

Colorado CTE Course – Scope and Sequence

Course Name	ParaProfessional Educator 1A		Course Details	65 class periods- 45 minutes each or 41 class periods-90 minutes each	
Course Description	This is the first semester of a year-long course. Students that complete this course are eligible for a Paraprofessional Certificate and college credit. Upon completion of this training students will be prepared to enter the workforce as an educational assistant. This also provides the foundation necessary for students interested in becoming a teacher. The course provides training in instructional methods, use of technology, behavior management techniques and includes training for a CPR and First Aid Certificate.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at LEAD FCS NATIONAL STANDARDS AND COMPETENCIES					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment <i>Council for Exceptional Children: SPED Paraeducator Standards</i>	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Instructional Teamwork <i>CO Essential Skills:</i> Self-Awareness Collaboration/Teamwork Communication Character Career Awareness	15 hours	Preparation Standard 2: Learning Environments PCCG.2.K5-Communicative intent Standard 5: Instructional Planning & Strategies PCCG.5.S1-follow written lesson plans, seeking clarification when needed. PCCG.5.S2-prepare and organize materials to support teaching and learning determined by team. PCCG.5.S3-Use instructional strategies and materials determined by team. Preparation Standard 6: Professional Learning and Ethical Practices PCCG.6.K1 Roles & Responsibilities of the	SWBAT: 1. Recognize effective and disruptive characteristics of team communication. 2. Know the characteristics of effective team functioning. 3. Identify levels of decision making in teams, schools, and districts. 4. Recognize your own strengths and weaknesses as a team member. 5. Differentiate between paraeducators' and professionals' roles and responsibilities. 6. Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality,	-WorkStyle Preferences -Who's Role Is It? -How you Act in Conflict. -Paraeducator Skills & Confidence Inventory -Reflective Journal Entry #1 -Practicum	-Career Investigation -Interpersonal communications

		<p>paraeducator related to instruction, intervention and direct service</p> <p>PCCG.6.S1 Practice within the limits of the defined Paraeducator role</p> <p>Preparation Standard 7: Collaboration</p> <p>PCCG.7.K2 Roles and Relationships of paraeducators and other stakeholders on the instructional team.</p> <p>PCCG.7.S5 communicate effectively with stakeholders as determined by the instructional team.</p>	<p>paraeducator code of ethics).</p> <p>7. Know the role of the paraeducator to lead students toward increasingly independent behaviors.</p> <p>8. Identify the components of an effective direct instruction lesson.</p> <p>9. Recognize the characteristics of an effective cooperative learning lesson.</p> <p>10. Know the value of peer-teaching.</p> <p>11. Know how to follow a written lesson plan.</p> <p>12. Know the rationale of cognitive modeling and coaching.</p> <p>13. Know basic principles of behavior modification.</p> <p>14. Recognize the need for functional assessment of behavior.</p> <p>15. Know how to establish basic rules, procedures, and routines with students.</p> <p>16. Know basic principles of communication with students.</p> <p>17. Know basic management strategies for minor behavior problems.</p>		
<p>Orientation to Special Education</p> <p>CO Essential Skills: <i>Perseverance/Resilience collaboration/Teamwork Career Awareness Use info. and comm. technologies</i></p>	<p>15 hours</p>	<p>Preparation Standard 1: Learner Development & Individual Learning Differences</p> <p>PCCG.1.K1-Typical and atypical human growth & development</p> <p>PCCG.1.K3-Educational implications of characteristics of various exceptionalities.</p> <p>PCCG.1.K8-common concerns of families of individuals with exceptionalities</p> <p>Preparation Standard 2: Learning Environments</p>	<p>SWBAT:</p> <p>1. Identify major laws and court rulings that have helped shape special education services.</p> <p>2. Describe the legal rights of students with disabilities and the qualification processes for special education services and 504 plans.</p> <p>3. Identify processes of special education services in your state.</p>	<p>-Knowledge Assessment (History of SPED)</p> <p>- Understanding Disabilities PPT.</p> <p>-SPED Process in Colorado assignment</p> <p>-Child Development Review Activity</p> <p>-Resiliency Worksheet</p> <p>-Reflective Journal Entry #2</p> <p>-Practicum</p>	<p>Advocacy Focus on Children Teach & Train ECE</p>

		<p>PCCG.2.K2-Rights and responsibilities of individuals with exceptionalities</p> <p>PCCG.2.K3-Eligibility categories for special education and supports and services typically associated with each category.</p> <p>PCCG.2.S1-Facilitate the integration of individuals with exceptionalities into various settings.</p> <p>PCCG.2.S1-Facilitate friendships as determined by the instructional team</p> <p>PCCG.2.S4-provide least intrusive level of support based on team & environment</p>	<p>4. Identify the concerns and experiences with inclusion and explain the values and rationale for inclusion of students with disabilities into general education.</p> <p>5. Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.</p> <p>6. Recognize the principles of Universal Design for Learning.</p> <p>7. Identify the risk factors that may prohibit or impede typical development and the protective factors that may allow learners to be resilient.</p> <p>8. Describe how beliefs about people with disabilities are related to life experiences.</p> <p>9. Use person-first language by talking and writing about people with disabilities in ways that honor their dignity and respect their value.</p> <p>10. Identify categories of disability according to state and national laws.</p> <p>11. Recognize the cognitive, communicative, physical, and affective needs that students may have as a result of a disability.</p> <p>12. Assemble information about specific disabilities, syndromes, and medical conditions using internet and library resources.</p> <p>13. Describe responsibilities and practice associated with maintaining the physical health and safety of students.</p> <p>14. Discuss the obligation of all school personnel to report child abuse, suicidal ideation, and/or dangerous behavior.</p>		
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<p>Student Supervision</p> <p>CO Essential Skills: <i>Self-Awareness</i> <i>Personal Responsibility</i> <i>Critical Thinking/ Problem-solving</i> <i>Collaboration/Teamwork</i> <i>Character</i> <i>Self-Advocacy</i> <i>Leadership</i></p>	<p>15 hours</p>	<p>Preparation Standard 2: Learning Environments PCCG.2.S7-Support safe, equitable, positive, and supportive learning environments in which diversities are valued as determined by team. PCCG.2.S8-Establish and maintain rapport with learners. PCCG.2.S9-Adapt the physical environment to provide optimal learning opportunities as determined by team. PCCG.2.S11-Promote self-advocacy and independence. PCCG.2.S12-Use universal precautions to assist in maintaining a safe, healthy learning environment. PCCG.2.S13-Protect the health and safety of individuals with exceptionalities. PCCG.2.S14-Support individuals with</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify rules and procedures for emergency situations. 2. Explain how to establish rules and plan for discipline. 3. Identify the role of the paraeducator in lunchroom supervision. 4. Name lunchroom safety precautions and first aid specific to the lunchroom. 5. Explain rules and procedures to be followed in lunchroom emergencies. 6. Demonstrate a variety of signals for getting students' attention in the lunchroom. 7. Demonstrate eating procedures for students with special eating needs. 8. Conduct an ecological inventory to determine natural supports available in the lunchroom. 9. Demonstrate instructional methods for teaching pro-social lunchroom behaviors. 10. Show how to foster relationships among students in the lunchroom. 11. Identify the role of the paraeducator in playground and instructional environment supervision. 	<p>-Accident reporting form -Think-Room-Pink Slip form -First Aid/CPR/AED certification -Reflective Journal Entry #3 -Practicum</p>	<p>Interpersonal communications Teach & Train ECE</p>

		<p>exceptionalities by modeling and facilitating the use of collaborative problem-solving and conflict management.</p> <p>PCCG.2.S15-Implement active supervision when responsible for non-instructional groups as determined by team.</p> <p>PCCG.2.S16-use strategies as determined by the instructional team in a variety of settings to assist in the development of social skills.</p>	<p>12. Explain standard rules and instructional methods for typical playground games.</p> <p>13. Explain safety precautions for children using playground equipment.</p> <p>14. Explain rules and procedures to be followed in playground emergencies.</p> <p>15. Demonstrate a variety of signals for getting students' attention on the playground.</p> <p>16. Conduct an ecological inventory of natural supports available on the playground.</p> <p>17. Demonstrate instructional methods for teaching pro-social playground skills.</p> <p>18. Show how to foster relationships among students on the playground.</p> <p>19. Recognize conflicts among students on the playground.</p> <p>20. Explain how to mediate conflicts among students on the playground.</p> <p>21. Demonstrate methods for resolving conflicts among students on the playground.</p> <p>22. Explain how to initiate, maintain, and supervise peer mediation programs on the playground.</p> <p>23. Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.</p> <p>24. Identify the role of the paraeducator in school bus supervision.</p> <p>25. Explain how to establish rules, routines, and procedures for school bus riding.</p> <p>26. Explain how to maintain order on the school bus.</p>		
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<p>Behavioral Management</p> <p>CO Essential Skills: <i>Self-Awareness Personal Responsibility Critical Thinking/ Problem-solving Collaboration/Teamwork Character Self-Advocacy</i></p>	<p>15 hours</p>	<p>Preparation Standard 2: Learning Environments PCCG.2.K4-Rules and procedural safeguards regarding behavioral support of individuals with exceptionalities. PCCG.2.K6-Importance of the paraeducator serving as a positive model for individuals with exceptionalities. PCCG.2.S5-Use routines and procedures to facilitate transitions as determined by the team. PCCG.2.S6-Promote Choice and Voice of individuals with exceptionalities in building classroom communities. PCCG.2.S19-Use a variety of positive behavioral supports to enhance an individual’s active participation in activities as determined by the team. Preparation Standard 6: Professional Learning and Ethical Practice PCCG.6.S7-Implement legal and ethical practices in behavioral interventions as determined by team.</p>	<p>SWBAT: 1.Explain how to establish rules, routines, and procedures for students. 2. Demonstrate how to teach rules, routines, and procedures for students. 3. Define behavior. 4. Identify the motivations behind behavior. 5. Demonstrate how to teach and reinforce desired behavior. 6. Explain how to manage your own behavior. 7. Demonstrate how to use a variety of management techniques. 8. Explain how to establish positive and proactive behavior supports. 9. Explain how and when to use natural and logical consequences. 10. Explain how and when to use reinforcements and motivational strategies. 11. Identify the role of the paraeducator in behavior support.</p>	<p>-Practice writing and teaching rules -Define behavior and give examples -Answer Define, Personalize and challenge questions -List motivations behind behavior. -Using scenarios practice completing the ABC Functional observation form. -Practicum experience -demonstrate using a variety of classroom management techniques. -Reflective Journal entry #4</p>	<p>Interpersonal communications Teach & Train ECE</p>

