiality Scenarios</li> <li><input type="checkbox"/> Confidentiality reflection &amp; discussion ideas</li> <li><input type="checkbox"/> Lesson 3R: FAQ's</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Discussion</li> </ul>	
<p>7.3 Ability to be sensitive and respectful in communications regarding all children and families – regardless of differences in cultural heritage, lifestyle, values, and home environment. (7S4, 7S7)</p> <p>7.4 Awareness of the roles of students, parents, teachers, paraprofessionals, and other school and community personnel in planning an individualized program, when relevant. (7K2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Teamwork</li> <li><input type="checkbox"/> Functions of a Team</li> <li><input type="checkbox"/> Essential Elements of Effective Teams</li> <li><input type="checkbox"/> What does each member bring to the team?</li> <li><input type="checkbox"/> What Paraprofessionals Need to Know to be Effective Team Members</li> <li><input type="checkbox"/> Building a Relationship with the Teacher</li> <li><input type="checkbox"/> Relationships with Other School Staff</li> <li><input type="checkbox"/> Relationships with Students &amp; Families</li> <li><input type="checkbox"/> Relationships with the Community</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Communication &amp; Teamwork</li> <li><input type="checkbox"/> Lesson 4R: Teamwork</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7R: Reflection</li> <li><input type="checkbox"/> Lesson 8R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 9R: Reflection</li> </ul>	

## Communication and Collaborative Partnerships

<p>7.5 Ability to employ constructive communication strategies and approaches in working with and responding to students, their families, and school and community personnel. (7S2, 7S8)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Twelve Barriers to Communication</li> <li><input type="checkbox"/> Effective Communication</li> <li><input type="checkbox"/> Communication Styles</li> <li><input type="checkbox"/> Communicating with Students</li> <li><input type="checkbox"/> Positive Communication Strategies</li> <li><input type="checkbox"/> Factors Affecting Listening</li> <li><input type="checkbox"/> Active Listening Strategies</li> <li><input type="checkbox"/> Problem Solving: Avoiding and Resolving Conflicts</li> <li><input type="checkbox"/> Problem Solving: Constructive Criticism</li> <li><input type="checkbox"/> Problem Solving Model</li> <li><input type="checkbox"/> Problem Solving with the Teacher Who Directs Your Works</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Twelve barriers to communication worksheet</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Behavior Style</li> <li><input type="checkbox"/> Lesson 5R: Body Language &amp; Voice</li> <li><input type="checkbox"/> Lesson 6R: Paraprofessional Self-Evaluation</li> <li><input type="checkbox"/> Lesson 7R: Scenario</li> <li><input type="checkbox"/> Lesson 8R: Active Listening</li> <li><input type="checkbox"/> Lesson 9R: How do you respond to conflict?</li> <li><input type="checkbox"/> Lesson 10R: "I" Message worksheet</li> </ul>	
<p>7.6 Ability to follow teacher instructions while conferring and collaborating with them around student schedules, instructional goals, and performance. (7S3)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> The Importance of Clear Communication</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Quality of Communication</li> </ul>	
<p>7.7 Ability to understand and use appropriate educational terminology regarding students, roles, and instructional activities. (7S6)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Establishing a common vocabulary</li> <li><input type="checkbox"/> Using "person first" language</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Common Educational Terminology</li> <li><input type="checkbox"/> Lesson 2R: "Person First" worksheet</li> </ul>	



**Communication and Collaborative Partnerships**

**Area Level Parts**

- Introduction to Area**
- Explorer Section**
- Review**

**Professionalism and Ethical Practices**

<b>8. Professionalism and Ethical Practices</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
8.1 Ability to demonstrate a commitment to assisting students in reaching their highest potential, including the modeling of positive behavior. (8K1, 8S1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> What are the characteristics of a positive role model?</li> <li><input type="checkbox"/> The Benefits of Paraprofessionals</li> <li><input type="checkbox"/> Promoting Positive Self-esteem</li> <li><input type="checkbox"/> Advocating for Students</li> <li><input type="checkbox"/> Helping without hovering</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Desired Behaviors activity</li> <li><input type="checkbox"/> Lesson 2R: Paraprofessional Job Titles</li> <li><input type="checkbox"/> Lesson 3R: Promoting Positive Self-Esteem</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> </ul>	
8.2 Ability to carry out responsibilities in a manner that demonstrates knowledge of, and a positive respect for, the distinctions between the roles and responsibilities of paraprofessionals, professionals, and other support personnel. (8S2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> The changing roles of paraprofessionals</li> <li><input type="checkbox"/> Paraprofessional Preparation</li> <li><input type="checkbox"/> What are ethical standards for paraprofessionals?</li> <li><input type="checkbox"/> Confidentiality</li> <li><input type="checkbox"/> Chain of Responsibility with the Schools</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Working Environments of the Paraprofessional</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Training of Paraprofessionals</li> <li><input type="checkbox"/> Ethical Considerations discussion</li> </ul>	
8.3 Perform duties within the context of written standards and policies of the school, state, or agency where they are employed. (8S7)			

## Professionalism and Ethical Practices

<p>8.4 Perform duties in a manner that demonstrates the ability to separate personal issues from one's employment responsibilities. (8S3)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Professional Boundaries</li> <li><input type="checkbox"/> What is stress?</li> <li><input type="checkbox"/> Signs of stress in the workplace</li> <li><input type="checkbox"/> How does a person react to stress?</li> <li><input type="checkbox"/> Stress Management</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Professional Boundaries</li> <li><input type="checkbox"/> Lesson 2R: Scenario Short Answer</li> <li><input type="checkbox"/> Lesson 3R: Quiz</li> <li><input type="checkbox"/> Lesson 4R: Burnout Test</li> <li><input type="checkbox"/> Lesson 5R: What would you do?</li> </ul>	
<p>8.5 Ability to show respect for the diversity of students. (8S4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Value Diversity</li> <li><input type="checkbox"/> Adapt to Diversity</li> <li><input type="checkbox"/> Cultural Self Assessment</li> <li><input type="checkbox"/> Consciousness of the Dynamics of Cultural Interactions</li> <li><input type="checkbox"/> Institutionalization of Cultural Knowledge</li> <li><input type="checkbox"/> Interacting and Communicating in Culturally Sensitive Ways</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Cultural Sensitivity</li> <li><input type="checkbox"/> Lesson 2R: Explore Your Own Cultural Background</li> <li><input type="checkbox"/> Lesson 3R: Explore Your Own Cultural Background</li> <li><input type="checkbox"/> Lesson 6R: Cultural Bias</li> </ul>	
<p>8.6 Ability to demonstrate proficiency in academic skills (including oral and written communication) while knowing how to self-evaluate one's own knowledge of the content being taught. (8S6)</p> <p>8.7 Ability to show a willingness to participate in on-going staff development, self-evaluation, and apply constructive feedback. (8S5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Federal and State legislation</li> <li><input type="checkbox"/> Self Evaluation</li> <li><input type="checkbox"/> Ongoing Staff Development</li> <li><input type="checkbox"/> Constructive feedback</li> <li><input type="checkbox"/> Academic and Communication Skills</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: My Training Needs worksheet</li> <li><input type="checkbox"/> Lesson 2R: Professional Development Plan</li> <li><input type="checkbox"/> Lesson 3R: Paraprofessional Self-advocacy activity</li> <li><input type="checkbox"/> Lesson 4R: Reinforcement</li> <li><input type="checkbox"/> Lesson 5R: Academic and Communication Skills worksheet</li> </ul>	

**Professionalism and Ethical Practices**

**Area Level Parts**

- Introduction to Area**
- Explorer Section**
- Review**

**Academic Instructional Skills in Math, Reading, and Writing**

<b>9. Academic Instructional Skills in Math, Reading, and Writing</b>			
<b>Core Competency Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
<p>9.1MRW Ability to support and reinforce the instruction of students in math, reading, and writing following written and oral lesson plans developed by licensed teachers.</p> <p>9.2MRW Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in math, reading, and writing that support the instruction of licensed teachers.</p> <p><i>Competencies 9.1 and 9.2 topics specific to Math, Reading, or Writing are addressed separately under their associated subject codes (M, R, W) below.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher-centered Instruction</li> <li><input type="checkbox"/> Student-centered Instruction</li> <li><input type="checkbox"/> Utilizing Teacher Lesson Plans</li> <li><input type="checkbox"/> Lesson Plans in the Reading and Writing Classroom</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1R: Teacher-centered Instruction</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Student-centered Instruction</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Lesson Plans in the Reading and Writing</li> </ul>	

## Academic Instructional Skills in Math, Reading, and Writing

<p>9.1W Ability to support and reinforce the instruction of students in writing following written and oral lesson plans developed by licensed teachers.</p> <p>9.2W Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in writing that support the instruction of licensed teachers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Progression of Writing Skills: K-12</li> <li><input type="checkbox"/> Strategy: Picture Story</li> <li><input type="checkbox"/> Strategy: Research Skills</li> <li><input type="checkbox"/> Overview of Instructional Strategies in Writing</li> <li><input type="checkbox"/> Strategy: Word Webs for Organizing Ideas on a Research Topic</li> <li><input type="checkbox"/> Strategy: Organizing Research Content</li> <li><input type="checkbox"/> Editing and Revising</li> <li><input type="checkbox"/> Strategy: Painting a Picture with Words</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Strategy: Picture Story</li> <li><input type="checkbox"/> Lesson 1bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: Strategy: Research Skills</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Strategy: Word Webs for Organizing Ideas on a Research Topic</li> <li><input type="checkbox"/> Lesson 2bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2bR: Strategy: Organizing Research Content</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Strategy: Painting a Picture with Words</li> </ul>	
--	---	--	--

## Academic Instructional Skills in Math, Reading, and Writing

<p>9.1M Ability to support and reinforce the instruction of students in academic subjects following written and oral lesson plans developed by a licensed teacher.</p> <p>9.2M Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in math that support the instruction of a licensed teacher.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching From an Algorithm building Lecture Approach</li> <li><input type="checkbox"/> Using an Algorithm-building, Lecture-based Approach with Individual Practice</li> <li><input type="checkbox"/> Using an Algorithm-building, Lecture-based Approach in a Collaborative Setting</li> <li><input type="checkbox"/> Teaching From an Inquiry-based Approach</li> <li><input type="checkbox"/> Using an Inquiry-based Approach in an Individual Setting</li> <li><input type="checkbox"/> Using an Inquiry-based Approach with Group Practice</li> <li><input type="checkbox"/> Teaching from a Constructivist Perspective</li> <li><input type="checkbox"/> Using a Constructivist Approach – Data-collecting Stage</li> <li><input type="checkbox"/> Using a Constructivist Approach - Guided Discovery</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Strategy: Using an Algorithm-building, Lecture-based Approach with Individual Practice</li> <li><input type="checkbox"/> Lesson 1bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: Strategy: Using an Algorithm-building Approach with Collaborative Practice</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Strategy: Using an Inquiry-based Approach with Individual Practice</li> <li><input type="checkbox"/> Lesson 2bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2bR: Strategy: Using an Inquiry-based Approach with Collaborative Practice</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Strategy: Using a Constructivist Approach-Data Collecting Stage</li> <li><input type="checkbox"/> Lesson 3bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3bR: Strategy: Using a Constructivist Approach-Guided Discovery</li> </ul>	
---	--	--	--

## Academic Instructional Skills in Math, Reading, and Writing

<p>9.1R Ability to support and reinforce the instruction of students in reading following written and oral lesson plans developed by licensed teachers.</p> <p>9.2R Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in reading that support the instruction of licensed teachers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading and Instruction</li> <li><input type="checkbox"/> Progression of Reading Skills: K-12</li> <li><input type="checkbox"/> Strategy: Motivating Students By Relating Content to Student Lives</li> <li><input type="checkbox"/> Strategy: Story-Retelling with Props</li> <li><input type="checkbox"/> Balanced Reading Instruction</li> <li><input type="checkbox"/> Strategy: Shared Reading</li> <li><input type="checkbox"/> Working with Texts</li> <li><input type="checkbox"/> Strategy: Developing Comprehension Skills Using KWL Comprehension Charts</li> <li><input type="checkbox"/> Strategy: Developing Higher Order Thinking Skills Through Text</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Motivating Students by Relating Content to Student Lives</li> <li><input type="checkbox"/> Lesson 2bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2bR: Story-Retelling with Props</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Shared Reading</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4aR: Developing Comprehension Skills Using KWL Comprehension Charts</li> <li><input type="checkbox"/> Lesson 1bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4bR: Developing Higher Order Thinking Skills Through Text</li> </ul>	
<p>9.3MRW Ability to access and effectively use available resources (including technology) for supporting teacher instruction in the subjects of math, reading, and writing.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resources That Directly Support Instruction</li> <li><input type="checkbox"/> Resources That Support Your Instructional Know-how</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2 R: Resource Availability</li> </ul>	



## Academic Instructional Skills in Math, Reading, and Writing

<p>9.4MRW Ability to support a licensed teacher in the gathering and recording of data regarding student performance in the area of math, reading, and writing.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Portfolios</li> <li><input type="checkbox"/> Assessment in General</li> <li><input type="checkbox"/> Using Assessment in an Academic Subject: Math as an Example</li> <li><input type="checkbox"/> Strategy: Assessment in Mathematics Using Direct Observation and Rubrics</li> <li><input type="checkbox"/> Strategy: Assessment in Mathematics Using Interviews</li> <li><input type="checkbox"/> Strategy: Assessment Using Portfolios</li> <li><input type="checkbox"/> Strategy: Assessment Using Testing</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Assessment in General</li> <li><input type="checkbox"/> Lesson 6aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6aR: Strategy: Assessment in Mathematics Using Direct Observation and Rubrics</li> <li><input type="checkbox"/> Lesson 6bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6bR: Strategy: Assessment in Mathematics Using Interviews</li> <li><input type="checkbox"/> Lesson 6cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6cR: Strategy: Assessment Using Portfolios</li> <li><input type="checkbox"/> Lesson 6dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6dR: Strategy: Assessment Using Testing</li> </ul>	
<p>9.5MRW Knowledge of terminology related to the instruction of reading, writing, and math.</p>	<p><i>There is no specific unit addressing this competency, as instructional terminology is covered throughout all units within Area 9.</i></p>		
<p>9.6MRW Understand how the Minnesota Standards and Testing (including state and local testing) direct the teaching of math, reading, and writing in Minnesota.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minnesota Graduation Standards</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1R: Minnesota Graduation Standards</li> </ul>	

**Academic Instructional Skills in Math, Reading, and Writing**

**Area Level Parts**

- Introduction to Area**
- Explorer Section**
- Review**

---

## Specialized Competencies

---

<b>Behavior Management (Specialized Competency)</b>			
<b>Specialized Comp. Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
<p>K1 Understanding of personality and social/emotional development, and that behavior is patterned and addresses a function.</p> <p>K2 Understanding of behavioral/emotional challenges in a learning environment and their interaction with other disabilities, and the value of perceiving the behavior as separate from the individual.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching Behavior</li> <li><input type="checkbox"/> Contributing Factors To Challenging Behavior</li> <li><input type="checkbox"/> Behavior Has Purpose and Place</li> <li><input type="checkbox"/> Challenging Behaviors Serve a Function for the Student</li> <li><input type="checkbox"/> Challenging Behaviors are Related to Context</li> <li><input type="checkbox"/> Effective Interventions are Based on a Thorough Understanding of the Challenging Behavior</li> <li><input type="checkbox"/> Learning Difficulties and Behavior Challenges</li> <li><input type="checkbox"/> Students with Disabilities: How Much Assistance is Needed?</li> <li><input type="checkbox"/> How Do Challenging Behaviors Develop?</li> <li><input type="checkbox"/> A Closer Look: One View of Behavior</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Contributing Factors to Challenging Behavior</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3cR: Behavior Has Purpose and Place</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7R: A Closer Look: One View of Behavior</li> </ul>	

## Behavior Management (Specialized Competency)

<p>K3 Understanding of the need for utilizing formal and informal assessment strategies in obtaining information necessary for educational and behavioral programming for individual students.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for Using Functional Behavioral Assessments to Develop Positive Behavior Interventions</li> <li><input type="checkbox"/> A Method for Conducting a Functional Behavioral Assessment (FBA)</li> <li><input type="checkbox"/> FBA Step 1: Describe and Verify the Seriousness of the Behavior</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2dR: Self-Assessment</li> </ul>	
<p>K4 Understanding of the rationale, components, operation and evaluation of the program models in which they are working.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FBA Step 2: Refine the Definition of the Challenging Behavior</li> <li><input type="checkbox"/> FBA Step 3: Collect Information on Possible Functions of the Challenging Behavior</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 2eR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2fR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2fR: Functional Behavioral Assessment</li> </ul>	
<p>S1 Ability to document change in learner behavior in both academic and social areas.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FBA Step 4: Analyze Information</li> <li><input type="checkbox"/> FBA Step 5: Generate a Hypothesis Statement Regarding Probable Function of Challenging Behavior</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Naturalistic Observation</li> <li><input type="checkbox"/> Lesson 3bR: Self-Assessment</li> </ul>	
<p>S2 Ability to observe and record pupil behavior utilizing different social rating systems.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FBA Step 6: Test the Hypothesis Statement Regarding the Function of Challenging Behavior</li> <li><input type="checkbox"/> Strategies for Data Collection</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Naturalistic Observation</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Antecedent-Behavior-Consequence Observation</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Time Sampling Observation</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Event Frequency Observation</li> <li><input type="checkbox"/> The Behavior Intervention Plan</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 3bR: Antecedent-Behavior-Consequence Observation</li> <li><input type="checkbox"/> Lesson 3cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3cR: Time Sampling Observation</li> <li><input type="checkbox"/> Lesson 3dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3dR: Event Frequency Observation</li> </ul>	

## Behavior Management (Specialized Competency)

<p>S3 Demonstrate the use of different methods to intervene proactively to change and maintain behavior.</p> <p>S4 Ability to implement remedial techniques in academic skill areas with learners.</p> <p>S5 Ability to use materials designed for skill development in the social areas.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positive Reinforcement</li> <li><input type="checkbox"/> A Proactive Intervention for Individuals in the Classroom</li> <li><input type="checkbox"/> An Inventory of Possible Reinforcers</li> <li><input type="checkbox"/> Schedules of Reinforcement: Planning Reinforcement to Improve Behavior</li> <li><input type="checkbox"/> Things That Can Be Done Before a Behavior Escalates: Managing Antecedents to Escalating Behavior</li> <li><input type="checkbox"/> A Strategy for Establishing Positive Behavior Support in the Learning Environment</li> <li><input type="checkbox"/> Positive Behavior Intervention Support Procedures</li> <li><input type="checkbox"/> Ecological Manipulation</li> <li><input type="checkbox"/> Positive Programming as Instructional Strategies</li> <li><input type="checkbox"/> Selecting and Teaching Replacement Behaviors</li> <li><input type="checkbox"/> Positive De-escalation and Crisis Management Strategies</li> <li><input type="checkbox"/> Two Common Challenging Behaviors: Aggressive and Coercive Behaviors</li> <li><input type="checkbox"/> Dealing with Verbal and Physical Aggression</li> <li><input type="checkbox"/> Dealing with Coercive Behaviors: Focus on the Behavior You Want to See</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: A Proactive Intervention for the Classroom</li> <li><input type="checkbox"/> Lesson 1bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: An Inventory of Possible Reinforcers</li> <li><input type="checkbox"/> Lesson 1cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1cR: Schedules of Reinforcement</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Things That Can Be Done Before A Behavior Escalates</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: A Proactive Intervention for the Classroom</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3bR: Selecting and Teaching Replacement Behaviors</li> <li><input type="checkbox"/> Lesson 3cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3cR: Positive Programming as Whole Classroom Instructional Strategies</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Positive De-escalation and Crisis Management Strategies</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5bR: Focus on The Behavior You Want to See</li> </ul>	
---	---	---	--

## Behavior Management (Specialized Competency)

<p>S7 Ability to build trusting relationships with students while remaining professional and objective.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fostering Positive Learning Opportunities</li> <li><input type="checkbox"/> Task Difficulty</li> <li><input type="checkbox"/> Lesson Presentation</li> <li><input type="checkbox"/> Motivational Strategies</li> <li><input type="checkbox"/> Work Assignments</li> <li><input type="checkbox"/> Instituting a Sound Classroom Management System</li> <li><input type="checkbox"/> Arranging the Physical Environment</li> <li><input type="checkbox"/> Setting Rules and Expectations</li> <li><input type="checkbox"/> Helping Students Comply With Rules and Expectations</li> <li><input type="checkbox"/> Scheduling the Day</li> <li><input type="checkbox"/> Establishing Routines and Procedures</li> <li><input type="checkbox"/> Building a Positive Classroom Climate</li> <li><input type="checkbox"/> Social Contracts: A Proactive Intervention for the Classroom</li> <li><input type="checkbox"/> Token Economies: A Proactive Intervention for the Classroom</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: Fostering Positive Learning Opportunities: Lesson Presentation</li> <li><input type="checkbox"/> Lesson 1cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1cR: Fostering Positive Learning Opportunities: Motivational Strategies</li> <li><input type="checkbox"/> Lesson 1dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1dR: Fostering Positive Learning Opportunities: Work Assignments</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Instituting a Sound Classroom Management System: Arranging the Physical Environment</li> <li><input type="checkbox"/> Lesson 2bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2cR: Instituting a Sound Classroom Management System: Helping Students Comply With Rules and Expectations</li> <li><input type="checkbox"/> Lesson 2dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2eR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2eR: Instituting a Sound Classroom Management System: Establishing Routines and Procedures</li> <li><input type="checkbox"/> Lesson 2fR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2f R: Instituting a Sound Classroom Management System: Building a Positive Classroom Climate</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Social Contracts: A Proactive Intervention for the Classroom</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Token Economies: A Proactive Intervention for the Classroom</li> </ul>	
---	--	--	--

**Behavior Management (Specialized Competency)**

<p>S6 Ability to collaborate effectively with team members and families.</p> <p>S8 Ability to recognize early warning signs of social and/or emotional difficulties.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> The Importance of Collaboration</li> <li><input type="checkbox"/> Time-Out</li> <li><input type="checkbox"/> Punishment</li> <li><input type="checkbox"/> Warning Signs for Recognizing Students Who May Be Experiencing Social or Emotional Difficulties</li> <li><input type="checkbox"/> Depression</li> <li><input type="checkbox"/> Suicide</li> <li><input type="checkbox"/> Sexual or Physical Abuse</li> <li><input type="checkbox"/> Eating Disorders</li> <li><input type="checkbox"/> Gang Activity</li> <li><input type="checkbox"/> Substance Abuse</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1R: The Importance of Collaboration</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4eR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4fR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4f R: Warning Signs for Recognizing Students Who May Be Experiencing Social or Emotional Difficulties</li> </ul>	
<p><b>Area Level Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction to Area</b></li> <li><input type="checkbox"/> <b>Explorer Section</b></li> <li><input type="checkbox"/> <b>Review</b></li> </ul>			

## Early Childhood (Specialized Competency)

Early Childhood (Specialized Competency)			
Specialized Comp. Unit	Lessons	Activities	Date
K1 Awareness of the basic developmental stages within domains of motor, cognitive, communication, and social-emotional development for infants and young children ages birth to 5.	<input type="checkbox"/> Basic Principles of Child Development <input type="checkbox"/> Motor Development <input type="checkbox"/> Cognitive Development <input type="checkbox"/> Language Development <input type="checkbox"/> Social-Emotional Development <input type="checkbox"/> Play and Social Development <input type="checkbox"/> Development of Adaptive Behavior <input type="checkbox"/> Conclusion <input type="checkbox"/> Facilitator Supplement	<input type="checkbox"/> Lesson 1R: Self-Assessment <input type="checkbox"/> Lesson 2R: Self-Assessment <input type="checkbox"/> Lesson 3R: Self-Assessment <input type="checkbox"/> Lesson 4R: Self-Assessment <input type="checkbox"/> Lesson 5R: Self-Assessment <input type="checkbox"/> Lesson 5aR: Self-Assessment <input type="checkbox"/> Lesson 6R: Self-Assessment <input type="checkbox"/> Lesson 6R: Development of Adaptive Behavior	
K2 Understanding of the paraprofessional's role as a member of the educational (IFSP, IIP, IEP) team responsible for developing and implementing service plans and education objectives for children and their families.	<input type="checkbox"/> Overview of Early Intervention and Education <input type="checkbox"/> Service Plans for Young Children with Special Needs <input type="checkbox"/> Components of Service Plans <input type="checkbox"/> Implementing Service Plans <input type="checkbox"/> Roles and Responsibilities within the Educational Team <input type="checkbox"/> Conclusion <input type="checkbox"/> Facilitator Supplement	<input type="checkbox"/> Lesson 1R: Self-Assessment <input type="checkbox"/> Lesson 1R: Overview of Early Intervention and Education <input type="checkbox"/> Lesson 2R: Self-Assessment <input type="checkbox"/> Lesson 2aR: Self-Assessment <input type="checkbox"/> Lesson 2aR: Components of Service Plans <input type="checkbox"/> Lesson 3R: Self-Assessment <input type="checkbox"/> Lesson 3R: Implementing Service Plans <input type="checkbox"/> Lesson 4R: Self-Assessment	



## Early Childhood (Specialized Competency)

<p>S1 Ability to deliver developmentally appropriate instructional interventions under the direction of a licensed professional for infants and young children ages 0-5 in these domains: cognitive, motor, self-help, sensory, social/play, and speech/language development.</p> <p>S3 Ability to prepare, adapt, and use developmentally appropriate materials under the direction of a licensed professional.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Developmentally Appropriate Practice</li> <li><input type="checkbox"/> Guiding Principles for Creating a Caring Community of Learners</li> <li><input type="checkbox"/> Creating a Caring Community of Learners: A Closer Look</li> <li><input type="checkbox"/> Guiding Principles for Teaching to Enhance Development and Learning</li> <li><input type="checkbox"/> Teaching to Enhance Development and Learning: A Closer Look</li> <li><input type="checkbox"/> Guidelines for Constructing Appropriate Curriculum</li> <li><input type="checkbox"/> Constructing Appropriate Curriculum: A Closer Look</li> <li><input type="checkbox"/> Guidelines for Assessing Children’s Development and Learning</li> <li><input type="checkbox"/> Assessing Children’s Development and Learning: A Closer Look</li> <li><input type="checkbox"/> Guidelines for Establishing Reciprocal Relationships with Families</li> <li><input type="checkbox"/> Establishing Reciprocal Relationships with Families: A Closer Look</li> <li><input type="checkbox"/> Paraprofessionals Who Work With Children Who Have Challenging Behaviors</li> <li><input type="checkbox"/> Relationship-Based Teaching: Challenges and Benefits</li> <li><input type="checkbox"/> Lesson 7b—Strategy to Practice: Positive Reinforcement</li> <li><input type="checkbox"/> Strategy: Choice-Making</li> <li><input type="checkbox"/> Strategy: High-Probability Request Sequences and Embedding: Two Strategies for Making Challenging Tasks More Tolerable for the Child</li> <li><input type="checkbox"/> Health, Safety, and Hygiene in the Early Childhood Setting</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Creating a Caring Community of Learners: A Closer Look</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3aR: Teaching to Enhance Development and Learning: A Closer Look</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4aR: Constructing Appropriate Curriculum: A Closer Look</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6aR: Establishing Reciprocal Relationships with Families: A Closer Look</li> <li><input type="checkbox"/> Lesson 7R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7R: Paraprofessionals Who Work With Children Who Have Challenging Behaviors</li> <li><input type="checkbox"/> Lesson 7aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7bR: Strategy to Practice: Positive Reinforcement</li> <li><input type="checkbox"/> Lesson 7cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7cR: Strategy: Choice-Making</li> <li><input type="checkbox"/> Lesson 7dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7dR: High-Probability Request Sequences and Embedding: Two Strategies for Making Challenging Tasks More Tolerable for the Child</li> <li><input type="checkbox"/> Lesson 8R: Self-Assessment</li> </ul>	
--	---	--	--

**Early Childhood (Specialized Competency)**

<p>S2 Ability to gather, document, and share information about the performance of individual children in all developmental domains under the direction of a licensed professional.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observation and Collecting Data</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Naturalistic Observation</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Time Sampling Observation</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Event Frequency Sampling</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Antecedent-Behavior-Consequence Observation</li> <li><input type="checkbox"/> Strategy: Collecting Data Using Checklists</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Collecting Data Using Naturalistic Observation</li> <li><input type="checkbox"/> Lesson 1bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1bR: Collecting Data Using Time Sampling Observation</li> <li><input type="checkbox"/> Lesson 1cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1cR: Collecting Data Using Event Frequency Sampling</li> <li><input type="checkbox"/> Lesson 1dR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1dR: Collecting Data Using Antecedent-Behavior-Consequence Observation</li> <li><input type="checkbox"/> Lesson 1eR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1eR: Collecting Data Using Checklists</li> </ul>	
--	---	--	--

## Early Childhood (Specialized Competency)

<p>S4 Ability to communicate and work effectively with parents, primary caregivers, and education team (IFSP, IIIP, and IEP) members to meet the needs of the child and family.</p> <p>K3 Awareness of health care providers, social services and other resources available in the community to assist families.</p> <p>K4 Understanding of the paraprofessional's role in enhancing interactions between parent(s) and child by using and demonstrating effective techniques and materials to stimulate cognitive, physical, social and speech/language development under the direction of a licensed professional.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Understanding Families</li> <li><input type="checkbox"/> Family Systems Theory</li> <li><input type="checkbox"/> Family-Centered Service and Family-Based Practices</li> <li><input type="checkbox"/> The Paraprofessional's Role in Working with Families</li> <li><input type="checkbox"/> Developing Cross-Cultural Competence</li> <li><input type="checkbox"/> Practicing Cross-Cultural Communication</li> <li><input type="checkbox"/> Working Effectively with Team Members</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Family Systems Theory</li> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: The Paraprofessional's Role in Working with Families</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Developing Cross-Cultural Competence</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Practicing Cross-Cultural Communication</li> <li><input type="checkbox"/> Lesson 7R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7R: Working Effectively with Team Members</li> </ul>	
<p><b>Area Level Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Area</li> <li><input type="checkbox"/> Explorer Section</li> <li><input type="checkbox"/> Review</li> </ul>			

**Job Coach (Specialized Competency)**

<b>Job Coach (Specialized Competency)</b>			
<b>Specialized Comp. Unit</b>	<b>Lessons</b>	<b>Activities</b>	<b>Date</b>
<p>K1 Knowledge and Understanding of Career and Technical Education Programs and Terminology.</p> <p>K6 Knowledge of how Career and Technical Education Programs can achieve student’s goals and objectives.</p> <p>S1 Ability to provide instruction and support of work-related behaviors, job seeking skills, and job specific skills in school or at a community site.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career and Technical Education for Students With Disabilities</li> <li><input type="checkbox"/> The Role of Career and Technical Education Within Special Education</li> <li><input type="checkbox"/> The Benefits of Connecting Education with Employment</li> <li><input type="checkbox"/> Work-Based Learning Programs: An Effective Approach to Career and Technical Education</li> <li><input type="checkbox"/> Work-Based Options Available to Students With Disabilities</li> <li><input type="checkbox"/> Work-Based Learning and Student Placement</li> <li><input type="checkbox"/> Role of the Job Coach within Work-Based Learning</li> <li><input type="checkbox"/> Coach by Understanding Work-Related Tasks and Rules</li> <li><input type="checkbox"/> Coach by Understanding the Student</li> <li><input type="checkbox"/> Coach by Teaching Soft Skills</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Career and Technical Education in Your District</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Work-Based Learning Scenario</li> <li><input type="checkbox"/> Lesson 4aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6bR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6cR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6cR: Understanding Your Role as a Job Coach</li> </ul>	

**Job Coach (Specialized Competency)**

<p>K2 Knowledge and understanding of the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), confidentiality, vulnerable adult status, and mandated reporter responsibilities.</p> <p>K5 Knowledge of the child labor laws, Occupational Safety and Health Administration (OSHA), safety, harassment issues, material handling, and Minnesota Employee Worker Rights.</p> <p>S12 Ability to recognize emergency situations and implement appropriate procedures.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fair Labor Standards Act and Minnesota Child Labor Laws</li> <li><input type="checkbox"/> Fair Labor Standards Act and Minnesota Child Labor Laws: What Happens if a Law Is Broken?</li> <li><input type="checkbox"/> Special Legal Protections for Students With Disabilities in the Workplace</li> <li><input type="checkbox"/> Occupational Health and Safety Protections in the Workplace</li> <li><input type="checkbox"/> Who is Liable if a Student Is Injured in the Workplace?</li> <li><input type="checkbox"/> Special Pay Scale for Some Students With Disabilities</li> <li><input type="checkbox"/> Keeping Student Information Private at the Workplace</li> <li><input type="checkbox"/> Reporting is Required for Suspected Maltreatment</li> <li><input type="checkbox"/> Sexual Harassment</li> <li><input type="checkbox"/> Formalizing Roles and Expectations: The Training Agreement and Training Plan</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1R: A Closer Look at Federal and State Child Labor Laws</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Assessing the Safety of a Job Site</li> <li><input type="checkbox"/> Lesson 3aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Keeping Student Information Private</li> <li><input type="checkbox"/> Lesson 5aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5aR: Your District's Policy Regarding Mandated Reporting</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Your District's Sexual Harassment Policy</li> <li><input type="checkbox"/> Lesson 7R: Self-Assessment</li> </ul>	
---	---	---	--

**Job Coach (Specialized Competency)**

<p>K3 Knowledge of how specific disabilities impact the work and classroom environments.</p> <p>K4 Knowledge and understanding of a student's individual goals and objectives, and his or her need for support in the classroom and on the job.</p> <p>K7 Knowledge of evaluation strategies to provide the IEP team with information useful to the development of related goals and objectives.</p> <p>S6 Ability to develop and implement accommodations and natural supports in work and classroom settings.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Individualized Education Program (IEP)</li> <li><input type="checkbox"/> The Role of Evaluation in the Development of the Individualized Education Program (IEP)</li> <li><input type="checkbox"/> The Requirements of the Individualized Education Program (IEP)</li> <li><input type="checkbox"/> Work-Based Learning and the Individualized Education Plan: Using the IEP to Support the Student at the Work Site</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Using a Behavior Checklist as an Evaluation Tool</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2aR: Understanding the IEP</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> </ul>	
---	---	---	--

## Job Coach (Specialized Competency)

<p>S2 Ability to conduct a task analysis, gather data, document progress, and prepare detailed notes.</p> <p>S3 Ability to facilitate and support critical thinking/decision making skills and promote self-advocacy.</p> <p>S4 Ability to appropriately support and recognize when to reduce direct support.</p> <p>S5 Ability to demonstrate, model, and teach appropriate behaviors.</p> <p>S9 Ability to foster appropriate working relationships at the work site.</p> <p>S10 Ability to access tools, technology and adaptation devices.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Art of Job Coaching: Getting Started</li> <li><input type="checkbox"/> The Art of Job Coaching: The Basics</li> <li><input type="checkbox"/> Plan Your Approach: Knowing the Scope and Sequence of the Job Task</li> <li><input type="checkbox"/> Support Students' Growth of Interpersonal Skills</li> <li><input type="checkbox"/> Support Students' Growth of Self-Advocacy Skills</li> <li><input type="checkbox"/> Make it Possible for the Student to Do the Job by Using Accommodations and Modifications</li> <li><input type="checkbox"/> Subtle Reminders Can Keep Students on Track: Cueing Appropriate Behaviors in the Workplace</li> <li><input type="checkbox"/> Show the Student What it Should Look Like: Modeling Appropriate Behaviors in the Workplace</li> <li><input type="checkbox"/> Prepare to Reinforce Appropriate Behavior in the Workplace</li> <li><input type="checkbox"/> Consider the Disability When Supporting a Student at the Workplace</li> <li><input type="checkbox"/> Job Coaching a Student Who Has Developmental Cognitive Delays</li> <li><input type="checkbox"/> Responding to Emergencies at the Workplace</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Practicing Task Analysis</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 5R: Implementing Accommodations and Modifications</li> <li><input type="checkbox"/> Lesson 6R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 6R: Cueing Appropriate Behaviors</li> <li><input type="checkbox"/> Lesson 7R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 7R: Modeling Appropriate Behaviors</li> <li><input type="checkbox"/> Lesson 8R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 9R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 9aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 10R: Self-Assessment</li> </ul>	
--	--	--	--

**Job Coach (Specialized Competency)**

<p>S11 Ability to understand and implement appropriate communication links.</p> <p>K8 Knowledge of Community Resources</p> <p>S7 Ability to work collaboratively with team members</p> <p>S8 Ability to enhance Public relations with employers and community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication Skills in Work Environments: Working Collaboratively With IEP Team Members</li> <li><input type="checkbox"/> Strategy: Using the Team to Find Strategies for Solving Problems</li> <li><input type="checkbox"/> Nurturing an Effective Team through Clear and Open Communication</li> <li><input type="checkbox"/> Strategy: Communicating Problems Effectively</li> <li><input type="checkbox"/> Community Resources That May Be Involved in Transition Planning</li> <li><input type="checkbox"/> The Job Coach as School Representative and Positive Role Model for Employer and Community</li> <li><input type="checkbox"/> Strategy: Answering Employer and Co-Worker Questions About a Student's Disability</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Facilitator Supplement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1R: Working Collaboratively with IEP Team Members</li> <li><input type="checkbox"/> Lesson 1aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 1aR: Using the Team to Find Strategies for Solving Problems: Practicing the Team Problem Solving Process</li> <li><input type="checkbox"/> Lesson 2R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 2R: Nurturing an Effective Team Through Clear and Open Communication: Practicing Using "I-Statements"</li> <li><input type="checkbox"/> Lesson 2aR: Self-Assessment</li> <li><input type="checkbox"/> Lesson 3R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Self-Assessment</li> <li><input type="checkbox"/> Lesson 4R: Job Coach as a Positive Role Model</li> <li><input type="checkbox"/> Lesson 4aR: Self-Assessment</li> </ul>	
<p><b>Area Level Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Area</li> <li><input type="checkbox"/> Explorer Section</li> <li><input type="checkbox"/> Review</li> </ul>			