

*Washington State Board for
Community and Technical Colleges
Skill Standards Project*

P *Skill Standards for* **Paraeducators**



Prepared by:
Paraeducator Skill Standards Consortium
With project management provided by
Walla Walla Community College
Walla Walla, Washington



"I wish there would have been a document like this when I started working as a paraeducator. It would have helped me know what was expected of me."

**Phyllis Garanzuay
ESL/Bilingual Paraeducator
Blue Ridge Elementary School
Walla Walla School District
Walla Walla, Washington**

**For More
Information Contact**

Melinda Brennan
Paraeducator Program Coordinator
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362
(509) 527-4237
mbrennan@mail.ww.cc.wa.us

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Project Management provided by Walla Walla Community College
Project Manager: Jim Willis, Ed.D.
Project Specialist: Krista Mahan
Department Liaison: Melinda Brennan

Focus Panel Facilitation
Terryll Bailey, The Allison Group

Stakeholder & Steering Committee Meeting Facilitation
Fred Schuneman, Pierce Community College

Document design, layout, and graphic design by
Doreen Peters
Walla Walla Community College

Printing by
Walla Walla Community College

Organizations That Have Contributed

Steering Committee

- Bates Technical College
- Federal Way School District
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Others who deserve special acknowledgement for their service on the **Steering Committee** include:

Carol Albanese
Carole Brewer
Dan Drischel
Patti Eggleston
Carin Freedel
Jolene Graham
Carol Huard
Alice Madsen
Bev Mathews
Jackie Mault

Judith Noel
Wendy O'Reilly
Jackie Mault
Rose Miller
John Pearson
Christie Perkins
Jo Perkins
Virginia Rathbun
Sharon Vocature

Steering Committee Commentary

The Paraeducator Skill Standards Project is part of federal, state, and local efforts to define the roles, responsibilities, and training requirements for paraeducators in Washington State. These collaborative efforts will result in a significant contribution to the professional development of paraeducators and to the quality of instructional services to children, youth, and their families.

Skill standards for paraeducators are important due to the significant increase in the number of paraeducators who work in public education. With the increased demands placed on school systems to provide services to children and youth, there has been a steady expansion of the roles and responsibilities for paraeducators. Paraeducators are an integral part of instructional teams and of other services delivered in schools today.

According to the National Resource Center for Paraprofessionals, associated with City University of New York, a paraeducator is a school employee who:

- works under the supervision of a licensed/certificated staff member who is responsible for the overall conduct and management of the classroom or program, the design, implementation, and evaluation of instructional programs and student progress;
- provides instructional or other direct services to children, youth, and their families in order to support and assist the licensed/certificated staff members.

In the above statement:

- Para means "along side". The general public has an understanding of this term because of professions such as paralegal and paramedic. Paraeducator means working alongside an educator.
- Supervision refers to directing the work of a paraeducator. It does not refer to hiring, firing, and/or disciplinary action concerning the paraeducator, although licensed/certificated staff could have input into these actions.

The Steering Committee believes that several groups will benefit from the establishment of skill standards for paraeducators.

- Paraeducators who are currently working in schools can use skill standards to identify the knowledge, skills, and abilities (ksa's) they already possess and the ksa's where they may need additional education and training.
- Anyone interested in pursuing a career as a paraeducator can benefit by reviewing the skill standards as a preview of what is required in the profession.
- Organizations that provide education and training to school employees may also benefit. This group includes, but is not limited to community and technical colleges, state agencies, labor unions, employee associations, community-based programs, educational service districts, staff development professionals, four-year colleges, graduate school education departments, other government units, legislators, and other groups creating and/or evaluating curricula.
- School districts can benefit by understanding that skill standards provide a benchmark for determining the ksa's needed by staff serving in paraeducator positions. Also, the skill standards may assist school districts in providing solid, deliberate, and meaningful professional development opportunities for paraeducators. The same holds true for private and for-profit providers of elementary, middle, and secondary education.
- Funding sources can benefit by using the skill standards to document the special ksa's that paraeducators bring to the professionalism of public, private, and for-profit educational institutions.
- The public in general (especially children, youth, and parents) can benefit from skill standards informing the political decision-makers of the nature and importance of the paraeducator in the education of society's children and youth. The significance of the paraeducator becomes increasingly apparent in the efficient and effective education of special population students. Whether special population students are classified as special education students or ESL/bilingual/migrant students, it has become apparent that for many of these students to reach their full potential and to take their rightful place in society, their education requires additional investment by society. Specialized paraeducators have added highly individualized educational services that enable many special needs students to succeed.

In conclusion, the skill standards for paraeducators may be used to:

- generate interest in the field of education as a career choice;
- provide information to college faculty to prepare paraeducator students for successful performance in schools;
- assist high school teachers and counselors to better advise students preparing for careers as paraeducators.

By using the information provided in this document, it is the hope of the Steering Committee that the reader will gain an interest in and an understanding of one of the complex and exciting careers available in the field of education.

Foreward

Today, paraeducators are important members of the instructional team. They assist licensed/certificated staff in all components of the instructional process. Under the supervision of licensed/certificated staff, paraeducators instruct individuals and small groups of students in classroom and community settings; carry out behavior management plans; document and share information about student performance and behaviors; and assist with maintaining supportive, safe, healthy learning environments.

There is no doubt among all stakeholders nationwide that a well-prepared workforce is essential to ensure that children, youth, and their families with diverse learning styles and abilities have access to quality education services. There are a myriad of issues related to the employment, preparation, and retention of skilled personnel at all levels. None is more critical than the need to establish standardized, structured opportunities for paraeducator training.

Over the last four decades, education practices and systems across the country have changed. As a result, paraeducator employment in general compensatory, bilingual, and special education programs has increased significantly. The expanding employment of paraeducators is attributed to several causes. Significant factors include federal and state legislative actions that encourage schools to provide services for all learners in least restrictive environments; increased enrollment of children and youth from homes where English is the second language; and growth in the number of children and youth from economically and educationally disadvantaged backgrounds.

One of the primary reasons for the increased employment of paraeducators is the continuing initiative to redefine licensed/certificated staff roles and functions. In addition to their traditionally recognized responsibilities as diagnosticians of learner needs, developers of lesson plans, facilitators of instruction, and assessors of student progress licensed/certificated staff have become leaders of program implementation teams. Licensed/certificated staff have greater involvement in school governance and program management, curriculum design and modification, allocation of human resources, and serve as liaisons between schools and families.

This restructuring of licensed/certificated staff roles has resulted in greater reliance on paraeducators with greater emphasis on their student support and instructional roles. Paraeducators recognize the dramatic changes that have occurred in their roles since they were introduced into the classroom almost 40 years ago to allow licensed/certificated staff to spend more time "teaching." Initially, the functions of the paraeducator included record keeping; monitoring children, youth, and their families in non-academic settings; preparing materials; and housekeeping tasks.

For the most part, the training needs of paraeducators have been ignored by both education provider systems and institutions of higher education. Currently, when training exists it does not recognize new, more complex roles of paraeducators. Moreover, most training programs are highly parochial and do not acknowledge the similarities in the skills and knowledge required by paraeducators.

Fortunately, this is beginning to change. Several efforts are underway across the country to develop standards for paraeducator roles and training. The cooperative effort among community and technical colleges in Washington, with assistance of the Statewide Paraeducator Project, to establish skill competencies for paraeducators has broken new ground. The skill standards acknowledge the roles of paraeducators in increasing the availability of learner-centered, individualized education for all children, youth, and their families. In addition, the participating community and technical college network provides a valuable resource for both paraeducators and their employers that will continue to improve education for learners with diverse needs.

Finally, the skill standards developed in Washington state will have an impact beyond the state boundaries. They will serve as a model that staff developers in other states can build on as they move to create articulated, standardized staff development programs for paraeducators.

Anna Lou Pickett
Director, The National Resource Center for
Paraprofessionals in Education and Related Services
City University of New York

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Introduction

The field of education is facing a dramatic increase in the demand for services by trained paraeducators. Paraeducators entering today's workforce are asked to master more complex and sophisticated workplace skills, creating a need for the upgrading of existing curriculum and training material. Adequate curriculum for this skill development is a matter of urgency for the employers and the employees.

The goal of the Paraeducator Skill Standards Project is to specify the **critical work functions, key activities, performance indicators and** knowledge, skills, and abilities an individual needs to succeed as a paraeducator in a general, special education, or bilingual/ESL educational setting. The result of this project will support the development of new curriculum and the strengthening of existing curriculum in programs leading to paraeducator careers.

The Paraeducator Skill Standards partners anticipate that by developing skill standards for paraeducators they will help generate interest in the field of education as a career choice. In addition, these skill standards will help provide the necessary information to college faculty to prepare students for successful performance in the school setting. In addition, these skill standards will assist high school licensed/certificated staffs and counselors to better advise high school students preparing for careers as paraeducators. The close partnership between school districts, licensed/certificated staffs, administrators, paraeducators, community and technical colleges, and employee representative organizations that forms the successful foundation for this project serves as a model for further cooperation in the development of training and educational programs.

"In light of the critical roles that paraeducators now assume and in view of national trends emphasizing the importance of differentiated staffing in the delivery of educational services, it is imperative the management, training, and career support of paraeducators be directed by standards and professional guidelines that reflect appropriate concern for (a) the quality of service provided to students, and (b) the substantive role and contribution of the paraeducator. The Washington State Skill Standards project has provided an opportunity for the community and technical colleges to collaborate on a training program for paraeducators."

**Kent Gerlach, Professor
Pacific Lutheran University
Tacoma, Washington**

What is a Paraeducator?

A paraeducator is a school employee who works under the supervision of and alongside a licensed/certificated staff member to support and assist in providing instructional and other services to children, youth, and their families. The licensed/certificated staff member remains responsible for the overall conduct and management of the classroom or program, the design, implementation, and evaluation of the instructional program and student progress (Adapted from A. L. Pickett, National Resource Center for Paraprofessionals, City University of New York, 1993).

Sample Job Titles

- Asian Specialist
- Behavior Interventionist
- Career Specialist
- Classroom Assistant
- ECEAP Family Support
- Education Assistant
- Education Paraprofessional
- Guidance Specialist
- Hispanic Specialist
- Home Liaison/Home Visitor
- Home School Liaison
- Instructional Aide
- Instructional Assistant
- Interpreter
- Job Coach
- Liaison
- LAP Assistant
- Native American Specialist
- Occupational Information Specialist
- Outreach Specialist
- Paraeducator
- Paraprofessional
- Playground Assistant
- Recess Monitor
- Secondary Programs Assistant
- Social Work Specialist
- Special Education Assistant
- Speech/Language Specialist
- Student Monitor
- Supervision Aide
- Teacher Assistant
- Teacher Aide
- Team Partner
- Transition Specialist
- Tutor

In recent years there has been a significant increase in the number of paraeducators in the education system and an expansion of their roles and responsibilities. Paraeducators are now an integral part of the delivery of instruction and other services to children, youth, and their families in schools today.

The Paraeducator Skill Standards Project is part of continuing federal, state, and local efforts to better define the roles, responsibilities, and training requirements for paraeducators. It is hoped that these collaborative efforts will result in knowledge that will make a significant contribution to the professional development of paraeducators and to the quality of instructional service to children, youth, and their families.

What are Skill Standards?

Skill standards are performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. Skill standards are critical to improving workforce skills, raising living standards, and improving the competitiveness of the U. S. economy.

Skill standards answer two critical questions: 1) What do workers need to know and be able to do to succeed in today's workplace? 2) How do we know when workers are performing well?

Skill standards provide a common language to enhance communication on workforce development between business, labor, education, and the community at-large. National recognition of skill standards in career fields provides a common basis for certifying achievement against those standards, thereby allowing for the portability of skills across geographic areas, employers, and careers.

Skill standards may be used by several groups.

- Employers can use skill standards to maximize efficiency in recruiting, hiring, training, and promoting employees.
- Labor organizations can use the standards to ensure that workers have a greater voice at the workplace and benefit from enhanced career and job opportunities.
- Government can use skill standards to link other education reform initiatives, workforce training, and economic development by supporting collaborative efforts among education, business, and labor.
- Workers can use the standards to advance their own careers and enhance their ability to reenter the workforce.
- Students and job seekers can use the standards to understand and acquire the skills needed to attain high wage jobs and successful careers.
- Educators and trainers can use the standards to teach their students, which will enable them to successfully transition into the world of work.

Where Do Skill Standards Come From?

The increased competitiveness of the global economy and the declining power of the U.S. economy have prompted government, employers, labor, and education leaders in the U. S. to reevaluate existing approaches and to develop new strategies for workforce development.

One of these responses was the "Goals 2000: Educate America Act" signed by President Clinton in March 1994, which established the National Skill Standards Board (NSSB) to encourage the development of a national system of voluntary skill standards for different occupations. Another was the "School-to-Work Opportunities Act of 1994" which encourages states to develop skill standards and link them to national efforts.

Why Are Skill Standards Important?

It would appear that in today's American workplaces, the only constant is change. Jobs that once dealt with relatively simple equipment in a highly structured workplace now deal with highly complex equipment in fluid environments. For example, where paraeducators once were limited to task such as decorating classroom bulletin boards, they are currently directly involved with the instruction of students which may involve the use of computers and complex electronic equipment. Today's seemingly parallel jobs now require high performance work processes and enhanced skills. Because skill standards reflect changing workplace realities, they become a tool which can be used by applicants and employees to access greater career opportunities.

National recognition of skill standards in career fields provides a common basis for certifying achievement against those standards, thereby allowing for the portability of skills across geographic areas, companies, and careers.

Updating skills and knowledge can now become a lifelong endeavor, causing many employers and employees to spend more effort, time, and money on education and training. Skill standards provide benchmarks for making education and training decisions, shaping curricula, and directing funds toward highest value education and training investments.

Who Benefits From Skill Standards?

Skill standards benefit all the stakeholders, including business, labor, educators, schools, government, and the community at large.

Skill Standards Enable Employers to:

- Align personnel qualification requirements with nationally adopted certificates of competence.
- Modify employee training.
- Simplify measurement of employee training effectiveness.
- Assess employee skill levels based on industry standards.
- Match employee skills to the work requirements.
- More easily document employee skills, training needs, and performance indicators.
- Improve customer satisfaction and confidence through better developed evaluation skills of consumer contact personnel.
- Improve employee satisfaction and morale by clarifying expectations.
- Improve quality, productivity, time to market, and competitiveness.
- Achieve business goals.
- Partner with education and labor in developing school-to-work initiatives.

Skill Standards Enable Labor Organizations to:

- Improve member value to the employer.
- Provide a greater worker voice in the employment relationship.
- Link skill standards to increased training and upward career mobility for members of labor organizations.
- Assist employers to match employee skills to the work requirements.
- Develop skill-based training and certification initiatives that complement labor organization-sponsored training programs.
- Communicate effectively with employers about worker training and retraining needs.
- Communicate effectively with employers and employees on workforce training policy.
- Cooperate with education and employers in school districts developing school-to-work initiatives.

Skill Standards Enable Educators to:

- Partner with employers and labor organizations in developing educational reform initiatives.
- Provide effective, targeted instruction.
- Develop benchmarks for certificates of competency earned by students.
- Communicate what employers expect of employees.
- Develop new program curriculum and evaluate existing curriculum based on industry needs.
- Develop common language on workforce preparation with business and labor.
- Improve relationships with local employers and labor organizations.
- Provide students with relevant career education and counseling.
- Communicate effectively about education reform to parents, family members, and legislators through connecting the skills to curriculum.

Skill Standards Enable Students and Employees to:

- Obtain certification of competency of the skills they gain through experience, education, or self-study.
- Enter and reenter the workforce with better options, including high skilled and higher paying jobs.
- Assess accurately employer expectations of the skills needed for positions and careers of their choice.
- Improve mobility and portability of employee credentials.
- Improve employee options in employment security and job opportunities for higher pay.
- Enhance employee performance and achievement by self-evaluation against known standards.
- Be pro-active contributors to the functions that make their school district employers more successful.

Skill Standards Enable Government to:

- Assist in the development of the highly skilled, high quality, competitive workforce that is a critical factor in remaining competitive in an ever-changing world economy.
- Evaluate the effectiveness of publicly-funded education.
- Increase opportunities for under-represented populations by making public the information that defines the skills required for success and by facilitating the national adoption of those definitions and their use.
- Support the development of high-performance organizations.
- Provide links with international skill standards.
- Communicate the need and basis for education reform to employers, employees, and the community at-large on both local and national levels.

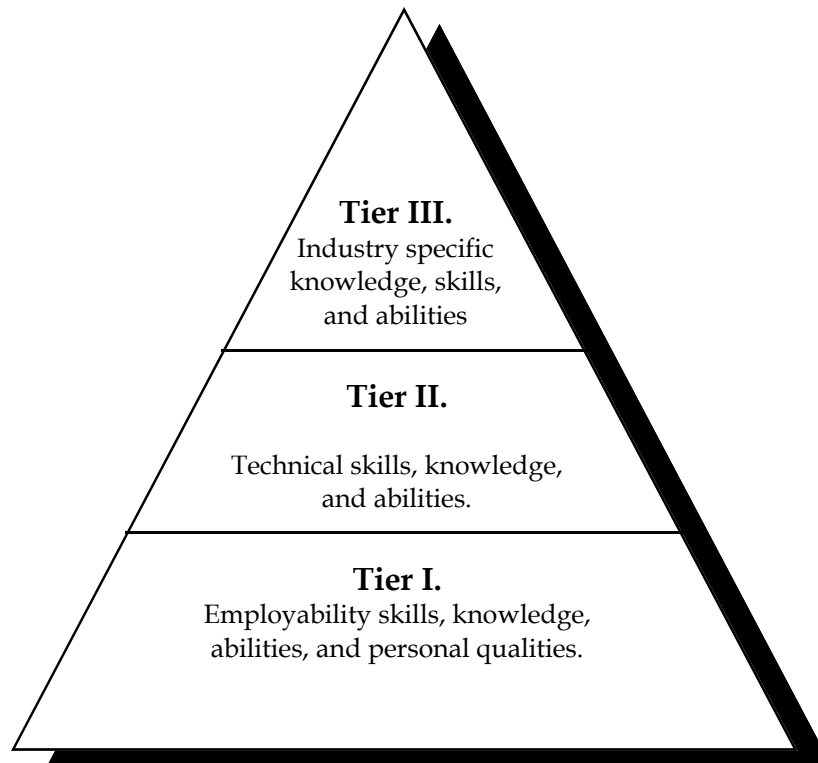
Skill Standards and the Pyramid of Competencies

The Pyramid of Competencies is a depiction of skill standards in three broad skill categories.

At the broadest level, Tier I. is the set of employability skills, knowledge, abilities, and personal qualities required of all workers to be successful in today's workplace. These are the universal skills (problem solving, team skills, and flexibility) that are needed to apply technical knowledge and tools effectively.

Tier II. consist of the knowledge, technical skills, and abilities that are common to all jobs within a family of related jobs across all industries.

Tier III. consists of industry-specific knowledge, technical skills, and abilities that are unique to individual jobs and are the most prone to rapid change.



A Model of Continuous Improvement:

Step 1: Skill Standards Development

- Compile and research existing competency based education and skill standards literature.
- Assemble panels of paraeducators for focus panels.
- Conduct a survey of currently employed paraeducators to determine level of SCAN skills required for the job.
- Develop work-related scenarios to place the skill standards in the context of the work environment.
- Disseminate skill standards information to involved parties from industry, education, and labor for their review and editing.

Step 2: Assessment

- A person generates and collects evidence of his or her ability to perform at the levels determined by the skill standards.
- A student, trainee, apprentice, prospective paraeducator, or paraeducator seeking additional training is assessed to determine present skill level through direct and indirect evidence.
- Direct evidence includes observation of the person who is assessed.
- Indirect evidence includes supporting information.
- Assessment results meet the criteria of validity, currency, authenticity, and sufficiency.
- Demonstration of validity is a tangible item or record of action.
- Demonstration of relevancy is evaluated against current standards of the school districts.
- Demonstration of authenticity shows that key activities are performed by the individual being assessed.
- Demonstration of sufficiency provides enough evidence to match primary key activities and performance indicators of the skill standards.

Step 3: Curriculum Development

- Revise existing curriculum to better meet the current and future needs of the employers.
- Where necessary, develop new curriculum and establish new programs based on these competencies.
- Develop program outcomes for specific programs, including Tech Prep, certificate, associate degree, and bachelor degree.

Step 4: Articulation

- Develop models to support the articulation of program outcomes and competencies between systems.
- Establish articulation agreements between existing programs to ensure portability of skills.
- Connect competencies and Certificates of Competency with benchmark documentation to build national portability systems.

Step 5: Continuous Updating

- A continuous exercise by all partners of revising and validating skill standards on a regular basis is necessary. Updating of curriculum and current training methods to meet workplace standards is required for success in national economic development.
- Individual paraeducators must have access to clearly stated competency goals and national levels; the nation can begin to resolve the workforce shortages faced today.

"Paraeducators are a key element in the successful implementation of special education in the state's public schools and in assisting all students to achieve the state's essential academic learning requirements. Washington State has taken a proactive stance to place well-trained staff in classrooms to support students with disabilities. The core competencies and skill standards provide a framework for school districts to insure paraeducators are trained and exhibit the skills necessary to work in special education."

J.J. Coolican
Deputy Superintendent
Office of Superintendent of Public Instruction

The Process for Building Skill Standards

The process for building skill standards was derived from Washington State Skill Standards Guidebook I. The steps in the process were as follows:

1. Research other competency-based education, other skill standards projects, and other relevant literature.
2. Conduct skill standards Template A and Template B focus panel discussions to identify critical work functions and key activities, plus required skills, knowledge, and abilities.
3. Establish and document relationships between key activities and:
 - Performance Indicators
 - Technical Knowledge
 - Employability Skills
 - Washington State Core Competencies for Paraeducators.

Skill Standards to Curriculum

Moving skill standards to curriculum is a continuous process. It is the anticipation of the study participants that the skill standards generated in this project will be used by education partners to develop and/or modify curriculum at the community college level and improve career counseling at the high school level. By providing the necessary input from employees and employers, this skill standards document is a first step in the development or modification of curriculum. The project participants hope the Skill Standards Project serves the education establishment, in particular, and is received as an example of the potential of skill standards.

In order to stay current in a rapidly changing world, standards need to be reevaluated and updated on a regular basis, with full partner participation at each step. New developments impact the ways workers organize and apply their skills, including time management and interpersonal relationships. Increased technological complexity may simplify some of the job tasks but make others more intricate. Today's paraeducators are asked to acquire a broader range of decision-making and educational skills as well as keeping current with emerging trends in education. Ongoing changes must be reflected in curriculum in order to meet the needs of employers where expectations for workers are evolving.

Introduction to Paraeducator Skill Standards Project

Project Goals

- Identify voluntary skills standards for the paraeducator. The standards will serve as benchmarks for entry into paraeducator careers.
- Disseminate the results and support their use by employers and employee organizations.

Guiding Principles

- Experienced employees are the experts in their career fields and are best able to identify the work performed and the skills, knowledge, and abilities required to be successful in a work setting.
- Employers, employee organizations, and the institutions that train paraeducators must work as partners to ensure the link between the work expectations and the curriculum.
- The standards must be consistent with existing civil rights laws and practices.
- Standards must be flexible and portable.
- Standards should be updated continuously.
- Skill standards describe the major critical work functions and key activities as well as the performance indicators, technical knowledge and skills, employability skills, and attributes needed to perform those functions well.
- Integrated skill standards define critical work functions, the key activities related to the functions, plus the level of skill required to perform the critical work functions and key activities in the context of work settings.
- Skill standards must be voluntary and adaptable to regional and local needs.
- Skill standards should apply to a family of related jobs rather to very narrow job titles.

"Indeed the term paraeducator recognizes the dramatic changes that have occurred in their roles since they were introduced into the classroom almost 40 years ago to allow teachers to spend more time 'teaching'. Initially their duties included record keeping, monitoring children and youth in non-academic settings, preparing materials, and housekeeping tasks.

Today, paraeducators are important contributors to the work of instructional teams. They assist teachers in all components of the instructional process. Under the supervision of teachers, paraeducators instruct individuals and small groups of students in classroom and community settings, carry out behavior management plans, document and share information about student performance and behaviors, and assist with maintaining supportive, safe, healthy learning environments."

**Anna Lou Pickett, Director
The National Resource Center for Paraprofessionals in Education
and Related Services
City University of New York**

The Paraeducator Skill Standards Development Process

The Paraeducator Skill Standards Project was based on two cornerstones laid by employers, employee organizations, Washington Office of the Superintendent of Public Instruction, and the Washington State Community and Technical College system.

First, since the 1994-95 school year, Washington's Office of the Superintendent of Public Instruction Special Education has funded the Paraeducator Project which preceded the Paraeducator Skill Standards Project. The Paraeducator Project has had the objective of developing competencies and training strategies for paraeducators working with students with disabilities, as mandated in the Washington Administrative Code (WAC) 392-172-200 (3) Staff Qualifications.

The Paraeducator Project is coordinated by the Washington Education Association. The project is a collaborative effort with representation from employee organizations, educational service districts, local school district personnel, community and technical colleges, four-year colleges, and parents. The Project developed 14 core competencies for all paraeducators who work with students with disabilities. The competencies were recommended by the Comprehensive System of Personnel Development (CSPD) Advisory Committee to the Washington Office of the Superintendent of Public Instruction Special Education Department.

Second, Walla Walla Community College, under its eight year old competency-based education initiative, had recently completed a DACUM (Develop A Curriculum) based process competency profile for paraeducator. A second, older DACUM that was sponsored by the Washington Office of the Superintendent of Public Instruction was also employed.

The DACUM-based Competency Profiles were created by experienced paraeducators. A DACUM establishes a matrix of critical work functions and their related key activities that describe the job responsibilities of a paraeducators. The DACUM process employed by Walla Walla Community College also develops summary listings for:

- Knowledge and skills
- Qualities, behaviors, and attributes
- Future trends
- Equipment

These two foundation blocks were used as part of the basis for the Paraeducator Skill Standards Project. The DACUM work was used as a basis for the skill standards focus panel discussions of the critical work functions and key activities associated with being a general paraeducator. The 14 core competencies previously developed for paraeducators working with students with disabilities were matched against the critical work functions and key activities determined for a paraeducator by the skill standards focus panel process.

The Identification of Skill Standards

Following the State of Washington guidelines for the establishment of skill standards, three multi-employer focus panels consisting of paraeducators were called together to develop skill standards templates A and B matrices under the leadership of Terryll Bailey, Skills Standards consultant. Separate focus panels were held for General Paraeducator, ESL/Bilingual/ Migrant Paraeducator, and Special Education Paraeducator.

The three focus panels first identified the critical work functions and key activities. These key activities have measurable, observable work activities ending in a product, service, or decision. Furthermore, these key activities have definite beginning and ending points during a working day and could be videotaped and entered on a list of specific actions to be executed during a specific workday. The three focus panels also discussed the performance indicators, the technical knowledge, the employability skills, and personal qualities associated with the paraeducator profession.

In addition, each focus panel participant and a sample of paraeducators from across Washington State were asked to complete a survey instrument based on broad employability skills. The survey instrument employed was the ADVANCE™ Workplace Standards Skill Inventory from Advance Educational Spectrums, Inc. The employability skills on which the survey instrument is based were derived from the SCANS Report (Secretary's Commission on Achieving Necessary Skills).

The SCANS report issued in 1991 identified workplace competencies and employability skills required for the workforce. For each of 37 SCANS skills, survey respondents identified which of the five levels of difficulty best represented the appropriate skill level required to do the paraeducator position. Then the Paraeducator Skill Standards Steering Committee established and documented the relationships for paraeducator key activities and:

- Performance indicators that tell how it is known when a key activity is performed well;
- Technical knowledge that details the skills, abilities, and tools employed by paraeducators;
- Employability skills that detail the foundation abilities needed by paraeducators;
- Washington State Core Competencies for Paraeducators.

P Skill Standards for Paraeducators

The Skill Standards for Paraeducators Project was a continuation of historic efforts and work in progress aimed at clarifying the roles and educational requirements for paraeducators. In the following pages some of this foundation work is shown in order to illustrate the historic perspective and fundamental grounding of the current study.

Paraeducator skill standards were developed after careful consideration of historic efforts. DACUM documents concerning paraeducators were inspected and became a part of the materials considered by the skill standards focus panel discussions. As the study progressed, full consideration was also given to the previous development of Paraeducator Core Competencies for Paraeducators Working with Students With Disabilities. This significant work completed under the Paraeducator Project was integrated into the skill standards Template B format.

These foundation blocks directly follow this statement. First, the two DACUM documents and then the Paraeducator Core Competencies for Paraeducators working with Students With Disabilities.

Paraeducators always assist licensed/certificated staff.

Competency Profile For Education Para-Professional

Sponsored by:

Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

DACUM Panelists:

Richard Bartlow
Prospect Point Elementary School

Jacque Broel
Pioneer Middle School

Phyllis Garanzuay
Blue Ridge Elementary School

Gayle Harwood
Green Park Elementary School

Gilma Lauderdale
Sager Middle School

Kathie Merrill
Walla Walla School District

Kathy Rudell
Prospect Point Elementary

Rebecca Wilson
Blue Ridge PreSchool

Facilitators:

Fred Wood, DACUM Consultant
Krista Mahan, Curriculum Specialist

Analysis to be used for:

Curriculum Development for Education Para-Professional Degree Program
Melinda Brennan, WWCC Program Lead Instructor

June 17, 1997

Education Para-Professional: Assists *professional teaching staff with instruction as well as clerical and record keeping tasks based on licensed/certificated staff specific needs.*

DUTIES

TASKS 

A. Foster A Positive Learning Environment	A-1 Utilize Active Listening Skills	A-2 Assist in Student Goal Setting (with licensed/certificated staff, student and/or parent)	A-3 Model Appropriate Behavior	A-4 Motivate Students	A-5 Challenge Students to Excel
	A-6 Foster Confidence and Self-Esteem	A-7 Promote Independent Achievement and Learning	A-8 Recognize Student's Efforts, Progress and Accomplishments	A-9 Accommodate Cultural and Individual Differences	A-10 Provide Constructive Feedback to Student
	A-11 Provide Feedback to Licensed/Certificated staff	A-12 Enhance Learning with Life Skill Education	A-13 Work with Community Volunteers		

B. Assist Licensed/Certificated Staff with Student Instruction	B-1 Plan Lessons with Licensed/Certificated staff	B-2 Adapt Curriculum to Meet Student or Group Needs	B-3 Prepare Lesson Plans	B-4 Prepare and/or Gather Instructional Materials	B-5 Carry out Licensed/Certificated staff's Lesson Plans
	B-6 Utilize Instructional Strategies to Assist Students	B-7 Provide Individual Instruction	B-8 Lead Small Group Instruction	B-9 Administer and Monitor Student Assessments	

C. Assist Licensed/Certificated Staff with Behavior Management	C-1 Carry Out School's Discipline Policy	C-2 Use Positive Discipline Methods	C-3 Actively Watch Entire Environment	C-4 Supervise Students' Safety (physical and mental)	C-5 Utilize Classroom Management Techniques
	C-6 Document Student Behavior				

Indicates Task is Performed In More Than One Duty Area

DUTIES

TASKS 

<p>D.</p> <p><i>Assist Licensed/Certificated staff with Clerical Functions</i></p>	D-1 Operate Office Equipment (photocopier, binder, etc.)	D-2 Maintain Inventory (label and document)	D-3 Order Instructional Materials	D-4 Maintain Student Cumulative Files	D-5 Perform Documentation and Record Keeping Duties
	D-6 Maintain Curriculum Files (lesson plans, worksheets, etc.)	D-7 Type Worksheets and Miscellaneous Materials	D-8 Correct and Grade Student Work	D-9 Generate/ Create Bulletin Boards, Certificates, Awards, etc.	D-10 Maintain Physical Environment of Classroom
	D-11 Assist with Office Duties	D-12 Utilize Telephone Skills and Etiquette			

<p>E.</p> <p><i>Assist Licensed/Certificated Staff with Parental Contact</i></p>	E-1 Maintain Confidentiality	E-2 Facilitate On-Going Parental Contact	E-3 Document Parental Contact	E-4 Participate in Parent-Teacher Conferences	E-5 Conduct Home Visits
	E-6 Work with Parent Volunteers	E-7 Provide Family Training	E-8 Provide Community Resource Information		

<p>F.</p> <p><i>Maintain Professional Involvement</i></p>	F-1 Pursue Professional Growth Opportunities	F-2 Participate in Staff Meetings	F-3 Serve on Committees		
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Knowledge and Skills:

- Communication Skills:
 - Listening, Verbal, Written, Body Language
 - Tact and Diplomacy
- Human Relations Skills
- Instructional Strategies
- Familiarity with Learning Styles and Learning Disabilities
- Behavior Management Strategies
- Time Management Ability
- Legal Issues (Educational Law)
- District and School Policies
- Computer and Word Processing Literacy
- Knowledge of Community Resources
- Recognition of Communicable Diseases
- Recognition of Abuse or Drug Problems
- Telephone Skills
- Special Communication Skills (Assets):
 - Bi-Lingual Translating/Interpreting
 - Braille and Signing

Qualities, Behaviors, and Attributes:

- Like Kids
- Sense of Humor
- Accepting of Cultural & Personal Differences
- Flexible and Adaptable
- Self Motivator
- Dependable
- Empathetic and Sensitive to Others
- Creative
- Patient
- Maintain Confidentiality

Future Trends:

- Dual Language Instruction
- ESL Teaching Strategies
- Internet Familiarity
- Community Involvement
- Collaboration with Business and Industry
- Multicultural Students
- Bi-Lingual Emphasis
- Absolute Inclusion
- Parental/Family Involvement
- *Child Development Associate* National Certification Requirement for Headstart

Equipment:

- | | |
|----------------------|---------------------|
| • Computer | • Di-Cut Machine |
| • Current Software | • Fax Machine |
| • Copy Machine | • Thermofax |
| • Telephone System | • CD Player |
| • Overhead Projector | • Ditto |
| • Tape Recorder | • Book Binder |
| • TV/VCR | • Film Projector |
| • Laminator | • Paper Cutter |
| • Video Camera | • Typewriter |
| • Digital Camera | • Library Reference |
| • Calculator | • Computer Systems |

Historical Document #2

DACUM Project

June 5 & 6, 1990

Office of State Board for Community College Education

Competencies of the Paraprofessional Educator

The educational paraprofessional provides instructional and noninstructional support to students and staff throughout the education system.

A. Communication & Human Relations	A-1 Confer/work effectively as team member with certificated supervision A, I	A-2 Communicate openly and effectively orally and in writing H, I	A-3 Display positive and accepting attitudes I	A-4 Display ability to work under stress and be flexible I	A-5 Display dependability and reliability I	A-6 Maintain confidentiality A-D, F
B. Professionalism/Self-Development	B-1 Maintain personal (physical and mental) health A	B-2 Set personal goals and participate in evaluation process A	B-3 Participate in inservice, training, workshops, etc., as required or recommended A	B-4 Use good time management I	B-5 Recognize limitations: ask for help when needed A, I	
C. Instructional Materials & Setting	C-1 Obtain and organize needed materials and supplies A	C-2 Prepare room to facilitate instructor's objectives C	C-3 Prepare classrooms (bulletin boards and posters) A	C-4 Prepare and/or design instructional materials (games, work sheets) C	C-5 Duplicate materials E	C-6 Create and distribute fliers, brochures and newsletters E
D. Instructional Delivery	D-1 Apply basic skills (math, reading, writing, spelling) C	D-2 Apply various instructional methods C	D-3 Adapt to instructor's approach to teaching I	D-4 Prepare for delivery of lessons A, C	D-5 Reinforce instructor's objectives A, C	D-6 Select and/or modify material for delivery C
E. Behavior Management	E-1 Apply building/classroom rules consistently; model appropriate behaviors C	E-2 Keep students on task C	E-3 Identify and implement ways to promote student self-esteem C, I	E-4 Apply appropriate behavior management techniques including communication approaches, etc. B	E-5 Reinforce appropriate behavior C	E-6 Address inappropriate behavior C
F. Supervision	F-1 Supervise students during transition form class to class C	F-2 Monitor on buses C	F-3 Act as crossing guards C	F-4 Monitor in rest rooms C	F-5 Supervise C	F-6 Supervise playgrounds C
G. Assessment/Student Progress	G-1 Administer and score tests as directed (standardized achievement, curriculum and placement) C	G-2 Observe student behavior and record data A	G-3 Correct and grade papers A	G-4 Report to teacher/supervisor and/or parents regarding student's progress or problems A	G-5 Participate in or provide information to MDT (multidisciplinary team) meetings A	
H. Recordkeeping	H-1 Maintain appropriate documentation to comply with rules and regulations A, C, F	H-2 Collect and maintain student records (files and grades) A	H-3 College data A	H-4 Prepare and maintain databases E	H-5 Maintain accurate student count in program A	H-6 Maintain time/effort log A
I. Health and Safety	I-1 Comply with applicable rules, regulations and codes F	I-2 Participate in health and safety-related meetings B, D, F	I-3 Apply safety precautions (lifting, climbing, carrying, etc.) B, D, F	I-4 Demonstrate agility and mobility as needed B, D, F	I-5 Identify potential safety and health hazards F	I-6 Administer first aid/CPR if qualified F
J. Equipment Operation	J-1 Receive training on equipment operation (i.e., laminator, copiers, etc.) E	J-2 Apply proper keyboarding skills E	J-3 Operate computers (word processing, instructional applications, etc.) E	J-4 Operate computer peripherals as needed E	J-5 Operate specialized equipment E	J-6 Operate intercoms and telephone systems E
K. Special Needs Students	K-1 Attend to specialized personal needs to students B, D	K-2 Operate specialized equipment (i.e., wheelchairs, lifts, etc.) B, D	K-3 Apply appropriate lifting techniques to immobile students B, D, F	K-4 Utilize special needs instructional equipment C, E	K-5 Provide life skills training A, I	K-6 Participate in support groups I

A-7 Comply with laws and policies regarding privacy, etc. F	A-8 Show ownership; become involved I	A-9 Provide positive reinforcement to staff and students I	A-10 Recognize student and staff achievements I
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C-7 Prepare specialized items as requested A					
D-7 Conduct individual and group instruction C	D-8 Recognize individual student and adapt expectations to needs B, D	D-9 Check for student's understanding to determine next step C	D-10 Maintain consistency in program A, C, I	D-11 Record/graph student progress A	D-12 Follow-up with supervisor to meet goals/objectives H
E-7 Identify consequences of inappropriate behavior C	E-8 Follow-up when sensing potential student problem or concern C	E-9 Follow through consistently C			
F-7 Supervise student activities in halls, parking lots, etc. C	F-8 Supervise students during off-campus activities C				

H-7 Collect lunch money; disseminate tickets A	H-8 Collect and disseminate information regarding students as appropriate A	H-9 Collect data and prepare final program reports as requested A	H-10 Generate budget information as requested A	H-11 Inventory materials, supplies and equipment;	H-5 Maintain accurate student count in program A	H-6 Maintain time/effort log A
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COURSES:

- | | | |
|---------------------------------------------|-------------------------------------|-------------------------------------------------|
| A. The Para-Educator in Schools | D. Children with Special Needs | H. Communications General Education Requirement |
| B. Challenges of Student Diversity | E. Technology in Today's Schools | I. Human Relations |
| C. Instructional Strategies and Supervision | F. Health, Safety, and Legal Issues | |
| | G. Applied Math in Education | |

**Paraeducator
Core Competencies
for
Paraeducators Working
with
Students With Disabilities**

The Paraeducator Project developed 14 core competencies for all paraeducators who work with students with disabilities. The competencies were recommended by the Comprehensive System of Personnel Development (CSPD) Advisory Committee to the Washington Office of the Superintendent of Public Instruction for Special Education.

The Paraeducator Project was a collaborative effort with representation from employee representation organizations, educational service districts, local school districts, community and technical colleges, four-year colleges, and parents.

WASHINGTON STATE

CORE COMPETENCIES FOR PARAEducATORS

To work in education and related services programs for children, youth and their families, paraeducators will demonstrate:

1. understanding of the value of providing educational and support services to all children, youth and their families;
2. understanding the roles and responsibilities of licensed/certificated staff and paraeducators;
3. knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development;
4. knowledge of the human rights and legal issues related to the education of children, youth and their families;
5. ability to practice ethical and professional standards of conduct, including the requirements of confidentiality;
6. ability to communicate with colleagues, fellow instructors, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team;
7. awareness of diversity among the children, youth, families, and colleagues with whom they work;
8. knowledge and application of the elements of effective instruction in a variety of settings
9. ability to utilize appropriate strategies and techniques to provide instructional support;
10. ability to provide positive behavioral support and management;
11. ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior;
12. ability to follow health, safety, and emergency procedures of the agency where they are employed;
13. awareness of the ways in which technology can assist teaching and learning;
14. awareness of personal care and/or health related support.

Paraeducator Templates A and B

The following pages contain the skill standards for three careers:

- General Paraeducator
- ESL/Bilingual/Migrant Paraeducator
- Special Education Paraeducator

About The Skill Standards Charts:

Each chart contains the following five components:

Critical Work Function: Critical work functions represent the general areas of responsibility for the paraeducator. The critical work functions list what must be done to achieve the key purpose of the occupation, paraeducator.

Key Activity: Key activities are related to the critical work functions. Key activities list key activities performed by workers. The question was asked, "What are the key activities needed to perform each critical work function?" In the skill standards format, key activities are made up of measurable and observable work activities which end in a product, service, or decision. In the skill standards format, a key activity has a definite beginning and an end. Also, in the skill standards format, all key activities must be actions that can be videotaped and placed on a list of tasks to be accomplished during a workday. **Key activities may vary from district to district depending upon district policies, procedures, and collective bargaining agreements.**

Performance Indicators for Each Task: Performance indicators are specific behavioral evidence of a worker's achievement of skills, knowledge, and key activities. The critical work functions and key activities begin to reflect a picture of work requirements in each occupation, but that is not enough. The question that needs to be answered is, "How do we know when this key activity is performed well?"

Technical Skills, Knowledge, Abilities, and Tools: Technical skills, knowledge, and abilities including tools, are those areas of expertise which workers must have in order to perform a given occupational key activity with excellence.

Employability Skills: Employability skills are basic academic and foundation skills that are needed to build more advanced competencies. Employability skills are competencies required by workers in order to obtain meaningful work and participate in the modern workforce. They fall into the categories of basic skills, thinking skills, and personal qualities.

Washington State Core Competencies: In the skill standards Template B, the 14 Washington State Core Competencies for Paraeducators working with students with disabilities are related to Paraeducator Key Activities.

Paraeducator, General Assignment

Focus Panel Members

Richard Bartlow, Prospect Point Elementary School, Walla Walla School District, Walla Walla, WA

Jacque C. Broel, Pioneer Middle School, Walla Walla School District, Walla Walla, WA

Maria Cavazos, Sager Middle School, College Place School District, College Place, WA

April Graybill, Berney Elementary School, Walla Walla School District, Walla Walla, WA

Gayle Harwood, Green Park Elementary School, Walla Walla School District, Walla Walla, WA

Gwendolen King, Blue Ridge Elementary School, Walla Walla School District, Walla Walla, WA

Cathy Rasley, Walla Walla High School, Walla Walla School District, Walla Walla, WA

Rebecca Wilson, Blue Ridge Elementary School, Walla Walla School District, Walla Walla, WA

Denise Winnett, Waitsburg School District, Waitsburg, WA

Template A

Summary of Functions and Tasks for General Paraeducator

March 10-11, 1998

A paraeducator provides assistance to the licensed/certificated staff by monitoring the environment, implementing instruction, preparing materials, and assisting with parent contact.

**CRITICAL WORK
FUNCTIONS**

Key Activities

<p>A Assist Licensed/ Certificated Staffs with Student Instruction</p>	<p>A1 <i>Plan, prepare and/ or modify lesson plans</i></p>	<p>A2 <i>Prepare and/or gather instruc- tional materials</i></p>	<p>A3 <i>Provide individual instruction</i></p>	<p>A4 <i>Provide group instruction</i></p>	<p>A5 <i>Maintain and monitor student assessments</i></p>	<p>A6 <i>Maintain physical environment of classroom</i></p>
<p>B Assist Licensed/ Certificated Staffs with Behavior Management</p>	<p>B1 <i>Supervise student safety, behavior and environment</i></p>	<p>B2 <i>Document student behavior</i></p>	<p>B3 <i>Carryout behavior plans</i></p>			
<p>C Assist Licensed/ Certificated Staff with Clerical Functions</p>	<p>C1 <i>Maintain inventory</i></p>	<p>C2 <i>Maintain files</i></p>	<p>C3 <i>Perform documentation and record keep- ing duties</i></p>	<p>C4 <i>Correct and grade student work</i></p>		
<p>D Assist Licensed/ Certificated Staffs with Parental Contact</p>	<p>D1 <i>Participate in parent-teacher conferences</i></p>	<p>D2 <i>Contact parents</i></p>	<p>D3 <i>Conduct or assist with home visits</i></p>	<p>D4 <i>Work with parent and community volunteers</i></p>		

General Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>A-1 Plan, prepare and/ or modify lesson plans with licensed/ certificated staff</p>	<p>#1 Understanding of the value of providing educational and support services to children, youth and their families.</p> <p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom you work.</p>
<p>A-2 Prepare and/or gather instructional materials</p>	<p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom you work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Lesson plan is properly prepared and incorporates multiple learning styles. • Lesson plan accommodates varying environmental and student needs. • Lesson plan is completed in a timely, accurate manner. • Lesson plan is created to meet state learning plan requirements. • Lesson plan is developed to meet the individual student's learning plan as well as lesson plan criteria. 	<ul style="list-style-type: none"> • Knowledge of multiple learning styles, developmental norms, and risk factors. • Knowledge of special needs including physical, emotional, social, cultural, behavioral, language, and education resources. • Knowledge of and ability to implement state learning goals and to coordinate instruction with other school staff. • Knowledge of lesson plan criteria and function. • Knowledge of individual student learning plans. 	<ul style="list-style-type: none"> • Ability to select and obtain relevant information. • Ability to prioritize daily tasks, prepare schedules, and monitor/adjust task sequence. • Ability to apply processes to new information. • Ability to assume responsibility for accomplishing team goals. • Ability to apply creative solutions to new situations. • Ability to participate in team meetings.
<ul style="list-style-type: none"> • Instructional materials are properly prepared to meet the requirements of the lesson plan. • Instructional materials are efficiently prepared and delivered on time. • Instructional materials are properly prepared in a neat, organized, and clear manner. • Office and instructional equipment is used appropriately and correctly. • Extra copies of materials, assignments and books are maintained for student use as needed. 	<ul style="list-style-type: none"> • Knowledge of the function of lesson plans. • Knowledge of material resources and ability to locate them. • Ability to correctly use all necessary office and instructional equipment. • Knowledge of instructional material modification and adaptation procedures. • Knowledge of and ability to locate materials at the appropriate academic and interest level. 	<ul style="list-style-type: none"> • Ability to select appropriate categories. • Ability to visually analyze relationship between the parts and the whole and the process and procedure. • Ability to select and obtain relevant information. • Ability to complete and follow up on assigned tasks. • Ability to follow a set of instructions. • Ability to utilize technology to achieve desired results.

General Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
A-3 Provide individual instruction	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Individual instruction is properly performed to ensure that the student comprehends the lesson objective and expectations. • Relevance of material is clearly and effectively communicated. • Individual instruction is performed effectively to ensure that the student can work independently. • When appropriate, assistance is effectively requested in a timely manner. • Progress is accurately reported in accordance with all applicable policies and procedures. • Individual instruction is performed to ensure that the student stays on task and is focused and attentive. • Individual instruction is performed effectively to ensure that the student's needs and abilities are accommodated. • 	<ul style="list-style-type: none"> • Knowledge of individual learning styles and ability to utilize individual learning plans such as IEP and ADA. • Knowledge of curriculum relevancy and ability to communicate it. • Knowledge of progress reporting procedures and of organizational structure including the chain of command. • Ability to utilize teaching strategies and contingency plans and strategies that increase student independence, motivation, and self-advocacy. (Including assisted communications items such as communication boards.) • Knowledge of pro-active behavior management strategies and ability to apply appropriate reinforcement techniques. 	<ul style="list-style-type: none"> • Ability to ask for assistance/clarification as needed. • Ability to understand one's own impact on others. • Ability to demonstrate enthusiasm, optimism, and initiative. • Ability to present basic ideas/information and explain concepts. • Ability to select and apply learning tools. • Ability to demonstrate sensitivity to student/parent concerns and interests.

General Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-4 Provide Group Instruction	#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators. #4 Knowledge of the human rights and legal issues related to the education of children, youth and their families. #5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. #7 Awareness of diversity among the children, youth, their families, and colleagues with whom you work. #8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Group instruction is properly performed to ensure that the student comprehends the lesson objective and expectations. • Relevance of material is clearly and effectively communicated. • Group instruction is performed effectively to ensure that students can work independently. • When appropriate, assistance is effectively requested in a timely manner. • Individual student progress is accurately reported in accordance with all applicable policies and procedures. • Group instruction is performed to ensure that the student stays on task and is focused and attentive. • Group instruction is effectively performed to ensure that the student's needs and abilities are accommodated. 	<ul style="list-style-type: none"> • Knowledge of curriculum relevancy and ability to communicate it. • Knowledge of when assistance is needed. • Knowledge of progress reporting procedures and classroom and building discipline policies. • Ability to utilize teaching strategies and contingency plans and to identify learning styles. • Knowledge of behavior management strategies and ability to apply appropriate reinforcement techniques. • Knowledge of and ability to apply classroom management techniques. 	<ul style="list-style-type: none"> • Ability to recognize the value of diversity. • Ability to explain concepts. • Ability to lead by example. • Ability to encourage cooperation and negotiation. • Ability to clarify communication. • Ability to apply self-management skills.

General Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-5 Maintain and monitor student assessments	#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators. #5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. #13 Awareness of the ways in which technology can assist teaching and learning.
A-6 Maintain physical environment of classroom	#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators. #8 Knowledge and application of the elements of effective instruction in a variety of settings. #9 Ability to utilize appropriate strategies and techniques to provide instructional support. #12 Ability to follow health, safety, and emergency procedures of the agency where they are employed. #13 Awareness of the ways in which technology can assist teaching and learning.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Student assessment documentation records are accurate, legible and up to date. • Student assessments are properly maintained utilizing objective documentation criteria. • Assessment procedures are correctly followed. • Records are properly filed. • Input regarding placement and program recommendations is communicated to licensed/certificated staff effectively and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of the difference between subjective and objective criteria. • Knowledge of the assessment and its procedures. • Knowledge of filing system. • Knowledge of state learning goals. • Knowledge of the rationale for assessment. 	<ul style="list-style-type: none"> • Ability to record information accurately. • Ability to apply rules and principles to situation. • Ability to select and obtain relevant information. • Ability to complete and follow up on assigned tasks. • Ability to communicate accurately.
<ul style="list-style-type: none"> • Displays are properly prepared to coincide with current themes/units as required. • Classroom is configured appropriately for classroom activities. • Displays are effectively designed to encourage student interaction and interest. • When required, classroom is cleaned and sanitized in accordance with health and safety procedures. • Specialized equipment/-technology is properly maintained and ready for use when possible. 	<ul style="list-style-type: none"> • Knowledge of the use of themes and units. • Knowledge of the location of materials and how to access them. • Knowledge of use of materials and age-appropriate interests. • Knowledge of Universal Safety Precautions and Infection Control and ability to follow health and safety procedures. • Ability to appropriately use and maintain specialized equipment. 	<ul style="list-style-type: none"> • Ability to develop creative solutions. • Ability to apply appropriate principles to situations and utilize previous training experience. • Ability to clarify and influence communication. • Ability to identify and correct technology malfunctions and troubleshoot failure.

General Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>B-1 Supervise student safety, behavior and environment</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, their families, and colleagues with whom you work.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency</p>
<p>B-2 Document student behavior</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Environment is consistently monitored to identify inappropriate and appropriate behaviors, to identify student needs, and to ensure safety rules are followed. • Appropriate behaviors are effectively and positively reinforced. • Behavior plans and student learning plans are properly followed and individual student health and safety needs are met. • Follow-through on recommended actions is effectively provided. • Feedback is effectively provided to the licensed/certificated staff regarding efficiency of behavior plans. • When necessary, appropriate reports to state agencies are filed correctly and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of the purpose of monitoring and ability to recognize appropriate and inappropriate student behavior, apply intervention and observation techniques and use student learning plan. • Knowledge of specific student’s physical and behavior needs/abilities, behavior plans, reinforcement contingencies and behavior management and/or positive behavior support techniques. • Ability to recognize potential indicators of dangerous activities (such as; signs, tags, graffiti, and paraphernalia). • Knowledge of district policy regarding outside intervention and when it is needed to accommodate student health or safety needs. • Knowledge of abuse and neglect that put learners at risk and responsibility to report abuse and neglect of students. 	<ul style="list-style-type: none"> • Ability to detect underlying issues. • Ability to appropriately refer complaint and/or discrepancy. • Ability to apply self-management skills. • Ability to acquire information, predict outcomes and analyze data. • Ability to communicate impressions and facts.
<ul style="list-style-type: none"> • Documentation is correctly completed and kept current. • Documentation is accurately filed and/or routed according to policy and procedures. • Documentation is written objectively and based on objective criteria. • Documentation contains appropriate/relevant material. • Confidentiality is maintained regarding student records in accordance with all applicable laws and regulations. • Behavior, truancy, and restitution contract terms are properly documented and effectively communicated to appropriate personnel in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of documentation policy and procedures. • Knowledge of objective vs. subjective criteria. • Knowledge of documentation rules. • Knowledge of confidentiality guidelines and regulations. 	<ul style="list-style-type: none"> • Ability to summarize information in writing and prepare basic reports. • Ability to identify and integrate relevant information/data. • Ability to utilize technology to retrieve and store information. • Ability to extract information.

General Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
B-3 Carryout behavior plans	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Communication regarding behavior plans is effectively made with licensed/certificated staff in an on-going manner. • Guidelines are properly applied in a consistent manner. • Expectations are clearly communicated to the student. • Behavior plans are properly executed to ensure that student behavior objectives are met. • Outside assistance is clearly and effectively requested when needed. • Recommended actions are correctly completed as required by district policy. • Student needs are clearly and effectively communicated to the appropriate parties in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of and ability to apply individual behavior guidelines and behavior plans. • Knowledge of the role of expectations in learning. • Knowledge of the purpose of continuous communication with the licensed/certificated staff. • Knowledge of resources available and access procedures. • Knowledge of all applicable laws, regulations, district policies and procedural safeguards. 	<ul style="list-style-type: none"> • Ability to assume responsibility for accomplishing team goals. • Ability to identify information and predict outcomes. • Ability to understand information and provide accurate communication. • Ability to recognize ethical course of action.

General Paraeducator Template B

Critical Work Function: C. Assist Licensed/Certificated Staff with Clerical Functions

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>C-1 Maintain inventory</p>	<p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>
<p>C-2 Maintain files</p>	<p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>
<p>C-3 Perform documentation and record-keeping functions</p>	<p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Records are accurately kept and updated. • Orders are accurately placed in a timely manner and in accordance with district policies and procedures. • Order forms are correctly processed. • Inventory is properly maintained to ensure that appropriate supplies are available at all times. 	<ul style="list-style-type: none"> • Knowledge of order form procedures. • Knowledge of supply requirements. • Knowledge of distinction between student records (including health records) and classroom records. • Knowledge of ethical responsibility to report all information accurately. 	<ul style="list-style-type: none"> • Ability to process new information. • Ability to monitor safe use of materials. • Ability to adjust schedule. • Ability to prioritize daily tasks. • Ability to record information accurately.
<ul style="list-style-type: none"> • Filing structure is properly maintained. • Files are correctly maintained and kept current. • Curriculum and cumulative files are kept confidential in accordance with guidelines. 	<ul style="list-style-type: none"> • Knowledge of each licensed/certificated staff, school, department or district filing system as needed. • Knowledge of the purpose, use and contents of curriculum and cumulative files. • Knowledge of confidentiality guidelines. • Knowledge of district policy regarding storage of student documents. 	<ul style="list-style-type: none"> • Ability to identify relevant information. • Ability to prepare basic summaries and reports. • Ability to accept responsibility for own behavior. • Ability to demonstrate honesty and trustworthiness.
<ul style="list-style-type: none"> • Documentation is properly maintained daily. • Documents are neat, legible and maintained in an orderly fashion. • District policies are followed. • Confidentiality is maintained in accordance with confidentiality guidelines. • All required forms are accurately filled out as necessary. 	<ul style="list-style-type: none"> • Knowledge of district policies. • Knowledge of confidentiality guidelines. • Knowledge of and ability to use forms such as behavior contract, medication and individual plans. • Knowledge of distinction between student records (including health records) and classroom records. 	<ul style="list-style-type: none"> • Ability to record information accurately. • Ability to summarize information. • Ability to pay attention to details. • Ability to complete and follow up on assigned tasks. • Ability to follow rules/policies/ procedures.

General Paraeducator Template B

Critical Work Function: C. Assist Licensed/Certificated Staff with Clerical Functions

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
C-4 Correct and grade student work	#13 Awareness of the ways in which technology can assist teaching and learning. #5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Grading and recording are performed in a timely and correct manner. • Work is graded accurately and completely. • Grading is properly performed in a manner consistent with licensed/certificated staff's preference. • Marks are legible. 	<ul style="list-style-type: none"> • Knowledge of grading procedures. 	<ul style="list-style-type: none"> • Ability to monitor performance standards. • Ability to complete and follow up on assigned tasks. • Ability to retrieve stored information. • Ability to utilize multiple software programs. • Ability to communicate facts and impressions to licensed/certified staff. • Ability to use appropriate technology such as calculator and computer software. •

General Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>D-1 Participate in parent-licensed/certificated staff conferences</p>	<ul style="list-style-type: none"> #1 Understanding of the value of providing educational and support services to all children, youth and their families. #2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators. #3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development. #4 Knowledge of human rights and legal issues related to the education of children, youth, and their families. #5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality. #7 Awareness of diversity among the children, youth, families, and colleagues with whom they work. #8 Knowledge and application of the elements of effective instruction in a variety of settings.
<p>D-2 Contact parents</p>	<ul style="list-style-type: none"> #1 Understanding of the value of providing educational and support services to all children, youth and their families. #2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators. #3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development. #4 Knowledge of human rights and legal issues related to the education of children, youth, and their families. #5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality. #7 Awareness of diversity among the children, youth, families, and colleagues with whom they work. #8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Licensed/certificated staff-paraeducator roles are clearly defined and followed. • Written documentation is properly prepared and available at the conference. • Progress and concerns are clearly communicated to licensed/certificated staff prior to conference. • Progress and concerns are clearly communicated to family in accordance with licensed/certificated staff's direction. • Student work is effectively and appropriately shared with family. • Confidentiality is maintained in accordance with confidentiality guidelines. • Individual learning plans are clearly explained clearly and signatures are properly obtained. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of the roles of the licensed/certificated staff and paraeducator. • Knowledge of the purpose and process of parent-teacher conferences and of individual learning plans. • Knowledge of documentation requirements for a parent-teacher conference and how to present documentation. • Knowledge of confidentiality guidelines. • Knowledge of the specific cultural background and traditions of families. 	<ul style="list-style-type: none"> • Ability to select methods of communication and provide accurate communication. • Ability to prepare basic summaries and reports including the ability to pay attention to details and follow rules, policies, and procedures. • Ability to identify with team, demonstrate commitment, and encourage team members. • Ability to take an active interest in others and show empathy, including the ability to interpret complaints and concerns and utilize negotiation process. • Ability to establish rapport with co-workers and parents and to encourage cooperation. • Ability to demonstrate self-confidence and composure.
<ul style="list-style-type: none"> • Parent contact is appropriately made and information is clearly and accurately communicated. • Contact is thoroughly documented in a timely manner. • Information regarding parent contact is routed appropriately. • Confidentiality is maintained in accordance with confidentiality guidelines. • Family education information and resources are appropriately and effectively provided as needed. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of district parental contact procedures and policies. • Knowledge of cultural, ethnic and socio-economic factors. • Knowledge of routing procedures. • Ability to access and distribute information regarding resources. • Knowledge of the specific cultural background and traditions of families. 	<ul style="list-style-type: none"> • Ability to identify facts and principles in the identification of problems and apply to reasoning process. • Ability to interpret information and identify process for organizing information. • Ability to recognize accuracy of information and provide accurate communication.

General Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
D-3 Conduct or assist with home visits	<ul style="list-style-type: none">#1 Understanding of the value of providing educational and support services to all children, youth and their families.#2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators.#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.#4 Knowledge of human rights and legal issues related to the education of children, youth, and their families.#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.#8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

<p>Performance Indicators How do we know when the key activity is performed well?</p>	<p>Technical Knowledge Skills, Abilities, Tools</p>	<p>Employability Skills SCANS Skills and Personal Qualities</p>
<ul style="list-style-type: none"> • Home visit schedule is accurate and accommodates the needs of all persons involved. • Materials for visit are accurately prepared and site visit documentation is clear, complete and objective. • Progress and concerns are clearly communicated. • Home visit policy and procedures are correctly followed and confidentiality is maintained in accordance with confidentiality guidelines. • Safety procedures are properly followed. • Family education information and resources are effectively provided as needed. • Licensed/certificated staff/paraeducator roles are clearly defined and followed. • Cultural formalities and issues are clearly communicated to the licensed/certificated staff prior to and after home visit. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately and knowledge of confidentiality guidelines. • Knowledge of the specific cultural, ethnic and socio-economic factors of the family. • Knowledge of materials required for home visit and ability to access and utilize them, objective vs. subjective criteria and documentation rules and procedures. • Knowledge of the roles of the licensed/certificated staff and paraeducator and the process of parent-teacher conferences. • Knowledge of home visit and safety policies and procedures and family education topics and resources. 	<ul style="list-style-type: none"> • Ability to encourage and support team members. • Ability to clarify communication. • Ability to recommend a plan of action. • Ability to predict outcomes. • Ability to prepare schedules. • Ability to respect diversity.

General Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>D-4 Work with parent and community volunteers</p>	<p>#1 Understanding of the value of providing educational and support services to all children, youth and their families.</p> <p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#4 Knowledge of human rights and legal issues related to the education of children, youth, and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including confidentiality requirements.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Appropriate personnel are effectively contacted regarding volunteer/visitor clearances and identification. • Volunteer roles are clearly communicated. • Paraeducator attends to volunteers to ensure they feel welcome and comfortable. • Confidentiality is maintained in accordance with confidentiality guidelines. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of clearances and identification policies and procedures. • Knowledge of volunteer roles. • Knowledge of confidentiality guidelines. 	<ul style="list-style-type: none"> • Ability to encourage cooperation. • Ability to clarify information. • Ability to communicate basic information and appropriate verbal and nonverbal messages. • Ability to monitor performance standards. • Ability to establish rapport with volunteers.

Special Education Paraeducator

Focus Panel Members

Janice Crittenden, Chimacum Elementary School, Chimacum School District, Chimacum, WA

Kathy Daugaard, Hamilton Elementary School, Port Angeles School District, Port Angeles, WA

Kathy Durr, Jefferson Elementary School, Port Angeles School District, Port Angeles, WA.

Twila Franklin, Independent Learning Center, Quillayute School District, Forks, WA

David Robinson, The Posse Program, Forks High School, Quillayute School District, Forks, WA

Cherie Hendrickson, Haller Elementary School, Sequim Valley School District, Sequim, WA

Randy Hurlbut, Haller Elementary School, Sequim Valley School District, Sequim, WA

Letha Scheese, Port Angeles High School, Port Angeles School District, Port Angeles, WA

Tracy Thompson, Chimacum Elementary School, Chimacum School District, Chimacum, WA

Template A

Summary of Functions and Tasks for Special Education Paraeducator

March 17, 1998

A paraeducator in special education provides assistance to the licensed/certificated staff by monitoring the environment, implementing instruction, preparing materials, assisting with parent contact, and assisting special education students with physical needs.

CRITICAL WORK FUNCTIONS

Key Activities

<p>A Assist Licensed/ Certificated Staff with Student Instruction</p>	<p>A1 <i>Plan, prepare and/or modify lesson plans</i></p>	<p>A2 <i>Prepare and/or gather instructional materials</i></p>	<p>A3 <i>Provide individual instruction</i></p>	<p>A4 <i>Provide group instruction</i></p>	<p>A5 <i>Maintain and monitor student assessments</i></p>	<p>A6 <i>Maintain physical environment of classroom</i></p>
<p>B Assist Licensed/ Certificated Staff with Behavior Management</p>	<p>B1 <i>Supervise student safety, behavior and environment</i></p>	<p>B2 <i>Document student behavior</i></p>	<p>B3 <i>Carryout behavior plans</i></p>			
<p>C Assist Licensed/ Certificated Staff with Clerical Functions</p>	<p>C1 <i>Maintain inventory</i></p>	<p>C2 <i>Maintain files</i></p>	<p>C3 <i>Perform documentation and record keeping duties</i></p>	<p>C4 <i>Correct and grade student work</i></p>		
<p>D Assist Licensed/ Certificated Staff with Parental Contact</p>	<p>D1 <i>Participate in parent-teacher conferences</i></p>	<p>D2 <i>Contact parents</i></p>	<p>D3 <i>Conduct or assist with home visits</i></p>	<p>D4 <i>Work with parent and community volunteers</i></p>		
<p>F Assist Licensed/ Certificated Staff and/or Licensed Staff with Physical Needs Management</p>	<p>F1 <i>Assist with meal time</i></p>	<p>F2 <i>Provide personal hygiene instruction and materials</i></p>	<p>F3 <i>Provide health related assistance to students</i></p>	<p>F4 <i>Assist students with mobility</i></p>		

Special Education Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>A-1 Plan, prepare and/or modify lesson plans with licensed/certificated staff</p>	<p>#1 Understanding of the value of providing educational and support services to children, youth, and families.</p> <p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom you work.</p>
<p>A-2 Prepare and/or gather instructional materials</p>	<p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom you work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Lesson plan is properly prepared and incorporates multiple learning styles. • Lesson plan accommodates varying environmental and student needs. • Lesson plan is completed in a timely, accurate manner. • Lesson plan is created to meet state learning plan requirements. • Lesson plan is developed to meet the individual student's learning plan as well as lesson plan criteria. 	<ul style="list-style-type: none"> • Knowledge of multiple learning styles, developmental norms, and risk factors. • Knowledge of special needs including physical, emotional, social, cultural, behavioral, language, and education resources. • Knowledge of and ability to implement state learning goals and to coordinate instruction with other school staff. • Knowledge of lesson plan criteria and function. • Knowledge of individual student learning plans. • Knowledge of the philosophical and historical foundations of serving students 	<ul style="list-style-type: none"> • Ability to select and obtain relevant information. • Ability to prioritize daily tasks, prepare schedules, and monitor/adjust task sequence. • Ability to apply processes to new information. • Ability to assume responsibility for accomplishing team goals. • Ability to apply creative solutions to new situations. • Ability to participate in team meetings.
<ul style="list-style-type: none"> • Instructional materials are properly prepared to meet the requirements of the lesson plan. • Instructional materials are efficiently prepared and delivered on time. • Instructional materials are properly prepared in a neat, organized, and clear manner. • Office and instructional equipment is used appropriately and correctly. • Extra copies of materials, assignments and books are maintained for student use as needed. • Instructional materials are correctly adapted or modified appropriate to the needs of the 	<ul style="list-style-type: none"> • Knowledge of the function of lesson plans. • Knowledge of material resources and ability to locate them. • Ability to correctly use all necessary office and instructional equipment. • Knowledge of instructional material modification and adaptation procedures. • Knowledge of and ability to locate materials at the appropriate academic and interest level. 	<ul style="list-style-type: none"> • Ability to select appropriate categories. • Ability to visually analyze relationship between the parts and the whole and the process and procedure. • Ability to select and obtain relevant information. • Ability to complete and follow up on assigned tasks. • Ability to follow a set of instructions. • Ability to utilize technology to achieve desired results.

Special Education Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
<p>A-3 Provide individual instruction</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Individual instruction is properly performed to ensure that the student comprehends the lesson objective and expectations. • Relevance of material is clearly and effectively communicated. • Individual instruction is performed effectively to ensure that the student can work independently. • When appropriate, assistance is effectively requested in a timely manner. • Progress is accurately reported in accordance with all applicable policies and procedures. • Individual instruction is performed to ensure that the student stays on task and is focused and attentive. • Individual instruction is effectively performed to ensure that student's needs and 	<ul style="list-style-type: none"> • Knowledge of individual learning styles and ability to utilize individual learning plans such as IEP and ADA. • Knowledge of curriculum relevancy and ability to communicate it. • Knowledge of progress reporting procedures and of organizational structure including the chain of command. • Ability to utilize teaching strategies, contingency plans and strategies that increase student independence, motivation, and self-advocacy. (Including assisted communications items such as communication boards.) • Knowledge of pro-active behavior management strategies and ability to apply appropriate reinforcement techniques. 	<ul style="list-style-type: none"> • Ability to ask for assistance/clarification as needed. • Ability to understand one's own impact on others. • Ability to demonstrate enthusiasm, optimism, and initiative. • Ability to present basic ideas/information and explain concepts. • Ability to select and apply learning tools. • Ability to demonstrate sensitivity to student/parent concerns and interests.

Special Education Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-4 Provide Group Instruction	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom you work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Group instruction is properly performed to ensure that the student comprehends the lesson objective and expectations. • Relevance of material is clearly and effectively communicated. • Group instruction is performed effectively to ensure that students can work independently. • When appropriate, assistance is effectively requested in a timely manner. • Individual student progress is accurately reported in accordance with all applicable policies and procedures. • Group instruction is performed to ensure that the student stays on task and is focused and attentive. • Group instruction is effectively performed to ensure that the student's needs and abilities are accommodated. 	<ul style="list-style-type: none"> • Knowledge of curriculum relevancy and ability to communicate it. • Knowledge of when assistance is needed. • Knowledge of progress reporting procedures and classroom and building discipline policies. • Ability to utilize teaching strategies and contingency plans and to identify learning styles. • Knowledge of behavior management strategies and ability to apply appropriate reinforcement techniques. • Knowledge of and ability to apply classroom management techniques. 	<ul style="list-style-type: none"> • Ability to recognize the value of diversity. • Ability to explain concepts. • Ability to lead by example. • Ability to encourage cooperation and negotiation. • Ability to clarify communication. • Ability to apply self-management skills.

Special Education Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
<p>A-5 Maintain and monitor student assessments</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>
<p>A-6 Maintain physical environment of classroom</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Student assessment documentation records are accurate, legible and up to date. • Student assessments are properly maintained utilizing objective documentation criteria. • Assessment procedures are correctly followed. • Records are properly filed. • Input regarding placement and program recommendations is communicated to licensed/certified staff effectively and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of the difference between subjective and objective criteria. • Knowledge of the assessment and its procedures. • Knowledge of filing system. • Knowledge of state learning goals. • Knowledge of the rationale for assessment. 	<ul style="list-style-type: none"> • Ability to record information accurately. • Ability to apply rules and principles to situation. • Ability to select and obtain relevant information. • Ability to complete and follow up on assigned tasks. • Ability to communicate accurately.
<ul style="list-style-type: none"> • Displays are properly prepared to coincide with current themes/units as required. • Classroom is configured appropriately for classroom activities. • Displays are effectively designed to encourage student interaction and interest. • When required, classroom is cleaned and sanitized in accordance with health and safety procedures. • Specialized equipment/-technology is properly utilized, placed, and maintained in ready-for use condition. 	<ul style="list-style-type: none"> • Knowledge of the use of themes and units. • Knowledge of the location of materials and how to access them. • Knowledge of use of materials and age-appropriate interests. • Knowledge of Universal Safety Precautions and Infection Control and ability to follow health and safety procedures. • Ability to appropriately use, maintain and place specialized equipment / technology. 	<ul style="list-style-type: none"> • Ability to develop creative solutions. • Ability to apply appropriate principles to situations and utilize previous training experience. • Ability to clarify and influence communication. • Ability to identify and correct technology malfunctions and troubleshoot failure.

Special Education Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>B-1 Supervise student safety, behavior and environment</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom you work.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>
<p>B-2 Document student behavior</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Environment is consistently monitored to identify inappropriate and appropriate behaviors, to identify student needs, and to ensure safety rules are followed. • Appropriate behaviors are effectively and positively reinforced. • Behavior plans and student learning plans are properly followed and individual student health and safety needs are met. • Follow-through on recommended actions is effectively provided. • Feedback is effectively provided to the licensed/certificated staff regarding efficiency of behavior plans. • When necessary, appropriate reports to state agencies are filed correctly and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of the purpose of monitoring and ability to recognize appropriate and inappropriate student behavior, apply intervention and observation techniques and use student learning plan. • Knowledge of specific student’s physical and behavior needs/abilities, behavior plans, reinforcement contingencies and behavior management and/or positive behavior support techniques. • Ability to recognize potential indicators of dangerous activities (such as; signs, tags, graffiti, and paraphernalia). • Knowledge of district policy regarding outside intervention and when it is needed to accommodate student health or safety needs. • Knowledge of abuse and neglect that put learners at risk and responsibility to report abuse and neglect of students. 	<ul style="list-style-type: none"> • Ability to detect underlying issues. • Ability to appropriately refer complaint and/or discrepancy. • Ability to apply self-management skills. • Ability to acquire information, predict outcomes and analyze data. • Ability to communicate impressions and facts.
<ul style="list-style-type: none"> • Documentation is correctly completed and kept current. • Documentation is accurately filed and/or routed according to policy and procedures. • Documentation is written objectively and based on objective criteria. • Documentation contains appropriate/relevant material. • Confidentiality is maintained regarding student records in accordance with all applicable laws and regulations. • Behavior, truancy, and restitution contract terms are properly documented and effectively communicated to appropriate personnel in a timely 	<ul style="list-style-type: none"> • Knowledge of documentation policy and procedures. • Knowledge of objective vs. subjective criteria. • Knowledge of documentation rules. • Knowledge of confidentiality guidelines and regulations. 	<ul style="list-style-type: none"> • Ability to summarize information in writing and prepare basic reports. • Ability to identify and integrate relevant information/ data. • Ability to utilize technology to retrieve and store information. • Ability to extract information.

Special Education Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
<p>B-3 Carryout behavior plans</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Communication regarding behavior plans is effectively made with licensed/certificated staff in an on-going manner. • Guidelines are properly applied in a consistent manner. • Expectations are clearly communicated to the student. • Behavior plans are properly executed to ensure that student behavior objectives are met. • Outside assistance is clearly and effectively requested when needed. • Recommended actions are correctly completed as required by district policy. • Student needs are clearly and effectively communicated to the appropriate parties in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of and ability to apply individual behavior guidelines and behavior plans. • Knowledge of the role of expectations in learning. • Knowledge of the purpose of continuous communication with the licensed/certificated staff. • Knowledge of resources available and access procedures. • Knowledge of all applicable laws, regulations, district policies and procedural safeguards. 	<ul style="list-style-type: none"> • Ability to assume responsibility for accomplishing team goals. • Ability to identify information and predict outcomes. • Ability to understand information and provide accurate communication. • Ability to recognize ethical course of action.

Special Education Paraeducator Template B

Critical Work Function: C. Assist Licensed/Certificated Staff with Clerical Functions

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>C-1 Maintain inventory</p>	<p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>
<p>C-2 Maintain files</p>	<p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>
<p>C-3 Perform documentation and record-keeping functions</p>	<p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Records are accurately kept and updated. • Orders are accurately placed in a timely manner and in accordance with district policies and procedures. • Order forms are correctly processed. • Inventory is properly maintained to ensure that appropriate supplies are available at all times. 	<ul style="list-style-type: none"> • Knowledge of order form procedures. • Knowledge of supply requirements. • Knowledge of distinction between student records (including health records) and classroom records. • Knowledge of ethical responsibility to report all information accurately. 	<ul style="list-style-type: none"> • Ability to process to new information. • Ability to monitor safe use of materials. • Ability to adjust schedule. • Ability to prioritize daily tasks • Ability to record information accurately.
<ul style="list-style-type: none"> • Filing structure is properly maintained. • Files are correctly maintained and kept current. • Curriculum and cumulative files are kept confidential in accordance with guidelines. • State and federal regulations regarding storage and use of IEPs and other student files are followed. 	<ul style="list-style-type: none"> • Knowledge of each licensed/ certificated staff, school, department or district filing system as needed. • Knowledge of the purpose, use and contents of curriculum and cumulative files. • Knowledge of confidentiality guidelines. • Knowledge of district policy regarding storage of student documents. • Knowledge of the purpose, use and contents of IEPs. 	<ul style="list-style-type: none"> • Ability to identify relevant information. • Ability to prepare basic summaries and reports. • Ability to accept responsibility for own behavior. • Ability to demonstrate honesty and trustworthiness.
<ul style="list-style-type: none"> • Documentation is properly maintained daily. • Documents are neat, legible and maintained in an orderly fashion. • District policies are followed. • Confidentiality is maintained in accordance with confidentiality guidelines. • All required forms are accurately filled out as necessary. 	<ul style="list-style-type: none"> • Knowledge of district policies. • Knowledge of confidentiality guidelines. • Knowledge of and ability to use forms such as behavior contract, medication and individual plans. • Knowledge of distinction between student records (including health records) and classroom records. 	<ul style="list-style-type: none"> • Ability to record information accurately. • Ability to summarize information. • Ability to pay attention to details. • Ability to complete and follow up on assigned tasks. • Ability to follow rules/ policies/ procedures.

Special Education Paraeducator Template B
Critical Work Function: C. Assist Licensed/Certificated Staff with Clerical Functions

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p align="center">C-4 Correct and grade student work</p>	<p>#13 Awareness of the ways in which technology can assist teaching and learning.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Grading and recording are performed in a timely and correct manner. • Work is graded accurately and completely. • Grading is properly performed in a manner consistent with licensed/certificated staff's preference. • Marks are legible. 	<ul style="list-style-type: none"> • Knowledge of grading procedures. 	<ul style="list-style-type: none"> • Ability to monitor performance standards. • Ability to complete and follow up on assigned tasks. • Ability to retrieve stored information. • Ability to utilize multiple software programs. • Ability to communicate facts and impressions to licensed/certified staff. • Ability to use appropriate technology such as calculator and computer software.

Special Education Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>D-1 Participate in parent-licensed/certificated staff conferences</p>	<ul style="list-style-type: none"> #1 Understanding of the value of providing educational and support services to all children, youth and their families. #2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators. #3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development. #4 Knowledge of human rights and legal issues related to the education of children, youth, and their families. #5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality. #7 Awareness of diversity among the children, youth, families, and colleagues with whom they work. #8 Knowledge and application of the elements of effective instruction in a variety of settings.
<p>D-2 Contact parents</p>	<ul style="list-style-type: none"> #1 Understanding of the value of providing educational and support services to all children, youth and their families. #2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators. #3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development. #4 Knowledge of human rights and legal issues related to the education of children, youth, and their families. #5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality. #7 Awareness of diversity among the children, youth, families, and colleagues with whom they work. #8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Licensed/certificated staff-paraeducator roles are clearly defined and followed. • Written documentation is properly prepared and available at the conference. • Progress and concerns are clearly communicated to licensed/certificated staff prior to conference. • Progress and concerns are clearly communicated to family in accordance with licensed/certificated staff's direction. • Student work is effectively and appropriately shared with family. • Confidentiality is maintained in accordance with confidentiality guidelines. • Individual learning plans are clearly explained clearly and signatures are properly 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of the roles of the licensed/certificated staff and paraeducator. • Knowledge of the purpose and process of parent-teacher conferences and of individual learning plans. • Knowledge of documentation requirements for a parent-teacher conference and how to present documentation. • Knowledge of confidentiality guidelines. • Knowledge of the specific cultural background and traditions of the families. 	<ul style="list-style-type: none"> • Ability to select methods of communication and provide accurate communication. • Ability to prepare basic summaries and reports, including the ability to pay attention to details and follow rules, policies, and procedures. • Ability to identify with team, demonstrate commitment, and encourage team members. • Ability to take an active interest in others and show empathy, including the ability to interpret complaints and concerns and utilize negotiation process. • Ability to establish rapport with co-workers and parents and to encourage cooperation. • Ability to demonstrate self-confidence and composure. •
<ul style="list-style-type: none"> • Parent contact is appropriately made and information is clearly and accurately communicated. • Contact is thoroughly documented in a timely manner. • Information regarding parent contact is routed appropriately. • Confidentiality is maintained in accordance with confidentiality guidelines. • Family education information and resources are appropriately 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of district parental contact procedures and policies. • Knowledge of cultural, ethnic and socio-economic factors. • Knowledge of routing procedures. • Ability to access and distribute information regarding resources. • Knowledge of the specific cultural background and traditions of families. 	<ul style="list-style-type: none"> • Ability to identify facts and principles in the identification of problems and apply to reasoning process. • Ability to interpret information and identify process for organizing information. • Ability to recognize accuracy of information and provide accurate communication.

Special Education Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
D-3 Conduct or assist with home visits	<ul style="list-style-type: none">#1 Understanding of the value of providing educational and support services to all children, youth and their families.#2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators.#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.#4 Knowledge of human rights and legal issues related to the education of children, youth, and their families.#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.#8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Home visit schedule is accurate and accommodates the needs of all persons involved. • Materials for visit are accurately prepared and site visit documentation is clear, complete and objective. • Progress and concerns are clearly communicated. • Home visit policy and procedures are correctly followed and confidentiality is maintained in accordance with confidentiality guidelines. • Safety procedures are properly followed. • Family education information and resources are effectively provided as needed. • Licensed/certificated staff/ paraeducator roles are clearly defined and followed. • Cultural formalities and issues are clearly communicated to the licensed/certificated staff prior to and after home visit. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately and knowledge of confidentiality guidelines. • Knowledge of the specific cultural, ethnic and socio-economic factors of the family. • Knowledge of materials required for home visit and ability to access and utilize them, objective vs. subjective criteria and documentation rules and procedures. • Knowledge of the roles of the licensed/ certificated staff and paraeducator and the process of parent-teacher conferences. • Knowledge of home visit and safety policies and procedures and family education topics and resources. 	<ul style="list-style-type: none"> • Ability to encourage and support team members. • Ability to clarify communication. • Ability to recommend a plan of action. • Ability to predict outcomes. • Ability to prepare schedules. • Ability to respect diversity.

Special Education Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>D-4 Work with parent and community volunteers</p>	<p>#1 Understanding of the value of providing educational and support services to all children, youth and their families.</p> <p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#4 Knowledge of human rights and legal issues related to the education of children, youth, and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including confidentiality requirements.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Appropriate personnel are effectively contacted regarding volunteer/visitor clearances and identification. • Volunteer roles are clearly communicated. • Paraeducator attends to volunteers to ensure they feel welcome and comfortable. • Confidentiality is maintained in accordance with confidentiality guidelines. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of clearances and identification policies and procedures. • Knowledge of volunteer roles. • Knowledge of confidentiality guidelines. 	<ul style="list-style-type: none"> • Ability to encourage cooperation. • Ability to clarify information. • Ability to communicate basic information and appropriate verbal and nonverbal messages. • Ability to monitor performance standards. • Ability to establish rapport with volunteers.

Special Education Paraeducator Template B

Critical Work Function: E. Assist Licensed/Certificated Staff with Physical Needs Management

* Paraeducators work under the direction of licensed/certificated staff such as OT, PT, SLP, and/or nurse.

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>E-1* Assist with meals</p>	<p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self-monitoring and controlling their own behavior.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>
<p>E-2* Provide personal hygiene instruction and material</p>	<p>#5 Ability to practice ethical and professional standards of conduct, including confidentiality requirements.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self-monitoring and controlling their own behavior.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Assistance regarding meals is provided in accordance with proper procedures. • Appropriate food is brought to students in the proper location and in a timely manner. • Food is correctly provided in a manner that meets student needs. • Food safety procedures are followed in accordance with the needs of each child. • Appropriate feeding equipment is properly used and maintained. 	<ul style="list-style-type: none"> • Knowledge of individual student nutrition, allergy needs, physical limitations and needs. • Knowledge of the location of medical information and the ability to apply appropriate first aid. • Knowledge of food safety procedures as appropriate to meet the needs of each student. • Knowledge of the cafeteria rules and alternative eating locations. • Knowledge of, ability to use, and maintain adaptive techniques and mealtime equipment. 	<ul style="list-style-type: none"> • Ability to clarify information. • Ability to monitor safe and efficient utilization of materials. • Ability to identify relevant information. • Ability to consider risks and implications. • Ability to exert effort and perseverance.
<ul style="list-style-type: none"> • Personal hygiene instruction and material is provided in accordance with correct procedures. • Student dignity and privacy needs are properly respected. • Sanitation/hygiene/infection control procedures are followed. • Appropriate toilet adaptation equipment is properly used and maintained. • Individual student needs are met regarding personal hygiene. 	<ul style="list-style-type: none"> • Knowledge of, ability to use and maintain equipment including: wheelchairs, toilet risers, walkers, canes, and toilet adaptations. • Knowledge of and ability to follow all applicable laws and regulations including ADA, IDEA, and district policies regarding privacy and infection control. • Knowledge of and ability to apply universal precautions and infection control. • Knowledge of hygiene procedures, instruction techniques, and location of equipment. • Ability to shower or bathe a student and to instruct student in steps to self-sufficiency. 	<ul style="list-style-type: none"> • Ability to provide constructive feedback and reinforcement. • Ability to monitor safe and efficient utilization of materials. • Ability to demonstrate commitment to social improvement. • Ability to extract information/ data.

Special Education Paraeducator Template B

Critical Work Function: E. Licensed/Certificated Staff with Physical Needs Management

* Paraeducators work under the direction of licensed/certificated staff such as OT, PT, SLP, and/or nurse.

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>E-3* Provide health related assistance to students when delegated by licensed/certificated staff</p>	<p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including confidentiality requirements.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p> <p>#14 Awareness of personal care and/or health related support.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Health related assistance is provided to students in accordance with proper procedures. • Correct student medications are provided on time and on schedule following prescribed procedures. • Student behavior is accurately documented regarding medication. • Medication administration and medical events are completely and properly reported and documented. • Medications are inventoried and stored in accordance with all applicable laws, regulations, and procedures. • Medication supply is properly maintained and medical equipment is correctly used. • Families are contacted at licensed/certificated staff's request. • Paraeducator and licensed/certified staff roles are clearly identified and followed and information regarding health related assistance is communicated licensed/certified staff effectively and in 	<ul style="list-style-type: none"> • Knowledge of individual student's prescribed medications and related procedures. • Knowledge of reporting medical documentation procedures. • Knowledge of medication location, storage, and inventory procedures. • Knowledge of all applicable laws and regulations regarding medical procedures including WACs, school district policies, and supervisor's instructions. • Knowledge of, ability to use and maintain medical assistance equipment including: nebulizers, wheelchairs, walkers, canes, braces, and tube feeding pumps. • Knowledge of the appropriate roles and responsibilities of licensed/certificated staff and paraeducators, including delegation, supervision, chain of command, and confidentiality. 	<ul style="list-style-type: none"> • Ability to identify relevant information/data. • Ability to monitor safe and efficient utilization of materials. • Ability to demonstrate commitment to personal/social improvement. • Ability to consider risks and implications. • Ability to prepare basic summaries.

Special Education Paraeducator Template B

Critical Work Function: E. Licensed/Certificated Staff with Physical Needs Management

* Paraeducators work under the direction licensed/certificated staff such as OT, PT, SLP, and/or nurse.

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>E-4* Assist students with mobility</p>	<p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Students are assisted with mobility in accordance with proper procedures. • Appropriate equipment is properly utilized. • Students are safely escorted as needed. • Student dignity needs are appropriately and effectively respected. • Proper carrying, transferring, lifting, and placement procedures are followed. • Fine and large motor skills are correctly maintained as appropriate for each student. • Transportation is safely provided to students when appropriate. 	<ul style="list-style-type: none"> • Ability to assist with equipment such as braces, wheel chairs, walkers, canes, body harnesses, and lifts. • Knowledge of mobility safety procedures as they relate to each student. • Knowledge of applicable laws, regulations, and procedures. • Knowledge of developmentally appropriate social skills and needs. • Knowledge of proper carrying, transferring, lifting, and placement procedures. • Ability to use basic motor skill exercises and techniques. • Knowledge of when a Class II drivers license is required and the ability to maintain a Class II driver's license. 	<ul style="list-style-type: none"> • Ability to use imagination to visualize events and activities. • Ability to apply self management skills. • Ability to interpret complaints and concerns. • Ability to identify relevant information. • Ability to analyze possible causes.

ESL/Bilingual/Migrant Assignment Paraeducator

Focus Panel Members

Lynn Craig, Ardmore Elementary School, Bellevue School District, Bellevue, WA

Teresa Espinosa, Kentridge High School, Kent School District, Kent, WA

Phyllis Garanzuay, Blue Ridge Elementary School, Walla Walla School District, Walla Walla, WA

Margaret Lambert, Crestwood Elementary School, Kent School District, Kent, WA

Beverley Mathews, Sherwood Forest Elementary School, Federal Way School District, Federal Way, WA

Franny McLaughlin, Robertson Elementary School, Yakima School District, Yakima, WA

Ellen Schiff; Broadway, Woodward, Bainbridge High School, Bainbridge Island, WA

Kham Oui Sikhamthat, Madison Middle School, Seattle School District, WA

Tuyen Tran, Rainier Beach High School, Seattle School District, Seattle, WA

Elizabeth Wattula, Enatai Elementary School, Bellevue School District, Bellevue, WA

Michael M. Zapico-Suarez, South Shore Middle School and McClure Middle School, Seattle School District, Seattle, WA

Template A

Summary of Functions and Tasks for ESL/Bilingual/Migrant Paraeducator

April 9, 1998

An ESL Paraeducator assists licensed/certificated staff by providing academic instruction to students learning English as a second language and assisting those students, their families, and licensed/certificated staff with social and cultural issues.

CRITICAL WORK Tasks FUNCTIONS

A Assist Licensed/ Certificated Staff with Student Instruction	A1 <i>Plan, prepare and/or modify lesson plans</i>	A2 <i>Prepare and/or gather instructional materials</i>	A3 <i>Provide individual instruction</i>	A4 <i>Provide group instruction</i>	A5 <i>Administer and monitor student assessments</i>	A6 <i>Maintain physical environment of classroom</i>
B Assist Licensed/ Certificated Staff with Behavior Management	B1 <i>Supervise student safety, behavior and environment</i>	B2 <i>Document student behavior</i>	B3 <i>Carryout behavior plans</i>			
C Assist Licensed/ Certificated Staff with Clerical Functions	C1 <i>Maintain inventory</i>	C2 <i>Maintain files</i>	C3 <i>Perform documentation and record keeping duties</i>	C4 <i>Correct and grade student work</i>		
D Assist Licensed/ Certificated Staff with Parental Contact	D1 <i>Participate in parent-teacher conferences</i>	D2 <i>Contact parents</i>	D3 <i>Conduct or assist with home visits</i>	D4 <i>Work with parent volunteers</i>	D5 <i>Provide family training</i>	
E Assist Licensed/ Certificated Staff with Cultural Issues	E1 <i>Provide advocacy services</i>	E2 <i>Provide translation services</i>	E3 <i>Deliver biliterate instruction in native language for bilingual programs</i>			

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>A-1 Plan, prepare and/or modify lesson plans with licensed/certificated staff</p>	<p>#1 Understanding of the value of providing educational and support services to children, youth and their families.</p> <p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, and families, and colleagues with whom you work.</p>
<p>A-2 Prepare and/or gather instructional materials</p>	<p>#7 Awareness of diversity among the children, youth, and families, and colleagues with whom you work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Lesson plan is properly prepared and incorporates multiple learning styles. • Lesson plan accommodates varying environmental and student needs. • Lesson plan is completed in a timely, accurate manner. • Lesson plan is created to meet state learning plan requirements. • Lesson plan is developed to meet the individual student's learning plan as well as lesson plan criteria. 	<ul style="list-style-type: none"> • Knowledge of multiple learning styles, developmental norms, and risk factors. • Knowledge of special needs including physical, emotional, social, cultural, behavioral, language, and education resources. • Knowledge of and ability to implement state learning goals and to coordinate instruction with other school staff. • Knowledge of lesson plan criteria and function. • Knowledge of individual student learning plans. 	<ul style="list-style-type: none"> • Ability to select and obtain relevant information. • Ability to prioritize daily tasks, prepare schedules, and monitor/adjust task sequence. • Ability to apply processes to new information. • Ability to assume responsibility for accomplishing team goals. • Ability to apply creative solutions to new situations. • Ability to participate in team meetings.
<ul style="list-style-type: none"> • Instructional materials are properly prepared to meet the requirements of the lesson plan. • Instructional materials are efficiently prepared and delivered on time. • Instructional materials are properly prepared in a neat, organized, and clear manner. • Office and instructional equipment is used appropriately and correctly. • Extra copies of materials, assignments and books are maintained for student use as needed. 	<ul style="list-style-type: none"> • Knowledge of the function of lesson plans. • Knowledge of material resources and ability to locate them. • Ability to correctly use all necessary office and instructional equipment. • Knowledge of instructional material modification and adaptation procedures. • Knowledge of and ability to locate materials at the appropriate academic and interest level. 	<ul style="list-style-type: none"> • Ability to select appropriate categories. • Ability to visually analyze relationship between the parts and the whole and the process and procedure. • Ability to select and obtain relevant information. • Ability to complete and follow up on assigned tasks. • Ability to follow a set of instructions. • Ability to utilize technology to achieve desired results.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-3 Provide individual instruction	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p> <p>#13 Awareness of the ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Individual instruction is properly performed to ensure that the student comprehends the lesson objective and expectations. • Relevance of material is clearly and effectively communicated. • Individual instruction is performed effectively to ensure that the student can work independently. • When appropriate, assistance is effectively requested in a timely manner. • Progress is accurately reported in accordance with all applicable policies and procedures. • Individual instruction is performed to ensure that the student stays on task and is focused and attentive. • Individual instruction is effectively performed to ensure that the student's needs and abilities are accommodated. 	<ul style="list-style-type: none"> • Knowledge of individual learning styles and ability to utilize individual learning plans such as IEP and ADA. • Knowledge of curriculum relevancy and ability to communicate it. • Knowledge of progress reporting procedures and of organizational structure including the chain of command. • Ability to utilize teaching strategies and contingency plans and strategies that increase student independence, motivation, and self-advocacy. (Including assisted communications items such as communication boards.) • Knowledge of pro-active behavior management strategies and ability to apply appropriate reinforcement techniques. 	<ul style="list-style-type: none"> • Ability to ask for assistance/clarification as needed. • Ability to understand one's own impact on others. • Ability to demonstrate enthusiasm, optimism, and initiative. • Ability to present basic ideas/information and explain concepts. • Ability to select and apply learning tools. • Ability to demonstrate sensitivity to student/parent concerns and interests.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-4 Provide Group Instruction	#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators. #4 Knowledge of the human rights and legal issues related to the education of children, youth and their families. #5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. #7 Awareness of diversity among the children, youth, and families, and colleagues with whom you work. #8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Group instruction is properly performed to ensure that the student comprehends the lesson objective and expectations. • Relevance of material is clearly and effectively communicated. • Group instruction is performed effectively to ensure that students can work independently. • When appropriate, assistance is effectively requested in a timely manner. • Individual student progress is accurately reported in accordance with all applicable policies and procedures. • Group instruction is performed to ensure that the student stays on task and is focused and attentive. • Group instruction is effectively performed to ensure that the student's needs and abilities are accommodated. 	<ul style="list-style-type: none"> • Knowledge of curriculum relevancy and ability to communicate it. • Knowledge of when assistance is needed. • Knowledge of progress reporting procedures and classroom and building discipline policies. • Ability to utilize teaching strategies and contingency plans and to identify learning styles. • Knowledge of behavior management strategies and ability to apply appropriate reinforcement techniques. • Knowledge of and ability to apply classroom management techniques. • Knowledge of ESL teaching strategies as used in the licensed/certified staff's program. • Knowledge of "assisted communications" devices such as communications boards. 	<ul style="list-style-type: none"> • Ability to recognize the value of diversity. • Ability to explain concepts. • Ability to lead by example. • Ability to encourage cooperation and negotiation. • Ability to clarify communication. • Ability to apply self-management skills.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-5 Maintain and monitor student assessments	#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators. #5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. #13 Awareness of the ways in which technology can assist teaching and learning.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Student assessment documentation records are accurate, legible and up to date. • Student assessments are properly maintained utilizing objective documentation criteria. • Assessment procedures are correctly followed. • Records are properly filed. • Input regarding placement and program recommendations is communicated to licensed/certified staff effectively and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of the difference between subjective and objective criteria. • Knowledge of the assessment and its procedures. • Knowledge of filing system. • Knowledge of state learning goals. • Knowledge of the rationale for assessment. • Knowledge of the difference between decoding and comprehension. 	<ul style="list-style-type: none"> • Ability to record information accurately. • Ability to apply rules and principles to situation. • Ability to select and obtain relevant information. • Ability to complete and follow up on assigned tasks. • Ability to communicate accurately.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: A. Assist Licensed/Certificated Staff with Student Instruction

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
A-6 Maintain physical environment of classroom	#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators. #8 Knowledge and application of the elements of effective instruction in a variety of settings. #9 Ability to utilize appropriate strategies and techniques to provide instructional support. #12 Ability to follow health, safety, and emergency procedures of the agency where they are employed. #13 Awareness of the ways in which technology can assist teaching and learning.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Displays are properly prepared to coincide with current themes/units as required. • Classroom is configured appropriately for classroom activities. • Displays are effectively designed to encourage student interaction and interest. • When required, classroom is cleaned and sanitized in accordance with health and safety procedures. • Specialized equipment/-technology is properly maintained and ready for use when possible. 	<ul style="list-style-type: none"> • Knowledge of the use of themes and units. • Knowledge of the location of materials and how to access them. • Knowledge of use of materials and age-appropriate interests. • Knowledge of Universal Safety Precautions and Infection Control and ability to follow health and safety procedures. • Ability to appropriately use and maintain specialized equipment. 	<ul style="list-style-type: none"> • Ability to develop creative solutions. • Ability to apply appropriate principles to situations and utilize previous training experience. • Ability to clarify and influence communication. • Ability to identify and correct technology malfunctions and troubleshoot failure.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>B-1 Supervise student safety, behavior and environment</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, and families, and colleagues with whom you work.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Environment is consistently monitored to identify inappropriate and appropriate behaviors, to identify student needs, and to ensure safety rules are followed. • Appropriate behaviors are effectively and positively reinforced. • Behavior plans and student learning plans are properly followed and individual student health and safety needs are met. • Follow-through on recommended actions is effectively provided. • Feedback is effectively provided to the licensed/certificated staff regarding efficiency of behavior plans. • When necessary appropriate reports to state agencies are filed correctly and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of the purpose of monitoring and ability to recognize appropriate and inappropriate student behavior, apply intervention and observation techniques and use student learning plan. • Knowledge of specific student’s physical and behavior needs/abilities, cultural background, behavior plans, reinforcement contingencies and behavior management and/or positive behavior support techniques. • Ability to recognize potential indicators of dangerous activities (such as; signs, tags, graffiti, and paraphernalia). • Knowledge of district policy regarding outside intervention and when it is needed to accommodate student health or safety needs. • Knowledge of abuse and neglect that put learners at risk and responsibility to report abuse and neglect of students. 	<ul style="list-style-type: none"> • Ability to detect underlying issues. • Ability to appropriately refer complaint and/or discrepancy. • Ability to apply self-management skills. • Ability to acquire information, predict outcomes and analyze data. • Ability to communicate impressions and facts.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
B-2 Document student behavior	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Documentation is correctly completed and kept current. • Documentation is accurately filed and/or routed according to policy and procedures. • Documentation is written objectively and based on objective criteria. • Documentation contains appropriate/relevant material. • Confidentiality is maintained regarding student records in accordance with all applicable laws and regulations. • Behavior, truancy, and restitution contract terms are properly documented and effectively communicated to appropriate personnel in a 	<ul style="list-style-type: none"> • Knowledge of documentation policy and procedures. • Knowledge of objective vs. subjective criteria. • Knowledge of documentation rules. • Knowledge of confidentiality guidelines and regulations. 	<ul style="list-style-type: none"> • Ability to summarize information in writing and prepare basic reports. • Ability to identify and integrate relevant information/data. • Ability to utilize technology to retrieve and store information. • Ability to extract information.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: B. Assist Licensed/Certificated Staff with Behavior Management

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>B-3 Carryout behavior plans</p>	<p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#4 Knowledge of the human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Communication regarding behavior plans is effectively made with licensed/certificated staff in an on-going manner. • Guidelines are properly applied in a consistent manner. • Expectations are clearly communicated to the student. • Behavior plans are properly executed to ensure that student behavior objectives are met. • Outside assistance is clearly and effectively requested when needed. • Recommended actions are correctly completed as required by district policy. • Student needs are clearly and effectively communicated to the appropriate parties in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of and ability to apply individual behavior guidelines and behavior plans. • Knowledge of the role of expectations in learning. • Knowledge of the purpose of continuous communication with the licensed/certificated staff. • Knowledge of resources available and access procedures. • Knowledge of all applicable laws, regulations, district policies, and procedural safeguards. 	<ul style="list-style-type: none"> • Ability to assume responsibility for accomplishing team goals. • Ability to identify information and predict outcomes. • Ability to understand information and provide accurate communication. • Ability to recognize ethical course of action.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: C. Assist Licensed/Certificated Staff with Clerical Functions

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
C-1 Maintain inventory	#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.
C-2 Maintain files	#4 Knowledge of human rights and legal issues related to the education of children, youth and their families. #5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality. #7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Records are accurately kept and updated. • Orders are accurately placed in a timely manner and in accordance with district policies and procedures. • Order forms are correctly processed. • Inventory is properly maintained to ensure that appropriate supplies are available at all times. 	<ul style="list-style-type: none"> • Knowledge of order form procedures. • Knowledge of supply requirements. • Knowledge of distinction between student records (including health records) and classroom records. • Knowledge of ethical responsibility to report all information accurately. 	<ul style="list-style-type: none"> • Ability to process new information. • Ability to monitor safe use of materials. • Ability to adjust schedule. • Ability to prioritize daily tasks. • Ability to record information accurately.
<ul style="list-style-type: none"> • Filing structure is properly maintained. • Files are correctly maintained and kept current. • Curriculum and cumulative files are kept confidential in accordance with guidelines. 	<ul style="list-style-type: none"> • Knowledge of each licensed/certificated staff, school, department or district filing system as needed. • Knowledge of the purpose, use and contents of curriculum and cumulative files. • Knowledge of confidentiality guidelines. • Knowledge of district policy regarding 	<ul style="list-style-type: none"> • Ability to identify relevant information. • Ability to prepare basic summaries and reports. • Ability to accept responsibility for own behavior. • Ability to demonstrate honesty and trustworthiness.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: C. Assist Licensed/Certificated Staff with Clerical Functions

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>C-3 Perform documentation and record- keeping functions</p>	<p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.</p>
<p>C-4 Correct and grade student work</p>	<p>#13 Awareness of the ways in which technology can assist teaching and learning.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Documentation is properly maintained daily. • Documents are neat, legible and maintained in an orderly fashion. • District policies are followed. • Confidentiality is maintained in accordance with confidentiality guidelines. • All required forms are accurately filled out as necessary. • Appropriate forms are accurately translated into native language. 	<ul style="list-style-type: none"> • Knowledge of district policies. • Knowledge of confidentiality guidelines. • Knowledge of and ability to use forms such as behavior contract, medication and individual plans. • Knowledge of distinction between student records (including health records) and classroom records. • Knowledge of translation policies and guidelines. 	<ul style="list-style-type: none"> • Ability to record information accurately. • Ability to summarize information. • Ability to pay attention to details. • Ability to complete and follow up on assigned tasks. • Ability to follow rules/ policies/ procedures.
<ul style="list-style-type: none"> • Grading and recording are performed in a timely and correct manner. • Work is graded accurately and completely. • Grading is properly performed in a manner consistent with licensed/certificated staff's preference. • Marks are legible. 	<ul style="list-style-type: none"> • Knowledge of grading procedures. 	<ul style="list-style-type: none"> • Ability to monitor performance standards. • Ability to complete and follow up on assigned tasks. • Ability to retrieve stored information. • Ability to utilize multiple software programs. • Ability to communicate facts and impressions to licensed/certified staff. • Ability to use appropriate technology such as calculator and computer software.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
D-1 Participate in parent-licensed/certificated staff conferences	<ul style="list-style-type: none">#1 Understanding of the value of providing educational and support services to all children, youth and their families.#2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators.#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.#8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Licensed/certificated staff-paraeducator roles are clearly defined and followed. • Written documentation is properly prepared and available at the conference. • Progress and concerns are clearly communicated to licensed/certificated staff prior to conference. • Progress and concerns are clearly communicated to family in accordance with licensed/certificated staff's direction. • Student work is effectively and appropriately shared with family. • Confidentiality is maintained in accordance with confidentiality guidelines. • Individual learning plans are clearly explained clearly and signatures are properly obtained. • Translator/interpreter in the native language is provided when necessary. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of the roles of the licensed/certificated staff and paraeducator. • Knowledge of the purpose and process of parent-teacher conferences and of individual learning plans. • Knowledge of documentation requirements for a parent-teacher conference and how to present documentation. • Knowledge of confidentiality guidelines. • Knowledge of relevant cultural background and traditions. • Knowledge of translator/interpreter service resources and procedures. 	<ul style="list-style-type: none"> • Ability to select methods of communication and provide accurate communication. • Ability to prepare basic summaries and reports. • Ability to identify with team, demonstrate commitment, and encourage team members. • Ability to take an active interest in others and show empathy. • Ability to establish rapport with co-workers and parents and to encourage cooperation. • Ability to demonstrate self-confidence and composure. • Ability to pay attention to details and follow rules, policies, and procedures. • Ability to interpret complaints and concerns and utilize negotiation process.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
D-2 Contact parents	<ul style="list-style-type: none">#1 Understanding of the value of providing educational and support services to all children, youth and their families.#2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators.#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.#8 Knowledge and application of the elements of effective instruction in a variety of settings.

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Parent contact is appropriately made and information is clearly and accurately communicated. • Contact is thoroughly documented in a timely manner. • Information regarding parent contact is routed appropriately. • Confidentiality is maintained in accordance with confidentiality guidelines. • Family education information and resources are appropriately and effectively provided as needed. • Translator/interpreter in the native language is provided when necessary. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of district parental contact procedures and policies. • Knowledge of cultural, ethnic and socio-economic factors. • Knowledge of routing procedures. • Ability to access and distribute information regarding resources. • Knowledge of the specific cultural background and traditions of families. • Knowledge of translator/interpreter service resources and procedures. 	<ul style="list-style-type: none"> • Ability to identify facts and principles in the identification of problems and apply to reasoning process. • Ability to interpret information and identify process for organizing information. • Ability to recognize accuracy of information and provide accurate communication.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

<p>D-3 Conduct or assist with home visits</p>	<ul style="list-style-type: none">#1 Understanding of the value of providing educational and support services to all children, youth and their families.#2 Understanding the roles and responsibilities of licensed/certificated staff and paraeducators.#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.#5 Ability to practice ethical and professional standards of conduct, including requirements of confidentiality.#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.#8 Knowledge and application of the elements of effective instruction in a variety of settings.
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Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Home visit schedule is accurate and accommodates the needs of all persons involved. • Materials for visit are accurately prepared and site visit documentation is clear, complete and objective. • Progress and concerns are clearly communicated. • Home visit policy and procedures are correctly followed and confidentiality is maintained in accordance with confidentiality guidelines. • Safety procedures are properly followed. • Family education information and resources are effectively provided as needed. • Licensed/certificated staff/ paraeducator roles are clearly defined and followed. • Cultural formalities and issues are clearly communicated to the licensed/certificated staff prior to and after home visit. • Translator/interpreter in the native language is provided when necessary. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately and knowledge of confidentiality guidelines. • Knowledge of the specific cultural, ethnic and socio-economic factors of the family. • Knowledge of materials required for home visit and ability to access and utilize them, objective vs. subjective criteria and documentation rules and procedures. • Knowledge of the roles of the licensed/ certificated staff and paraeducator and the process of parent-teacher conferences. • Knowledge of home visit and safety policies and procedures and family education topics and resources. • Knowledge of translator/interpreter service resources and procedures. 	<ul style="list-style-type: none"> • Ability to encourage and support team members. • Ability to clarify communication. • Ability to recommend a plan of action. • Ability to predict outcomes. • Ability to prepare schedules.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: D. Assist Licensed/Certificated Staff with Parental Contact

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>D-4 Work with parent and community volunteers</p>	<p>#1 Understanding of the value of providing educational and support services to all children, youth and their families.</p> <p>#2 Understanding of the roles and responsibilities of licensed/certificated staff and paraeducators.</p> <p>#3 Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.</p> <p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including confidentiality requirements.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#12 Ability to follow health, safety, and emergency procedures of the agency where they are employed.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Appropriate personnel are effectively contacted regarding volunteer/visitor clearances and identification. • Volunteer roles are clearly communicated. • paraeducator attends to volunteers to ensure they feel welcome and comfortable. • Confidentiality is maintained in accordance with confidentiality guidelines. 	<ul style="list-style-type: none"> • Knowledge of ethical responsibility to report all information accurately. • Knowledge of clearances and identification policies and procedures. • Knowledge of volunteer roles. • Knowledge of confidentiality guidelines. 	<ul style="list-style-type: none"> • Ability to encourage cooperation. • Ability to clarify information. • Ability to communicate basic information and appropriate verbal and nonverbal messages. • Ability to monitor performance standards. • Ability to establish rapport with volunteers.

ESL/Bilingual/Migrant Paraeducator Template B
Critical Work Function: E. Assist Licensed/Certificated Staff with Cultural Issues

KEY ACTIVITY	Corresponding Washington State Core Competencies for Paraeducators
<p>E-1 Provide advocacy services</p>	<p>#1 Understanding of the value of providing educational and support services to all children, youth and their families.</p> <p>#4 Knowledge of human rights and legal issues related to the education of children, youth and their families.</p> <p>#5 Ability to practice ethical and professional standards of conduct, including confidentiality requirements.</p> <p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#11 Ability to motivate and assist children, youth and their families to (a) build self-esteem, (b) develop interpersonal skills that will help them adapt to and be included in different learning and living environments, and (c) strengthen skills to become more independent by self monitoring and controlling their own behavior.</p>
<p>E-2 Provide translation services</p>	<p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Student needs are clearly and effectively communicated to the appropriate parties. • Advocacy is effectively performed and takes place in a timely manner. • Paraeducator acts as an effective child advocate between licensed/certificated staff and child or family and child. • Advocacy procedures are properly followed according to district or school policy. • Advocacy results are completely reviewed and evaluated for effectiveness. • Follow-up procedures are correctly initiated if necessary. 	<ul style="list-style-type: none"> • Knowledge of the cultural background of the student. • Ability to communicate and clarify regular procedures to ESL students and their families. • Knowledge of licensed/certificated staff, other staff, and resource personnel available to assist with supportive communication. • Ability to act as child’s advocate with licensed/certificated staff or family. • Knowledge of advocacy procedures. • Ability to review and initiate follow-up procedures. 	<ul style="list-style-type: none"> • Ability to actively participate in discussion. • Ability to encourage and support diversity. • Ability to identify relevant information/ data. • Ability to demonstrate social awareness and responsibility. • Ability to analyze possible causes/reasons.
<ul style="list-style-type: none"> • Appropriate translation services are effectively provided. • Translation needs are effectively and completely met for student, family, licensed/certificated staff, and other staff. • Both verbal and written services are provided efficiently and effectively. 	<ul style="list-style-type: none"> • Ability to identify translation services needed for individual students. • Knowledge of translation resources available. 	<ul style="list-style-type: none"> • Ability to encourage and support individuality. • Ability to demonstrate social awareness and responsibility. • Ability to analyze possible causes/reasons.

ESL/Bilingual/Migrant Paraeducator Template B

Critical Work Function: E. Assist Licensed/Certificated Staff with Cultural Issues

KEY ACTIVITY	<i>Corresponding Washington State Core Competencies for Paraeducators</i>
E-3 Provide biliterate instruction in native language for bilingual programs	<p>#6 Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.</p> <p>#7 Awareness of diversity among the children, youth, families, and colleagues with whom they work.</p> <p>#8 Knowledge and application of the elements of effective instruction in a variety of settings.</p> <p>#9 Ability to utilize appropriate strategies and techniques to provide instructional support.</p> <p>#10 Ability to provide positive behavioral support and management.</p> <p>#13 Awareness of ways in which technology can assist teaching and learning.</p>

Paraeducators assist licensed/certificated staff

Performance Indicators How do we know when the key activity is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Personal Qualities
<ul style="list-style-type: none"> • Appropriate instruction and materials are correctly provided in the student's native language. • Paraeducator is proficient in both student's native language and English. • Individual instruction is performed effectively to ensure that the student can work independently, comprehends the lesson objective, understand expectations and stay on task. • Relevance of material is clearly communicated. • Individual student progress is reported in accordance with all applicable policies. • Outside assistance is requested when appropriate. • Student needs and abilities are accommodated. 	<ul style="list-style-type: none"> • Knowledge of and ability to communicate in the appropriate native language and English. • Knowledge of the function of the lesson plan. • Knowledge of material resources and ability to locate them. • Ability to use necessary office and instructional equipment. • Knowledge of and ability to identify materials at the appropriate academic and interest level. 	<ul style="list-style-type: none"> • Ability to communicate appropriate messages. • Ability to explain concepts. • Ability to present basic ideas/information. • Ability to demonstrate social awareness and responsibility. • Ability to analyze possible causes/reasons. • Ability to monitor/adjust task sequence.

Scenarios

The use of scenarios based on real life work situations provides a powerful contextual tool to assist paraeducators and prospective paraeducators in understanding and mastering of the necessary knowledge, skills, and abilities needed to work with both students and licensed/certificated staff in educational settings.

Three paraeducator scenarios demonstrate how skill standards information can be directly applied to real workplace problems:

- **ROUTINE SCENARIO** - A typical situation that might occur in any paraeducator setting on a typical day.
- **CRISIS SCENARIO** - A crisis situation that would challenge any paraeducator to provide an appropriate and timely response.
- **LONG TERM PLANNING SCENARIO** - A long term planning situation.

For each scenario, relevant critical work functions and key activities involved in resolving the specific situations are identified. The key activities, knowledge, skills and abilities necessary to approach and successfully resolve the specific work-related challenges may be referenced using the completed skill standards charts

Paraeducator: General Paraeducator

ROUTINE SCENARIO

Betty arrives in the classroom prior to the start of the Language Arts class. She reviews the class objectives with the licensed/certificated staff and discusses any specific needs particular students may have. She positions herself to be available and accessible to all students.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

- A. Assist licensed/certificated staff with student instruction**
 - A1. Plan, prepare, and/or modify lesson plans with licensed/certificated staff
 - A3. Provide individual instruction
 - A5. Maintain and monitor student assessments
 - A6. Maintain physical environment of classroom
- B. Assist licensed/certificated staff with behavior management**
 - B1. Supervise student behavior, environment, and safety
 - B2. Document student behavior
- C. Assist licensed/certificated staff with clerical functions**
 - C2. Maintain files
 - C3. Perform documentation and record-keeping functions

CRISIS SCENARIO

Mary is a paraeducator who has been working in the same preschool class for 8 months. There are 18 children in the class. The children are playing in the classroom during work time when Mary notices Bobby holding his stomach. Before she is able to reach his side, Bobby vomits on the carpet. The licensed/certificated staff is temporarily out of the room. Mary tells the children to move into the block area until she can help Bobby. Mary follows the Universal Precautions to care for the child and the surrounding area while reassuring the other children. When the licensed/certificated staff returns to class, Mary alerts the janitor to the classroom need and escorts Bobby to the nurse.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

- A. Assist licensed/certificated staff with student instruction**
 - A6. Maintain physical environment of the classroom
- B. Assist licensed/certificated staff with behavior management**
 - B1. Supervise student behavior, environment and safety

LONG TERM PLANNING SCENARIO

A paraeducator is a member of the school Safety Committee which is comprised of several members representing all areas of the school.

Prior to the meeting, the committee members collect information on safety concerns at the school. The group discusses the concerns during its monthly meeting and identifies new ways and ideas to present to the rest of the school staff to solve the problems. Concerns include ice on the blacktop in the mornings, and children running through the parking lot to parents waiting in their cars. Recommendations from the committee are passed on to the staff so they can make a decision for the school.

The paraeducator brings concerns about children running to waiting cars through a busy parking lot. The paraeducator makes recommendations for parking lot safety.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

B. Assist licensed/certificated staff with behavior management

B1. Supervise student behavior, environment, and safety.

D. Assist licensed/certified staff with parental contact

D2. Contact parent

D4. Work with parent and community volunteers

Paraeducator: Special Education

ROUTINE SCENARIO

You are a paraeducator assigned to a middle school resource room. Students sometimes come to class unprepared. They lack necessary materials and have incomplete homework assignments. Some students are identified as learning disabled in reading concurrent with attention deficit disorder.

You meet with the special education teacher to come up with strategies to help the students be successful. Together you decide the students need to have materials available and need to be monitored regarding completion of assignments. You are asked to monitor a daily assignment sheet and report to the teacher. The students will develop a list of required materials and a strategy for having them available.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

- A. Assist licensed/certificated staff with student instruction**
 - A2. Prepare and/or gather instructional materials
 - A3. Provide individual instruction
 - A4. Provide group instruction
 - A5. Maintain and monitor student assessments

- B. Assist licensed/certificated staff with behavior management**
 - B1. Supervise student behavior, environment, and safety
 - B2. Document student behavior
 - B3. Carry out behavior plans
 - B4. Provide supportive communication

- C. Assist licensed/certificated staff with clerical functions**
 - C3. Perform documentation and record keeping duties

- D. Assist licensed/certificated staff with parental contact**
 - D2. Contact parents

CRISIS SCENARIO

During social skills training in a middle school resource room, two students who have behavior disorders begin to argue. Their exchange quickly escalates to personal verbal put-downs. The paraeducator intervenes by telling both students to immediately end their discussion. One student continues to yell, the other is quiet. The paraeducator escorts the student who is yelling out of the classroom. The paraeducator helps the student de-escalate. When the student is composed, he is allowed to rejoin his classmates. The teacher and paraeducator guide the two students through a conflict resolution process.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

A. Assist licensed/certificated staff with student instruction

- A3. Provide individual instruction
- A6. Maintain physical environment of the classroom

B. Assist licensed/certificated staff with behavior management

- B1. Supervise student behavior, environment, and safety.
- B2. Document student behavior
- B3. Carry-out behavior plans

LONG TERM PLANNING SCENARIO

You are assigned as a one-on-one paraeducator to a student with autism. You and the teacher attend an autism training during the summer prior to the student starting school in the fall. The student's goal is to learn work first and to extend the time she is able to work on a task from two minutes to 30 minutes. The student needs a highly structured program. Object/picture strips are used to display her schedule. One goal for the student is to move her schedule to black line drawings that are paired with words and eventually fade out the pictures and decrease the size of the pictures and words. The student will participate in a functional reading program that pairs words and pictures.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

A. Assist licensed/certificated staff with student instruction

- A1. Plan, prepare, and/or modify lesson plans with licensed/certificated staff
- A2. Prepare and/or gather instructional materials
- A3. Provide individual instruction
- A5. Maintain and monitor student assessments

B. Assist licensed/certificated staff with behavior management

- B1. Supervise student behavior, environment and safety.
- B2. Document student behavior

Paraeducator: ESL/Bilingual/Migrant

ROUTINE SCENARIO

Daily at around 12:15 the ESL Paraeducator reports to Chemistry class where there are seven Vietnamese students seated together. The paraeducator looks at the board to see what work is being taught: the title of the chapter, the lesson, etc. Then the paraeducator checks to see who is in attendance and talks to the students to ascertain if they understand and if they have done the homework. The paraeducator is familiar with the assignments and checks the homework for understanding and quality.

The paraeducator encourages and supports the students. When the instructor is speaking, the ESL Paraeducator stands quietly and monitors the students for understanding. The paraeducator provides additional assistance as needed. The paraeducator answers their questions and explains the instructions to them. This is done mainly in Vietnamese because all the students have a limited English vocabulary. The paraeducator directs them towards visual understanding of directions in English.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

A. Assist licensed/certificated staff with student instruction

- A1. Plan, prepare, and/or modify lesson plan
- A3. Provide individual instruction
- A4. Provide group instruction
- A5. Administer and monitor student assessments

B. Assist licensed/certificated staff with behavior management

- B1. Supervise student behavior, environment, and safety
- B2. Document student behavior
- B4. Provide supportive communication

C. Assist licensed/certificated staff with clerical functions

- C3. Perform documentation and record keeping duties
- C4. Correct and grade student work

CRISIS SCENARIO

During lunch an ESL Paraeducator observes two seventh grade students beginning to argue. The students do not speak the same language. An interpreter is called to facilitate communication. Security is alerted to the situation. The students are advised of the appropriate consequences of continuing or escalating the argument. The paraeducator completes the necessary documentation.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

- B. Assist licensed/certificated staff with behavior management**
 - B1. Supervise student behavior, environment, and safety.
 - B2. Document student behavior
 - B3. Carry out behavior plans
- C. Assist licensed/certificated staff with clerical functions**
 - F1. Provide advocacy services
 - F2. Provide translation services

LONG TERM PLANNING SCENARIO

The ESL Paraeducator supports 30 students from kindergarten through third grade. These students represent 11 different language backgrounds. Their time in the United States ranges from a few weeks to one year.

The paraeducator maintains the students' language progress data and communicates daily with their general education teachers and the coordinating ESL teacher. The paraeducator uses concrete props and experiential learning to enhance the students' receptive and expressive English language acquisition. The paraeducator also uses these techniques to provide opportunities for the ESL students to further their social use of their new language through games and play activities. Each year the school sponsors several multicultural events. The paraeducator is a member of the planning committee and assists with family outreach and participation in these celebrations.

Primary Key Activities and Critical Work Functions Involved in this Scenario:

A. Assist licensed/certificated staff with student instruction

- A1. Plan, prepare, and/or modify lesson plan
- A2. Prepare and/or gather instructional materials
- A3. Provide individual instruction
- A4. Provide group instruction
- A5. Administer and monitor student assessments

B. Assist licensed/certificated staff with behavior management

- B1. Supervise student behavior, environment, and safety.
- B2. Document student behavior
- B3. Carry out behavior plans

C. Assist licensed/certificated staff with clerical functions

- C3. Perform documentation and record keeping duties
- C4. Correct and grade student work

D. Assist licensed/certificated staff with parental contact

- D2. Contact parents
- D4. Work with parent and community volunteers

E. Assist licensed/certificated staff with cultural issues

- E1. Provide advocacy services

Foundation Skills and Critical Competencies

Foundation Skills and Critical Competencies

During the data-gathering process of this project, employability skills for paraeducator careers were identified. Foundation or workplace skills are basic academic and employability skills needed to build more advanced competencies. The employability skills are based on broad workplace categories, known as SCANS™ (Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor). SCANS™ is comprised of a three-part foundation of skills, personal qualities, and five workplace competencies needed for successful job performance in today's workforce:

Foundation Skills

Competent workers in the workplace need:

- Basic skills (reading, writing, arithmetic, etc.)
- Thinking skills
- Personal qualities

Workplace Competencies

Effective workers can productively use:

- Resources
- Interpersonal
- Information
- Systems
- Technology

The ADVANCE™ Workplace Standards Skill Inventory from Advance Educational Spectrums, Inc. was used to capture views on employability skills from paraeducators about paraeducators. Industry professionals ranked the SCANS skill levels required for the paraeducator. The information in the graphic on the following pages was created by creating a frequency distribution of the profiles across the sample. This summary information provided a general view of the key employability skills deemed relevant and necessary for the entry-level paraeducator.

Some of this data was collected such that at a latter date it would be possible to compare the responses of paraeducators, teachers and administrators. This comparison was not included in the plan for this study because the primary purpose of the study was to identify Skill Standards, not to compare responses of groups to Skill Standards. However, for those who would like to pursue these questions further the raw data is available from Washington Education Association in Federal Way, Washington.

SCANS™ SKILLS

The graphics on the following pages illustrate the results of the SCANS™ Skills survey that was administered to 75 paraeducators, including the focus panel members. Some individual paraeducators choose not to respond to the demographic portion of the survey and some choose not to respond to individual questions in the demographic portion and in the body of survey.

Of the respondents, 65 identified themselves as female and one as male.

Experience as paraeducators varied as follows:

6 months to 2 years	1
2+ years to 5 years	10
5+ years to 10 years	34
10+ years	25

Respondents worked in the following areas, with some working in multiple areas:

Preschool	6
Elementary	45
Middle/Junior	26
High School	13
Transition	4

The respondents described their specialty areas, with some working in multiple areas:

General	23
Special Education	44
ESL/Bilingual/Migrant	12

The respondents described their school's environment as:

Rural	30
Suburban	26
Urban	14

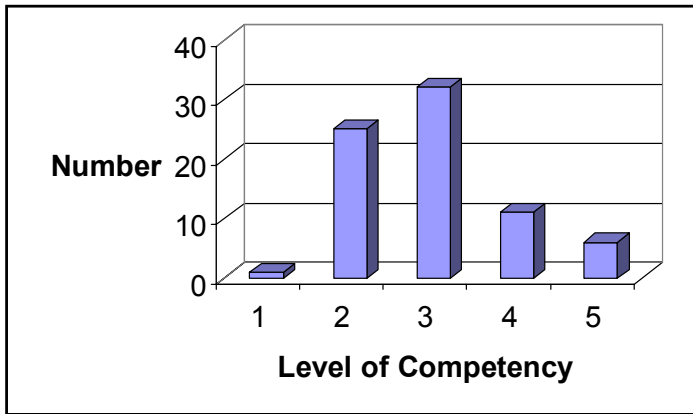
The following graphics illustrate the group's response to the SCANS™ survey.

Close inspection of the data revealed that a number of questions yielded a near average mean but showed neither a bell-shaped distribution nor a strong central tendency. Among these distributions were flat distributions where each value had near equal representation and u-shaped distributions that were bi-modal at extreme ends of the scale. While all three distributions (bell-shaped, flat and u-shaped) yielded similar means, the distributions themselves indicated very different responses.

Scans Skills.

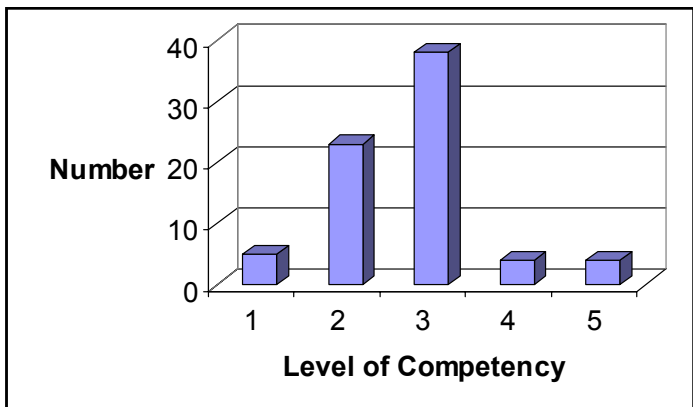
BASIC SKILLS

Reading



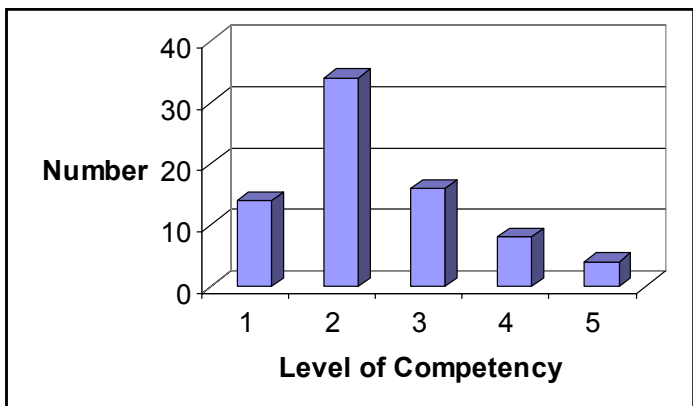
1	<ul style="list-style-type: none"> • Selects appropriate information • Identifies basic concepts
2	<ul style="list-style-type: none"> • Identifies relevant details, facts, specifications • Follows set of instructions
3	<ul style="list-style-type: none"> • Probes to gain knowledge/information • Qualifies/analyzes information • Interprets and summarizes information
4	<ul style="list-style-type: none"> • Researches to gain knowledge/information • Proposes options/solutions based on research • Synthesizes information
5	<ul style="list-style-type: none"> • Critiques publications • Evaluates documents/proposals • Validates content

Writing



1	<ul style="list-style-type: none"> • Records information accurately • Completes forms/surveys/etc.
2	<ul style="list-style-type: none"> • Prepares messages • Writes simple documents
3	<ul style="list-style-type: none"> • Summarizes/paraphrases information • Composes/edits correspondence • Creates original documents
4	<ul style="list-style-type: none"> • Synthesizes information • Creates detailed supporting documents
5	<ul style="list-style-type: none"> • Evaluates consistency of written material • Justifies writing

Arithmetic

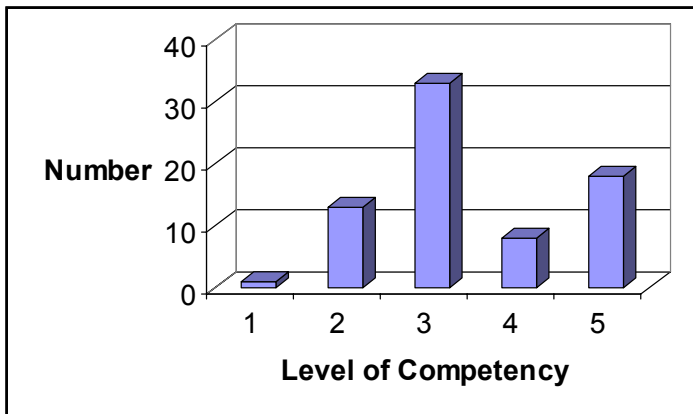


1	<ul style="list-style-type: none"> • Performs basic computations • Records numerical data.
2	<ul style="list-style-type: none"> • Obtains data • Performs measurements • Interprets numerical data
3	<ul style="list-style-type: none"> • Converts numerical data • Predicts arithmetic results
4	<ul style="list-style-type: none"> • Organizes numerical data • Sets numeric parameters
5	<ul style="list-style-type: none"> • Forecasts quantitative results • Adjusts/modifies numeric parameters • Analyzes/assesses/evaluates numerical data

Scans Skills

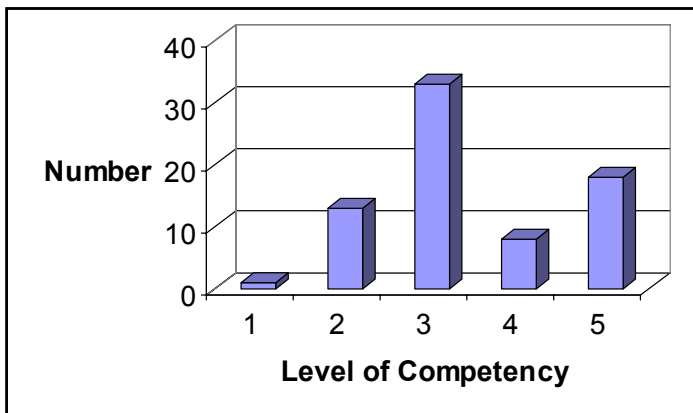
BASIC SKILLS

Mathematics



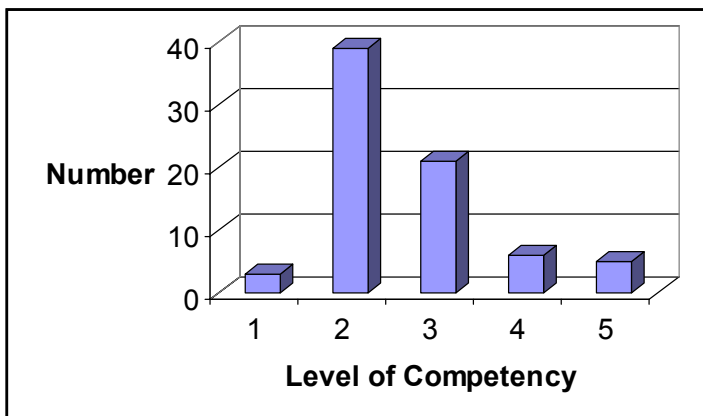
1	<ul style="list-style-type: none"> Utilizes mathematical techniques/formulas/processes Records results
2	<ul style="list-style-type: none"> Summarizes mathematical data Translates mathematical data
3	<ul style="list-style-type: none"> Manipulates techniques/formulas/processes Interprets mathematical data
4	<ul style="list-style-type: none"> Organizes mathematical data Determines/variables/constants
5	<ul style="list-style-type: none"> Creates new mathematical applications Forecasts mathematical outcomes/events Evaluates mathematical data/applications

Listening



1	<ul style="list-style-type: none"> Listens attentively Aware of nonverbal communication
2	<ul style="list-style-type: none"> Responds to verbal/nonverbal communication confirms information
3	<ul style="list-style-type: none"> Interprets communication Clarifies communication Influences communication
4	<ul style="list-style-type: none"> Compares multiple viewpoints Relates intent to desired results Analyzes communication
5	<ul style="list-style-type: none"> Qualifies information Values differences of opinion Validates freedom of speech

Speaking

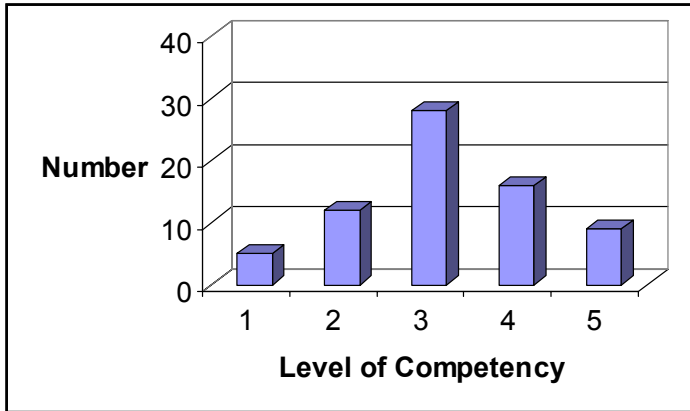


1	<ul style="list-style-type: none"> Communicates appropriate verbal/nonverbal messages Addresses audience/purpose
2	<ul style="list-style-type: none"> Presents basic ideas/information Explains concepts Actively participates in discussion
3	<ul style="list-style-type: none"> Presents complex ideas/information Analyzes group/individual response Poses critical questions
4	<ul style="list-style-type: none"> Composes/presents well organized speech Debates issues Speaks extemporaneously
5	<ul style="list-style-type: none"> Critiques speeches/presentations Evaluates information accuracy

Scans Skills.

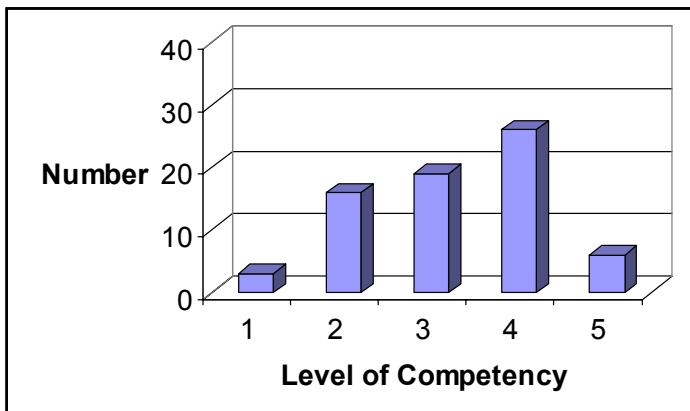
THINKING SKILLS

Creative Thinking



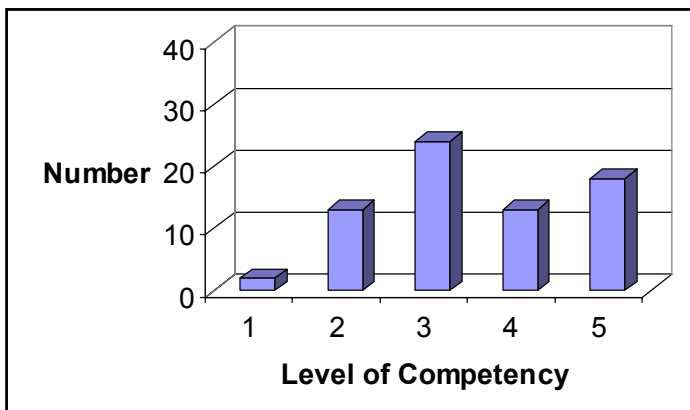
1	<ul style="list-style-type: none"> • Makes connections between old and new • Recognizes patterns/relationships
2	<ul style="list-style-type: none"> • Paraphrases summarizes/generalizes existing ideas • Demonstrates creative thinking process while problem solving • Utilizes brainstorming techniques
3	<ul style="list-style-type: none"> • Develops creative solutions • Applies creative solutions to new situations
4	<ul style="list-style-type: none"> • Generates unique solutions • Formulates new ideas/plans/approaches • Organizes new processes/procedures
5	<ul style="list-style-type: none"> • Judges/validates creativity • Actively pursues creative expression

Decision Making



1	<ul style="list-style-type: none"> • Understands decision making process • Recalls basic rules/principles • Identifies goals and constraints
2	<ul style="list-style-type: none"> • Applies rules/principles to situation • Gathers information
3	<ul style="list-style-type: none"> • Analyzes situation/information • Considers risks/implications • Compiles multiple viewpoints
4	<ul style="list-style-type: none"> • Generates alternative solutions • Evaluates alternative solutions • Formulates plan of action • Predicts outcome/result based on experience/prior knowledge
5	<ul style="list-style-type: none"> • Judges consistency/precedence • Justifies purpose/result • Sets decision making parameters

Problem Solving

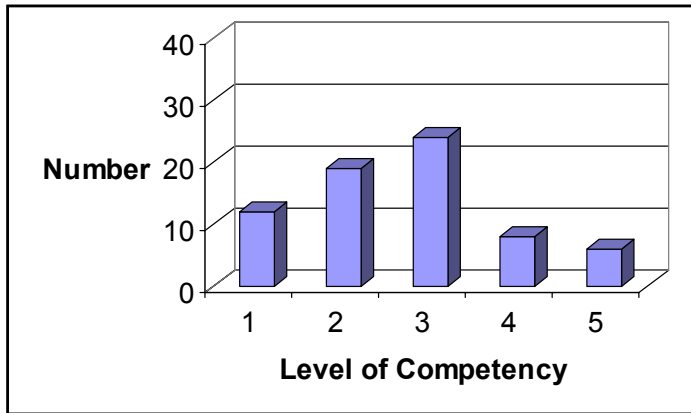


1	<ul style="list-style-type: none"> • Identifies the problem
2	<ul style="list-style-type: none"> • Understands the complaint/discrepancy • Appropriately refers complaint/discrepancy
3	<ul style="list-style-type: none"> • Examines information/data • Analyzes possible causes/reasons • Recommends action plan
4	<ul style="list-style-type: none"> • Generates/evaluates solutions • Devises/implements plan of action
5	<ul style="list-style-type: none"> • Evaluates/adjusts plan of action • Judges effectiveness/efficiency of solution

Scans Skills.

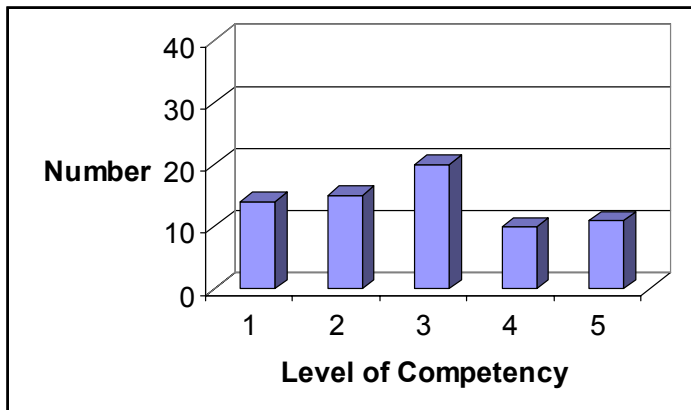
THINKING SKILLS

Visualization



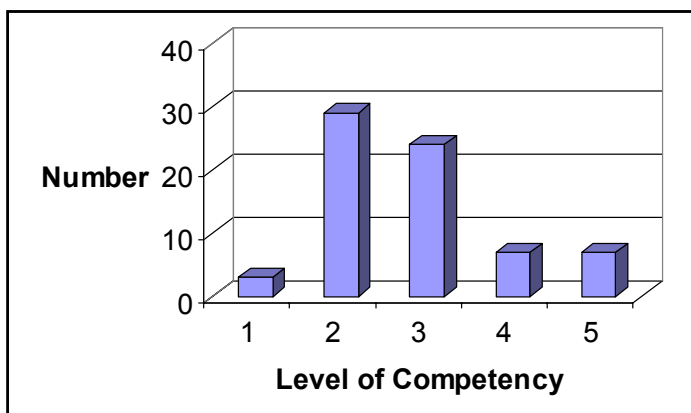
1	<ul style="list-style-type: none"> Recognizes patterns/relationships Translates blueprints/ drawings/ diagrams
2	<ul style="list-style-type: none"> Applies appropriate principles/laws/ theories to situations Utilizes previous training/ experience to predict outcomes Uses imagination to visualize events/ activities
3	<ul style="list-style-type: none"> Visually analyzes relationship between parts/whole, process/procedure Interprets charts/graphs/symbols pictures
4	<ul style="list-style-type: none"> Generates operation plan/building plan Creates comprehensive model/situation Mentally pictures familiar activities/ outcomes
5	<ul style="list-style-type: none"> Visualizes new concept/ design/ project/ activity Evaluates concept/ design/ project/ activity

Knows/Learns



1	<ul style="list-style-type: none"> Understands learning process Recalls basic rules/principles Draws upon experiences and prior knowledge Identifies own learning style
2	<ul style="list-style-type: none"> Selects/applies learning tools Interprets and applies new knowledge and experience Interprets symbols, diagrams and schematics
3	<ul style="list-style-type: none"> Analyzes application of learning tools Investigates new learning techniques Manipulates learning tools
4	<ul style="list-style-type: none"> Formulates/adapts learning strategy Synthesizes multiple learning techniques
5	<ul style="list-style-type: none"> Develops/evaluates new learning tools/ techniques Validates learning process

Reasoning

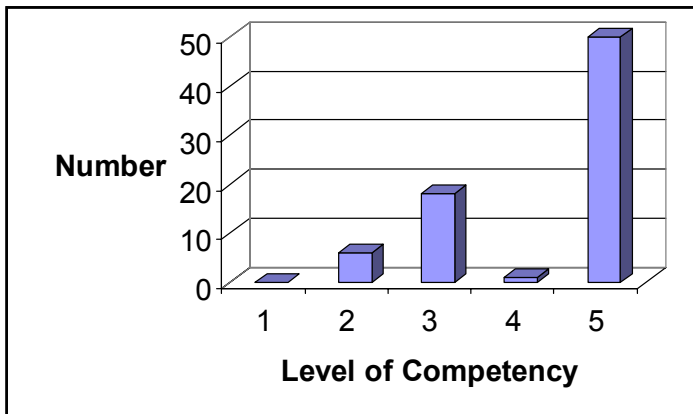


1	<ul style="list-style-type: none"> Identifies facts and principles Identifies the problem
2	<ul style="list-style-type: none"> Applies rules/principles to process/ procedure Extracts information/ data Uses logic to draw conclusions
3	<ul style="list-style-type: none"> Analyzes logic/ rule/ principle Examine information/ data for relevance and accuracy
4	<ul style="list-style-type: none"> Creates/ develops new rules/principles Adapts rules/ principles to new applications
5	<ul style="list-style-type: none"> Validates rules/ principle Judges logical consistency

Scans Skills.

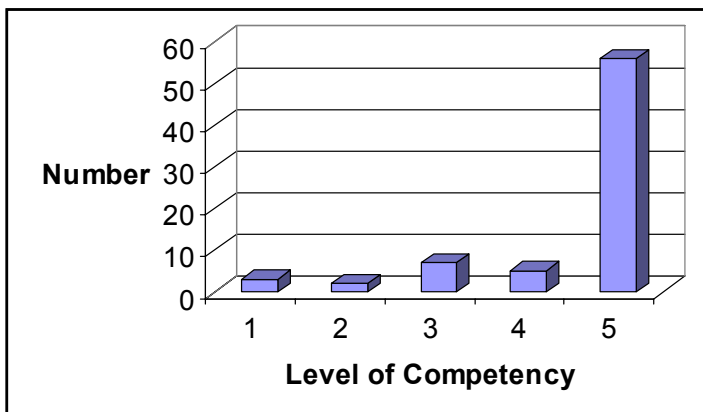
PERSONAL QUALITIES

Responsibility



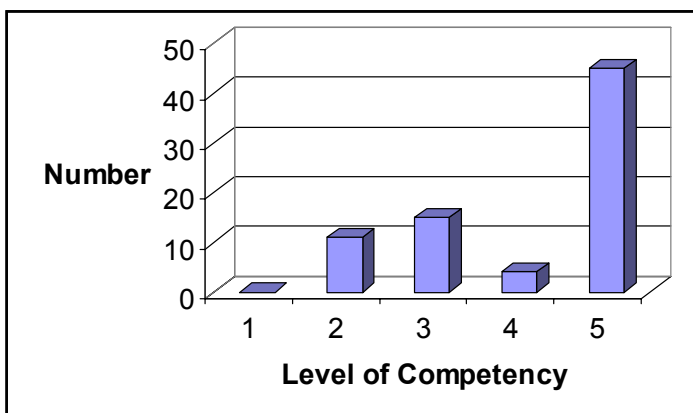
1	<ul style="list-style-type: none"> • Attends regularly • Demonstrates punctuality • Performs assigned tasks
2	<ul style="list-style-type: none"> • Follows rules/policies/procedures • Employs level of concentration • Volunteers for special assignments
3	<ul style="list-style-type: none"> • Works with minimal supervision • Pays attention to details • Demonstrates enthusiasm/optimism/initiative
4	<ul style="list-style-type: none"> • Monitors performance standards • Follow up on assigned tasks
5	<ul style="list-style-type: none"> • Exhibits commitment to organization • Exerts effort and perseverance • Ensures work quality

Self-Worth



1	<ul style="list-style-type: none"> • Maintains positive self-image • Identifies own skills/abilities • Recognizes own emotional capacity
2	<ul style="list-style-type: none"> • Responds assertively • Defends own beliefs/viewpoints
3	<ul style="list-style-type: none"> • Values own individuality • Accepts constructive criticism
4	<ul style="list-style-type: none"> • Accepts responsibility for own behavior • Understands own impact on others
5	<ul style="list-style-type: none"> • Demonstrates self confidence, self reliance, and self discipline • Actively seeks self improvement opportunities

Sociability

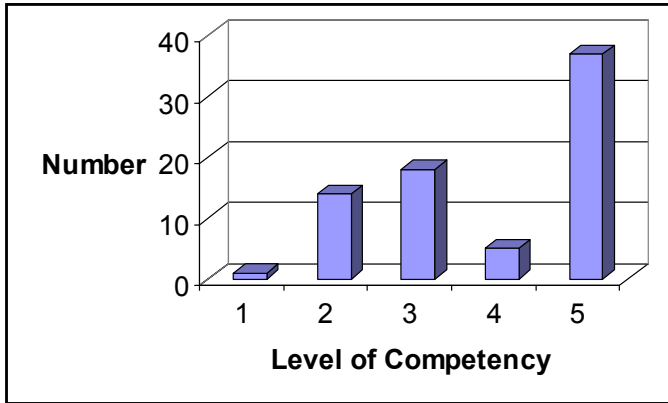


1	<ul style="list-style-type: none"> • Responds appropriately to others
2	<ul style="list-style-type: none"> • Willingly helps others • Takes active interest in others • Establishes rapport with co-workers and customers
3	<ul style="list-style-type: none"> • Modifies behavior to environment • Shows understanding/empathy for others • Demonstrates commitment to social improvement
4	<ul style="list-style-type: none"> • Works to identify/remove social barriers • Encourages cooperation/negotiation
5	<ul style="list-style-type: none"> • Demonstrates social awareness/responsibility • Values differences of opinion/freedom of speech

Scans Skills.

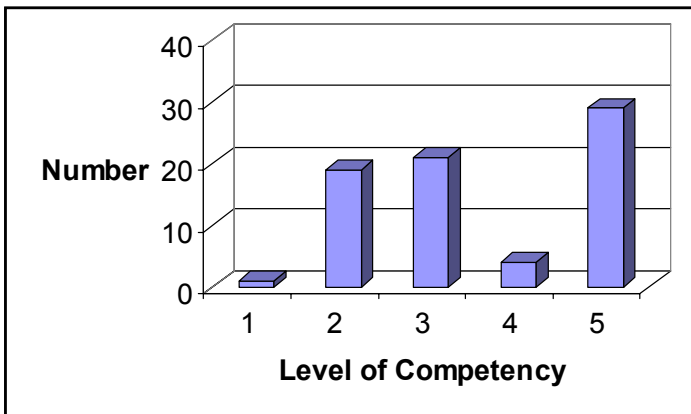
PERSONAL QUALITIES

Self-Management



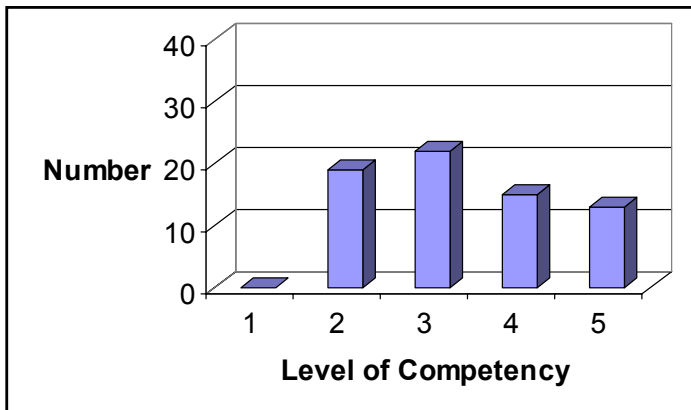
1	<ul style="list-style-type: none"> Identifies own strengths/limitations Identifies need for self improvement
2	<ul style="list-style-type: none"> Maintains self-control Accepts responsibility for own behavior Accepts constructive criticism
3	<ul style="list-style-type: none"> Sets well defines/realistic goals Demonstrates commitment to self improvement Applies self management skills Analyzes and adjusts goals
4	<ul style="list-style-type: none"> Appropriately modifies goals Aggressively pursues goal attainment
5	<ul style="list-style-type: none"> Evaluates self continuously Actively seeks self improvement opportunities

Integrity/Honesty



1	<ul style="list-style-type: none"> Recognizes ethical issues Identifies personal societal values
2	<ul style="list-style-type: none"> Demonstrates honesty Demonstrates trustworthiness Accepts responsibility for own behavior
3	<ul style="list-style-type: none"> Demonstrates commitment to personal/ social improvement Analyzes personal/ societal implications of decisions Recommends ethical course of action
4	<ul style="list-style-type: none"> Responsibility challenges unethical practices/ decisions Formulates ethical course of action
5	<ul style="list-style-type: none"> Justifies ethical decision/ course of action Demonstrates social awareness/ responsibility

Time Management

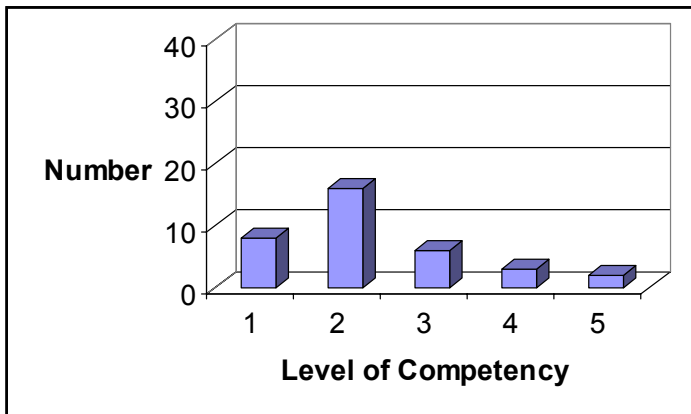


1	<ul style="list-style-type: none"> Starts on time Follows schedule
2	<ul style="list-style-type: none"> Performs given set of tasks Efficiently manages time Adjusts schedule as required by supervisor
3	<ul style="list-style-type: none"> Prioritizes daily tasks Prepares schedule Monitors/adjusts task sequence
4	<ul style="list-style-type: none"> Prepares and organizes multiple schedules Manages timelines Recommends timeline adjustment
5	<ul style="list-style-type: none"> Evaluates project timeframes Modifies project timeframes

Scans Skills

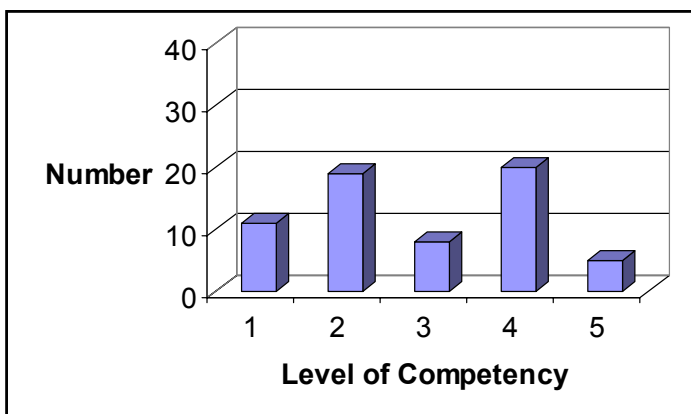
RESOURCES

Money Management



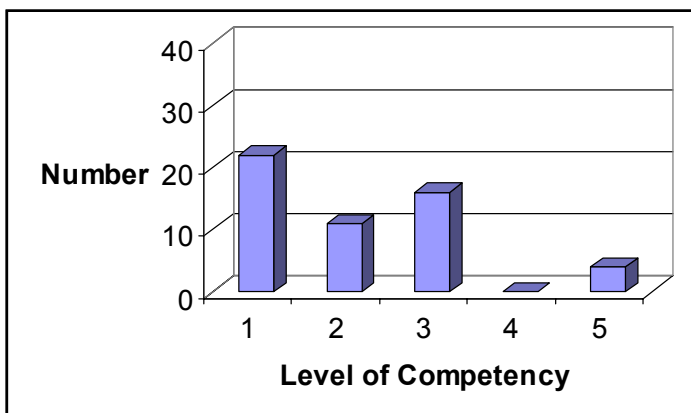
1	<ul style="list-style-type: none"> Accurately disburses and receives money
2	<ul style="list-style-type: none"> Reconciles daily receipts and payments Performs routine recordkeeping
3	<ul style="list-style-type: none"> Maintains balanced accounts Reconciles accounts
4	<ul style="list-style-type: none"> Develops budget proposals Monitors multiple accounts Recommends budget adjustments Forecasts department or project costs
5	<ul style="list-style-type: none"> Evaluates/ revises organizational budgets Forecasts financial resources and expenditures Audits accounts

Materials Management



1	<ul style="list-style-type: none"> Uses materials in a safe and efficient manner Maintains job specific supplies and equipment
2	<ul style="list-style-type: none"> Acquires supplies and equipment Distributes supplies and equipment
3	<ul style="list-style-type: none"> Orders and maintains inventory Monitors safe and efficient utilization of materials
4	<ul style="list-style-type: none"> Identifies future material needs Assesses need/quality/efficiency/safety Coordinates acquisition, storage and distribution
5	<ul style="list-style-type: none"> Estimates and projects facility/material needs Prepares bid requests

Human Resources

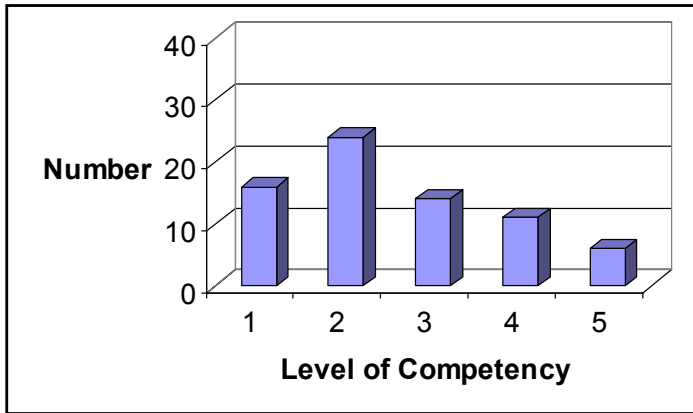


1	<ul style="list-style-type: none"> Recognizes job tasks Distributes work assignments
2	<ul style="list-style-type: none"> Matches talent to positions Analyzes work assignments Delegates responsibilities
3	<ul style="list-style-type: none"> Assesses individual knowledge/skills Determines workload (quality/quantity) Monitors performance
4	<ul style="list-style-type: none"> Proposes hiring/ reassignment/staffing adjustment Plans expansions/reductions/ reassignments/retrenchments
5	<ul style="list-style-type: none"> Forecasts future workloads Plans staff development Evaluates performance

Scans Skills.

INFORMATION

Acquiring Information



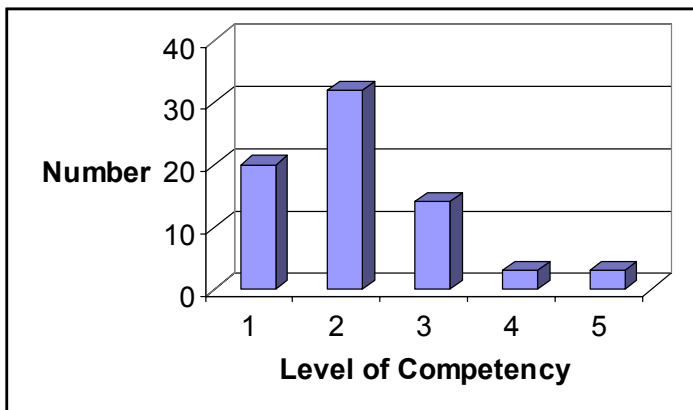
1	<ul style="list-style-type: none"> • Selects/obtains data/information relevant to the task • Identifies need for data
2	<ul style="list-style-type: none"> • Identifies data/information • Predicts outcomes
3	<ul style="list-style-type: none"> • Analyzes data • Integrates multiple items of data • Contrasts conflicting data
4	<ul style="list-style-type: none"> • Researches additional information sources • Creates data gathering processes
5	<ul style="list-style-type: none"> • Validates appropriateness of data/information • Justifies outcomes/results • Evaluates data accuracy • Evaluates relevance of data

Organizing



1	<ul style="list-style-type: none"> • Identifies process • Selects appropriate categories
2	<ul style="list-style-type: none"> • Interprets information • Applies processes to new information
3	<ul style="list-style-type: none"> • Analyzes organization of information • Transfers information between formats
4	<ul style="list-style-type: none"> • Rearranges systems • Proposes/formulates new processes • Designs new organizational systems
5	<ul style="list-style-type: none"> • Evaluates effectiveness of process • Appraises information system design • Justifies distribution methods

Interpreting Information

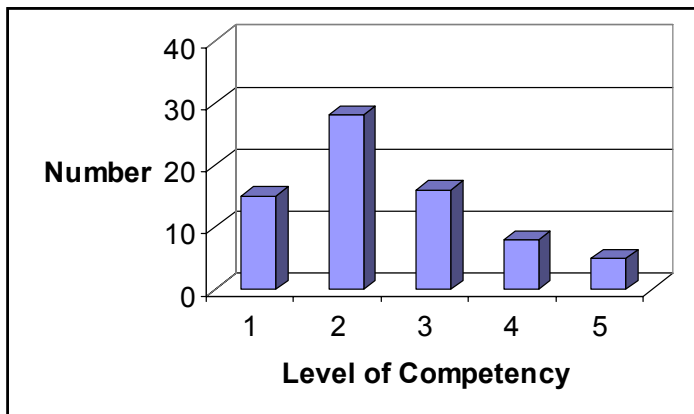


1	<ul style="list-style-type: none"> • Understands information • Recognizes accuracy of information • Provides accurate communication
2	<ul style="list-style-type: none"> • Interprets information • Prepares basic summaries • Prepares basic reports • Selects methods of communication
3	<ul style="list-style-type: none"> • Summarizes/integrates information • Analyzes information • Designs charts/graphs
4	<ul style="list-style-type: none"> • Organizes technical reports • Incorporates multiple communication methods • Formulates proposals • Composes multimedia presentations
5	<ul style="list-style-type: none"> • Assesses needs analysis • Assesses information accuracy • Evaluates reports

Scans Skills.

INFORMATION

Use of Information Technology

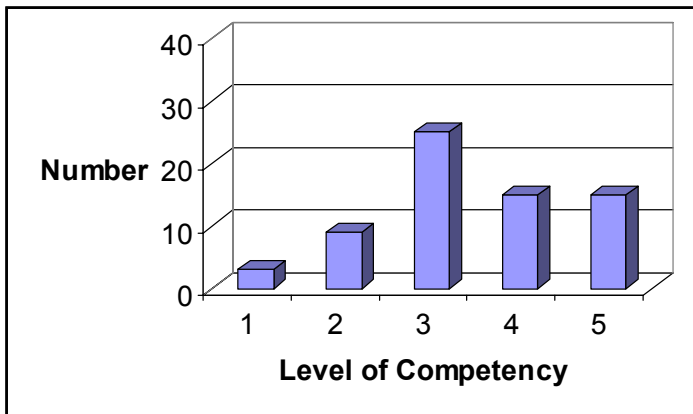


1	<ul style="list-style-type: none"> • Understands computer operation • Performs basic data entry
2	<ul style="list-style-type: none"> • Utilizes integrated/ multiple software • Locates information • Retrieves stored information/ data
3	<ul style="list-style-type: none"> • Manipulates information • Interprets data • Integrates multiple platforms • Utilizes networks • Modifies/ edits information
4	<ul style="list-style-type: none"> • Organizes information and reports • Converts information formats • Composes multimedia presentations • Analyzes operational problems
5	<ul style="list-style-type: none"> • Verifies data accuracy • Designs programs/ networks/ graphics • Evaluates computer utilization • Judges information accuracy

Scans Skills

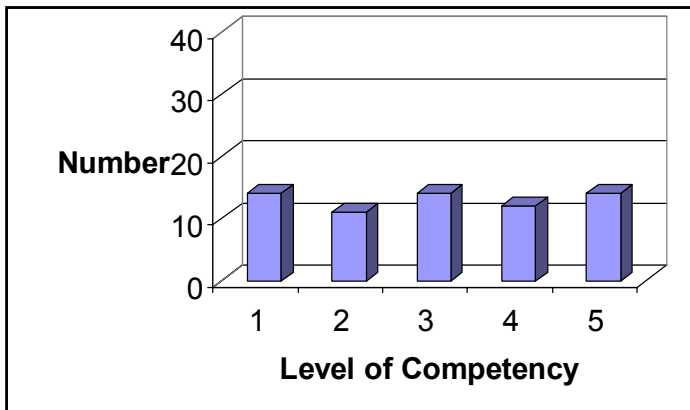
INTERPERSONAL

Participation



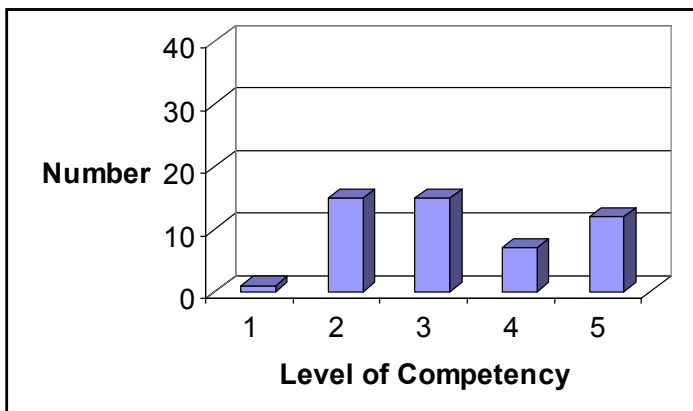
1	<ul style="list-style-type: none"> Identifies with team Attends closely to team activities Completes tasks
2	<ul style="list-style-type: none"> Obeys team rules Actively participates in team activities Volunteers for special tasks Assists team members
3	<ul style="list-style-type: none"> Demonstrates commitment Works to improve team skills Encourages/supports team members
4	<ul style="list-style-type: none"> Assumes responsibility for accomplishing team goals Understands strengths/limitations Resolves conflicts Responsibly challenges existing policies
5	<ul style="list-style-type: none"> Motivates team member s Evaluates team activities

Helping Other Learn



1	<ul style="list-style-type: none"> Recognizes poor performance/attitudes Models proper performance/attitudes Understands material being taught
2	<ul style="list-style-type: none"> Identifies training needs Conducts task specific training Coaches others to apply related concepts
3	<ul style="list-style-type: none"> Provides constructive feedback/reinforcement
4	<ul style="list-style-type: none"> Develops appropriate training procedures Encourages learner independence
5	<ul style="list-style-type: none"> Judges training alternatives Facilitates learning process Encourages development of whole person

Serving Customers

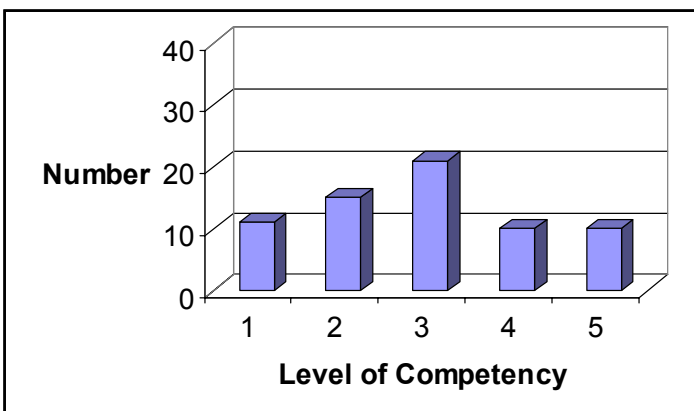


1	<ul style="list-style-type: none"> Recognizes customer needs Identifies customer concerns/complaints
2	<ul style="list-style-type: none"> Responds to customer needs Demonstrates sensitivity to customer concerns/interests
3	<ul style="list-style-type: none"> Analyzes customer needs Demonstrates commitment to customer Relates to customers fears/concerns
4	<ul style="list-style-type: none"> Obtains additional resources to meet customer needs Makes exceptional effort on behalf of customer Resolves conflict to customer's satisfaction
5	<ul style="list-style-type: none"> Develops extensive personalized customer care Evaluates effectiveness of solutions Forecasts future customer needs

Scans Skills.

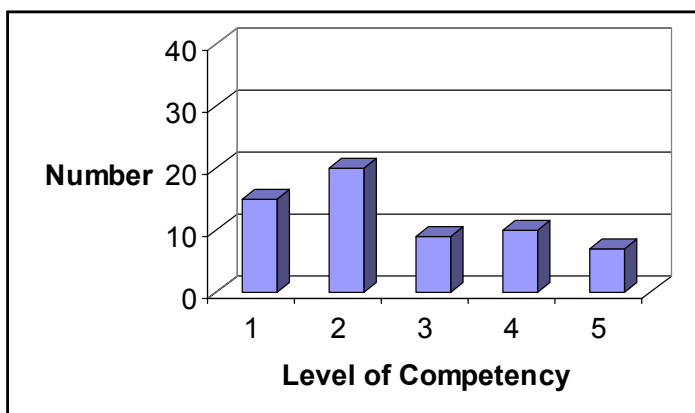
INTERPERSONAL

Exhibiting Leadership



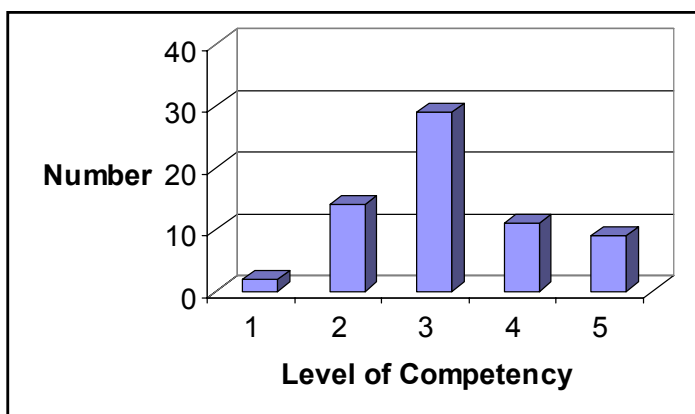
1	<ul style="list-style-type: none"> • Understands standards • Adheres to standards
2	<ul style="list-style-type: none"> • Encourages others to adopt new concepts • Demonstrates commitment to excellence • Leads by example • Interprets positions on issues
3	<ul style="list-style-type: none"> • Motivates others to extend their capabilities • Displays enthusiasm/positive attitudes • Develops minority/majority views
4	<ul style="list-style-type: none"> • Persuades others to reverse negative attitudes/behaviors • Maximizes strengths/minimizes limitations • Consolidates varied viewpoints/positions
5	<ul style="list-style-type: none"> • Empowers individuals/teams to achieve excellence • Judges leadership styles • Justifies positions/policies

Negotiating



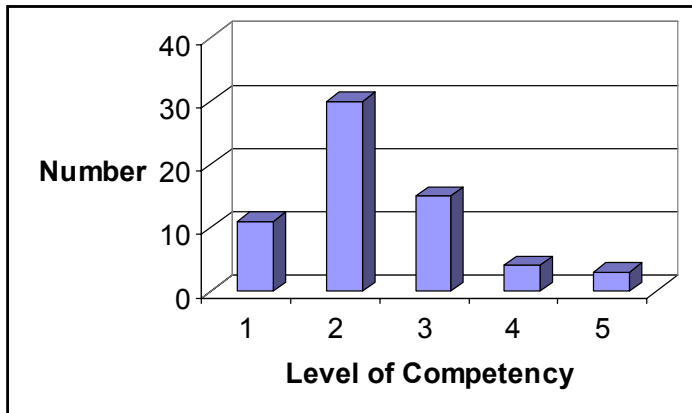
1	<ul style="list-style-type: none"> • Understands negotiations process • Recalls basic rules/principles • Identifies conflicts
2	<ul style="list-style-type: none"> • Moderates discussion • Demonstrates composure • Interprets complaints/concerns
3	<ul style="list-style-type: none"> • Analyzes group dynamics • Distinguishes between facts and inferences • Detects underlying issues
4	<ul style="list-style-type: none"> • Summarizes/paraphrases both sides of issues • Analyzes underlying issues • Resolves technical issues
5	<ul style="list-style-type: none"> • Appraises negotiated outcomes • Resolves critical and emotionally charged issues

Working With Diversity



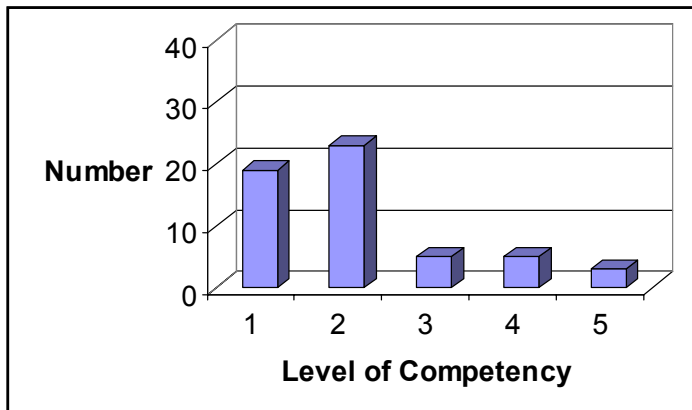
1	<ul style="list-style-type: none"> • Recognizes differences/biases • Understands legal aspects of discrimination
2	<ul style="list-style-type: none"> • Demonstrates sensitivity to fears/concerns of diversity • Respects rights of others • Demonstrates awareness of diversity
3	<ul style="list-style-type: none"> • Recognizes the value of diversity • Encourages/supports individuality • Encourages/supports a correct course of action
4	<ul style="list-style-type: none"> • Responsibly challenges discriminatory practices/procedures
5	<ul style="list-style-type: none"> • Proactively works to identify/remove barriers • Assesses/modifies policies/procedures • Judges discriminatory actions

Understanding the Organizational System



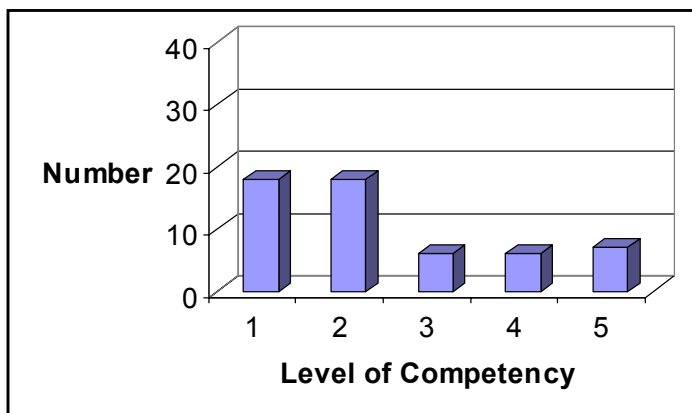
1	<ul style="list-style-type: none"> Recognizes organizational, social and technological systems Understands system principles/terminology
2	<ul style="list-style-type: none"> Understands system organization/hierarchy Follows processes/procedures Responds to system demand
3	<ul style="list-style-type: none"> Analyzes system configuration/stability Recognizes system strengths/limitations
4	<ul style="list-style-type: none"> Evaluates system configuration/stability Evaluates process/procedure
5	<ul style="list-style-type: none"> Judges system effectiveness/efficiency Justifies system structure/organization

Monitoring and Correcting System Performance



1	<ul style="list-style-type: none"> Collects data Identifies system discrepancies
2	<ul style="list-style-type: none"> Adjusts system operation Monitors system performance Troubleshoots system malfunction/failure
3	<ul style="list-style-type: none"> Analyzes system operation Distinguishes trends in performance Diagnoses performance deviations
4	<ul style="list-style-type: none"> Evaluates system performance Devises plan to monitor/correct system Modifies process/procedure
5	<ul style="list-style-type: none"> Verifies system operation Judges product/service quality

Improving System Performance

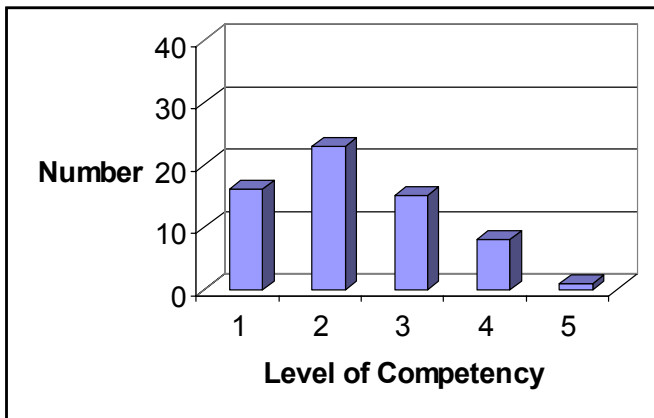


1	<ul style="list-style-type: none"> Understands continuous improvement process Identifies needed systemic improvements
2	<ul style="list-style-type: none"> Suggests system modifications/improvements Determines system components to be modified or improved
3	<ul style="list-style-type: none"> Analyzes goals/constraints Examines proposed modifications/improvements
4	<ul style="list-style-type: none"> Develops new/alternative system designs Challenges the status quo
5	<ul style="list-style-type: none"> Justifies system modification Ensures quality control

Scans Skills.

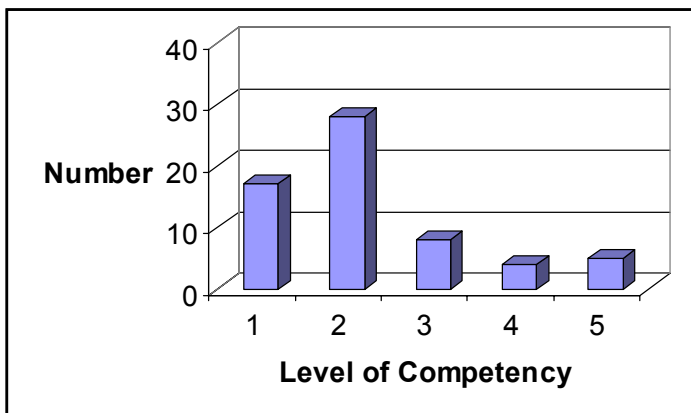
TECHNOLOGY

Selecting Appropriate Technology



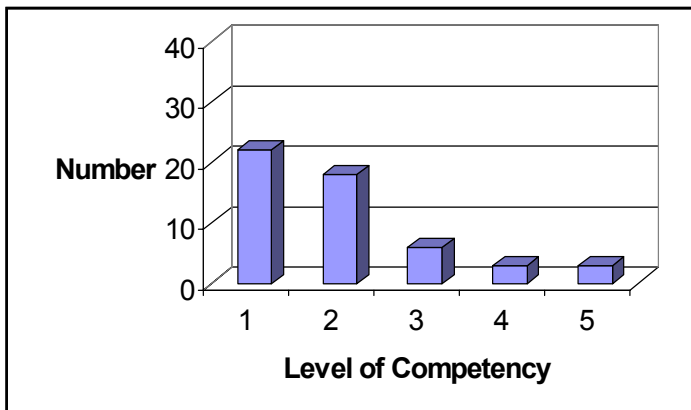
1	<ul style="list-style-type: none"> • Knows available technology • Identifies appropriate technology
2	<ul style="list-style-type: none"> • Understands requirements of the task • Understands technological results
3	<ul style="list-style-type: none"> • Analyzes task/technology relationship • Proposes simple technological solutions
4	<ul style="list-style-type: none"> • Proposes new technology applications • Integrates systems technology • Predicts technological results
5	<ul style="list-style-type: none"> • Adapts technology for complex alternative uses • Designs new technology • Evaluates application of technology

Applying Technology



1	<ul style="list-style-type: none"> • Understands technology application • Follows proper procedures
2	<ul style="list-style-type: none"> • Understands operation/interaction • Manipulates technology for desired results
3	<ul style="list-style-type: none"> • Analyzes technology output • Examine task/technology relationship
4	<ul style="list-style-type: none"> • Integrates systems technology • Interprets/evaluates data received
5	<ul style="list-style-type: none"> • Implements technological improvement/changes • Generates technological solutions

Maintaining Technology



1	<ul style="list-style-type: none"> • Outlines maintenance procedures • Follows specified maintenance • Identifies symptoms
2	<ul style="list-style-type: none"> • Identifies and corrects malfunctions/failures • Troubleshoots failures
3	<ul style="list-style-type: none"> • Evaluates performance of technology • Analyzes failures
4	<ul style="list-style-type: none"> • Implements technological improvements/changes • Generates technological solutions
5	<ul style="list-style-type: none"> • Ensures quality control • Judges technology applications

VALIDATION SURVEY

Once the focus panels were held and the steering committee had the opportunity to review the results of the focus panel, a validation survey was completed. For the validation survey paraeducators were asked, "How important are these functions and tasks in your position?" Surveys were mailed to 2,000 paraeducators and 568 responded to the survey.

In responding to the question, for each function and task the paraeducators rated the functions and tasks as:

1	Not Important
2	Slightly Important
3	Important
4	Very Important
5	Critical

The responding group consisted of 548 female and 15 male paraeducators. Some did not indicate gender.

The respondents' experience was as follows:

Experience	Count
6 months to 2 years	61
2+ years to 5 years	111
5+ years to 10 years	191
10+ years	205

The respondents described their assignments as follow: (some had multiple assignments)

Preschool	66
Elementary	419
Middle/Junior	133
High School	71
Transition	19

The respondents described their specialization as follows: (some have multiple assignments)

General	266
Special Education	355
ESL/Bilingual/Migrant	71
Other (27 specialties)	128

The respondents described the environment of their school as: (some worked at more than one school)

Rural	82
Suburban	236
Urban	156
Other	5

The respondents said that their schools were of the following sizes:

Number of students In School	Paraeducators
Less than 100	10
101 to 200	13
201 to 350	52
351 to 500	196
501 to 750	202
751 to 1,000	74
over 1,001	40

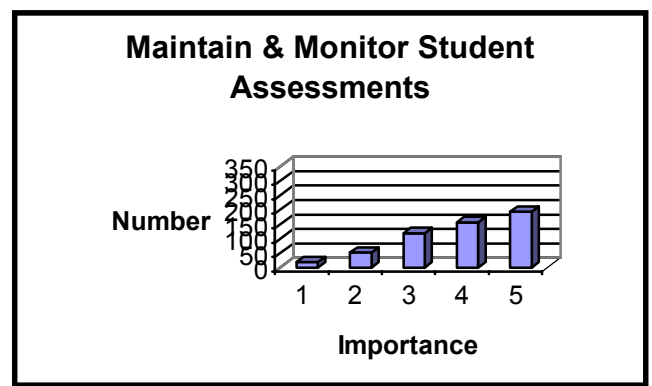
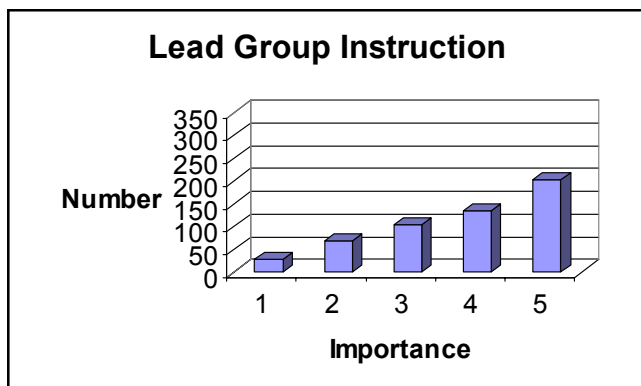
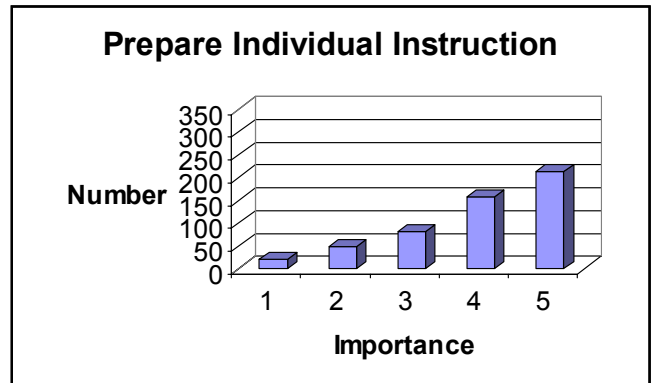
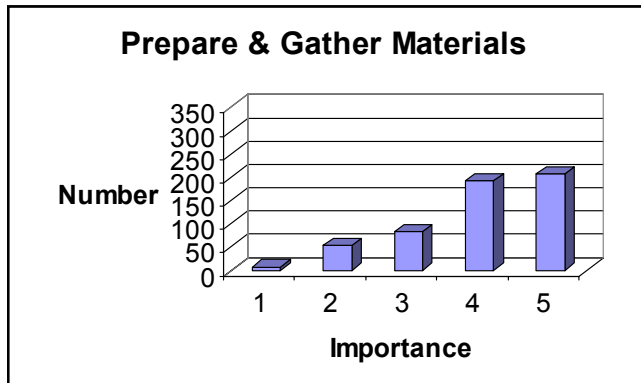
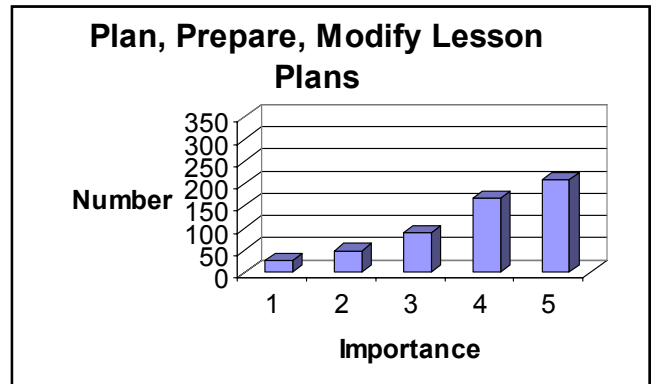
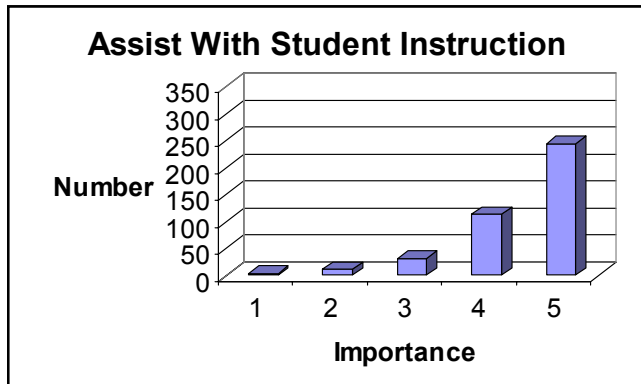
VALIDATION SURVEY

The following graphics illustrate the frequency of response by the paraeducators who responded to the survey. The first set of graphics deals with survey items that all paraeducators deal with and may be called general functions and tasks. The next two sets of graphics deal with the functions and tasks more specifically addressed by paraeducators working in Special Education and ESL/Bilingual/Migrant Education.

The following graphics illustrate the response to the Validation Survey.

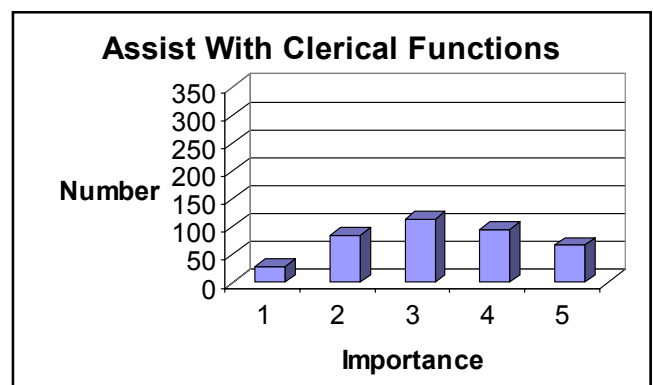
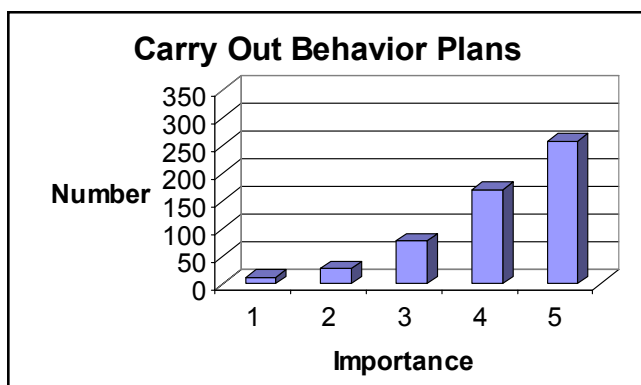
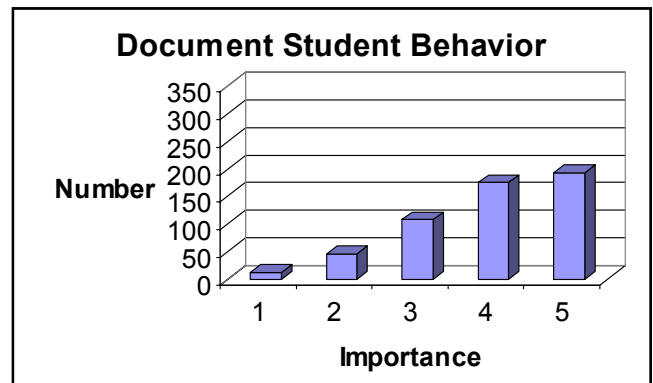
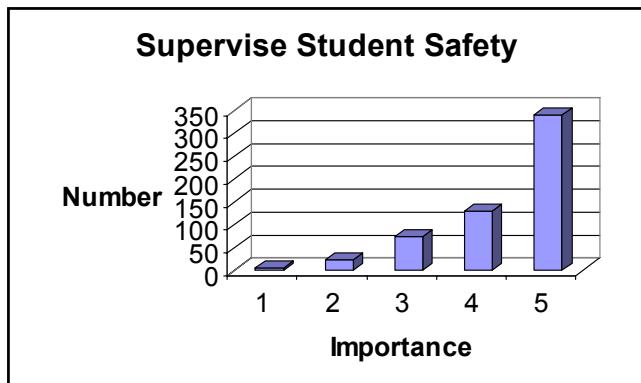
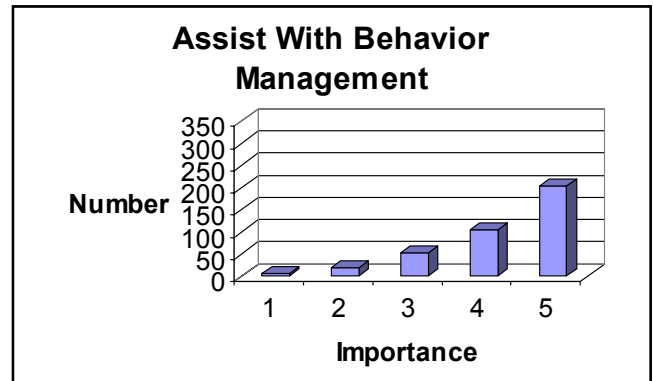
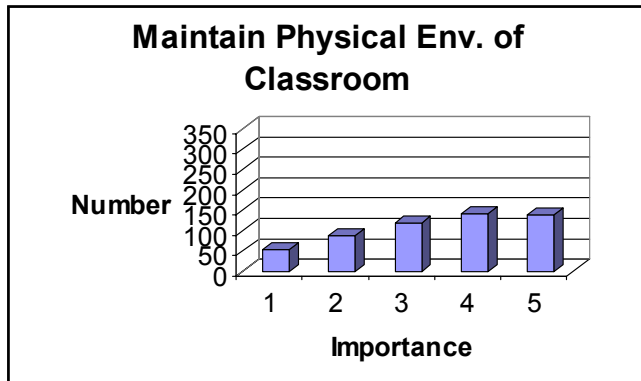
Close inspection of the data revealed that a number of questions yielded a near average mean but did showed neither a bell-shaped distribution nor a strong central tendency. Among these distributions were flat distributions where each value had near equal representation and unshaped distributions that were bi-modal at extreme ends of the scale. While all three distributions (bell-shaped, flat and unshaped) yielded similar means, the distributions themselves indicated very different responses.

GENERAL FUNCTIONS AND TASKS FOR ALL PARAEDUCATORS



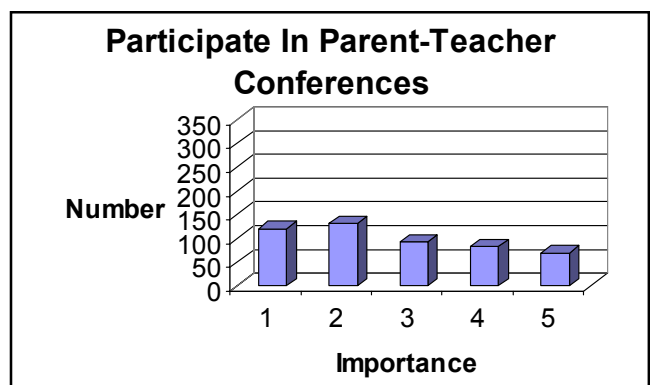
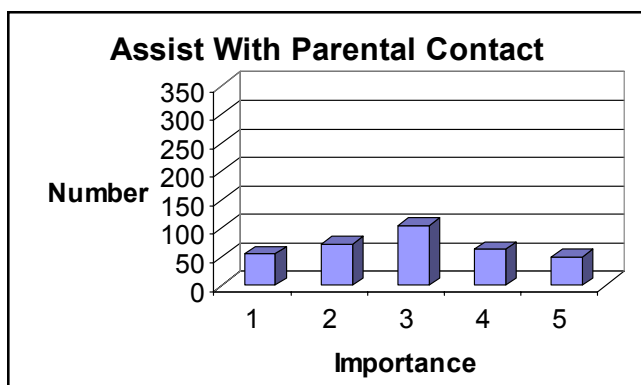
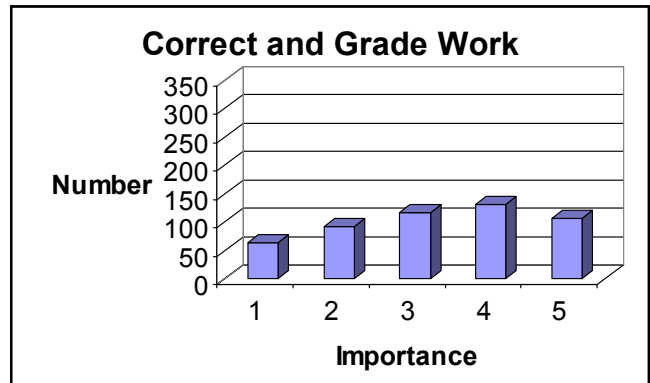
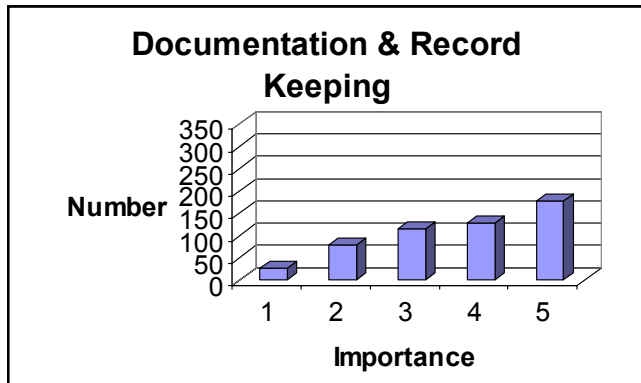
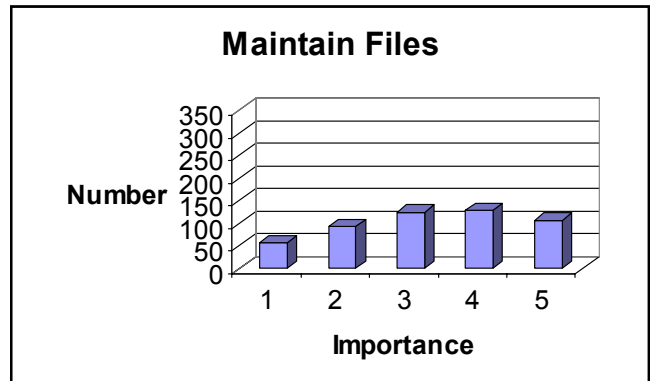
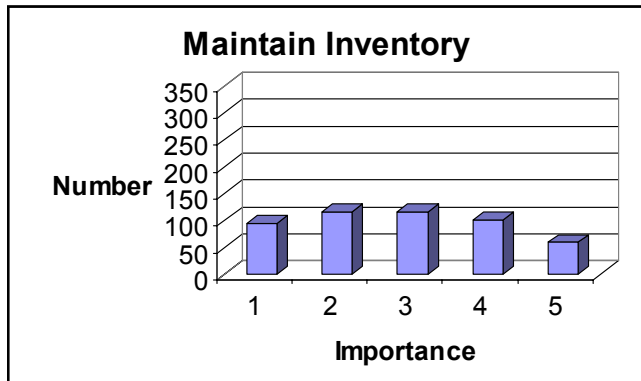
SCALE	
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2	Slightly Important
3	Important
4	Very Important
5	Critical

GENERAL FUNCTIONS AND TASKS FOR ALL PARAEDUCATORS



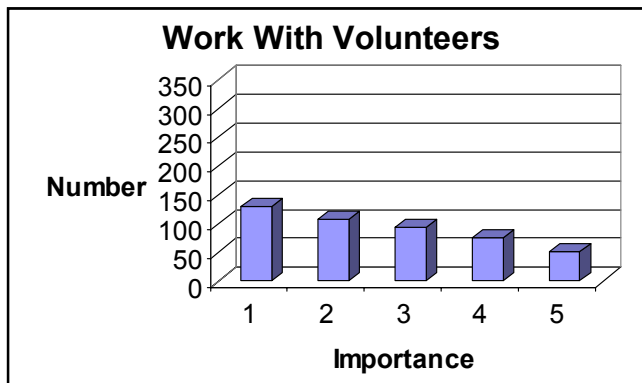
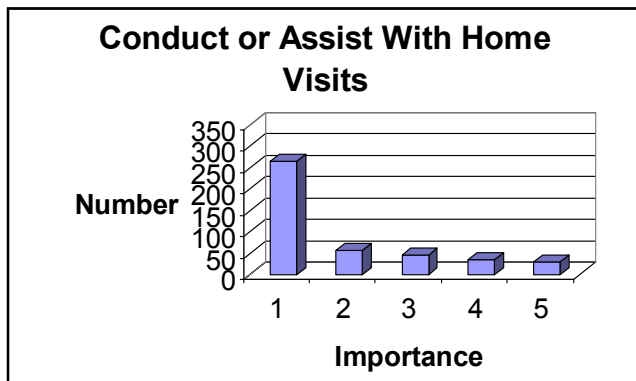
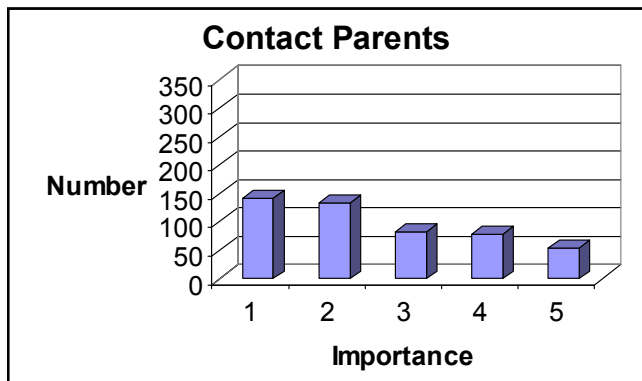
SCALE	
1	Not Important
2	Slightly Important
3	Important
4	Very Important
5	Critical

GENERAL FUNCTIONS AND TASKS FOR ALL PARAEDUCATORS



SCALE	
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2	Slightly Important
3	Important
4	Very Important
5	Critical

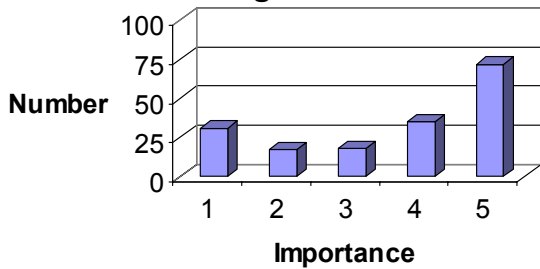
GENERAL FUNCTIONS AND TASKS FOR ALL PARAEDUCATORS



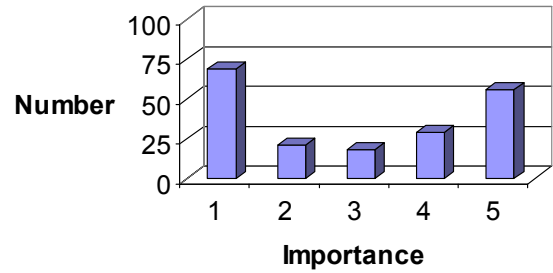
SCALE	
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2	Slightly Important
3	Important
4	Very Important
5	Critical

GENERAL FUNCTIONS AND TASKS FOR SPECIAL EDUCATION

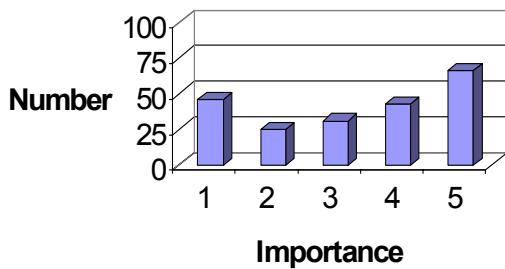
Assist With Physical Needs Management



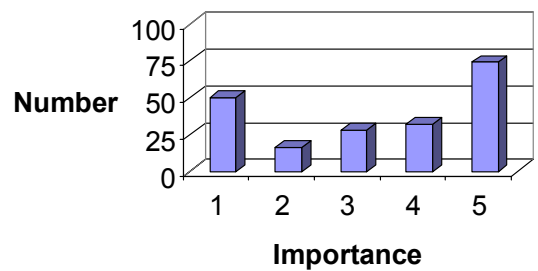
Feed Students



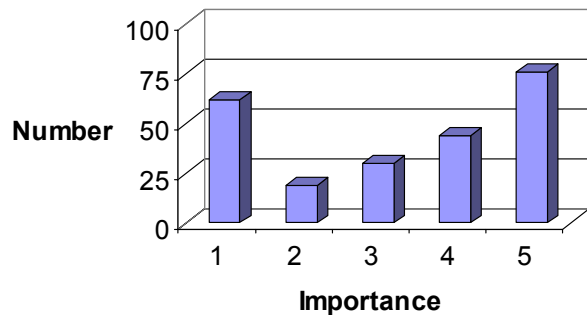
Provide Personal Hygiene Instruction and Materials



Provide Health Related Assistance To Students



Assist Students With Mobility

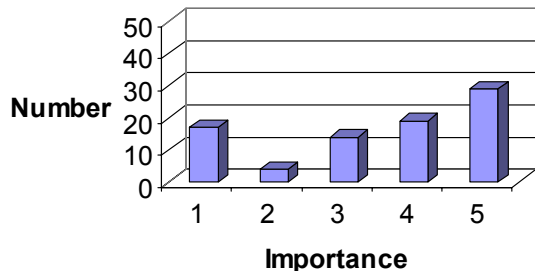


SCALE

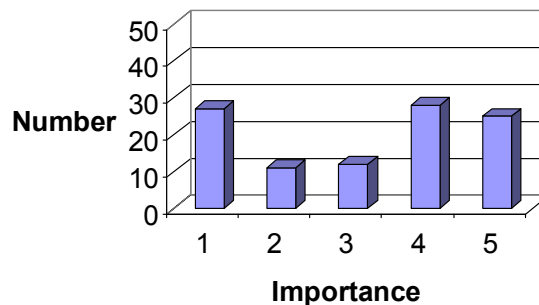
- 1 Not Important
- 2 Slightly Important
- 3 Important
- 4 Very Important
- 5 Critical

GENERAL FUNCTIONS & TASKS FOR ESL/BILINGUAL/MIGRANT

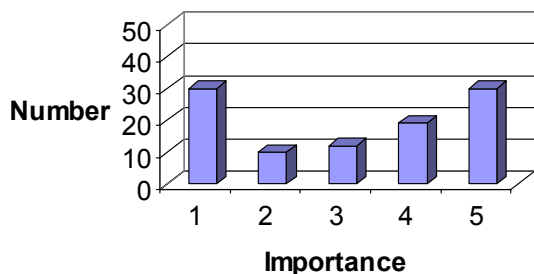
Assist Teachers With Cultural Issues



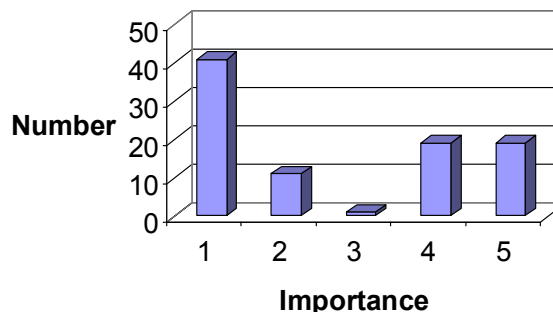
Provide Advocacy Services



Provide/Arrange Translation Services



Deliver Bilingual Instruction



SCALE

- 1 Not Important
- 2 Slightly Important
- 3 Important
- 4 Very Important
- 5 Critical

In order for us to better organize the survey data, we would appreciate it if you could answer the following demographic questions.

EXPERIENCE AS A PARAEDUCATOR:

- 6 months to 2 years
- over 2 years to 5 years
- over 5 years to 10 years
- over 10 years

GENDER:

- Male
- Female

ASSIGNMENT (mark all that apply):

- Pre-school
- Elementary
- Middle/Junior High
- High School
- Transition

SPECIALIZATION (mark all that apply):

- General
- Special Education
- Bilingual/ESL/Migrant
- Other: _____

HOW WOULD YOU DESCRIBE YOUR SCHOOL'S ENVIRONMENT?

- Rural
- Suburban
- Urban
- Other: _____

SIZE OF YOUR SCHOOL:

- Less than 100
- 100-200
- 201-350
- 351-500
- 501-750
- 751-1,000

- I work in more than one school.

Paraeducator

			How important are these functions and tasks in your position?				
			Not Important	Somewhat Important	Important	Very Important	Critical
Function	A.	Assist Teachers with Student Instruction	0	1	2	3	4
Tasks	A1.	Plan, prepare, and/or modify lesson plans with teacher	0	1	2	3	4
	A2.	Prepare and/or gather instructional materials	0	1	2	3	4
	A3.	Prepare individual instruction	0	1	2	3	4
	A4.	Lead group instruction	0	1	2	3	4
	A5.	Maintain and monitor student assessments	0	1	2	3	4
	A6.	Maintain physical environment of classroom	0	1	2	3	4

Are there any important tasks missing from function A?

			How important are these functions and tasks in your position?				
			Not Important	Somewhat Important	Important	Very Important	Critical
Function	B.	Assist Teachers with Behavior Management	0	1	2	3	4
Tasks	B1.	Supervise student safety	0	1	2	3	4
	B2.	Document student behavior	0	1	2	3	4
	B3.	Carry out behavior plans	0	1	2	3	4

Are there any important tasks missing from function B?

Paraeducator

			How important are these functions and tasks in your position?				
			Not Important	Somewhat Important	Important	Very Important	Critical
Function	C.	Assist Teachers with Clerical Functions	0	1	2	3	4
Tasks	C1.	Maintain inventory	0	1	2	3	4
	C2.	Maintain files	0	1	2	3	4
	C3.	Perform documentation and record keeping duties	0	1	2	3	4
	C4.	Correct and grade student work	0	1	2	3	4

Are there any important tasks missing from function C?

			How important are these functions and tasks in your position?				
			Not Important	Somewhat Important	Important	Very Important	Critical
Function	D.	Assist Teachers with Parental Contact	0	1	2	3	4
Tasks	D1.	Participate in parent-teacher conferences	0	1	2	3	4
	D2.	Contact parents	0	1	2	3	4
	D3.	Conduct or assist with home visits	0	1	2	3	4
	D4.	Work with parent and community volunteers	0	1	2	3	4

Are there any important tasks missing from function D?

Paraeducator

SPECIAL NEEDS

Complete this section **ONLY** if you are working with special needs students.

			How important are these functions and tasks in your position?				
			Not Important	Somewhat Important	Important	Very Important	Critical
Function	E.	Assist Teachers and License/Certified Staff with Physical Needs Management	0	1	2	3	4
Tasks	E1.	Feed students	0	1	2	3	4
	E2.	Provide personal hygiene instruction and materials	0	1	2	3	4
	E3.	Assist with students' health related care at the direction of licensed/certified staff	0	1	2	3	4
	E4.	Assist students with mobility	0	1	2	3	4

Are there any important tasks missing from function E?

Paraeducator

ESL/BILINGUAL

Complete this section **ONLY** if you are working with special needs students.

			How important are these functions and tasks in your position?				
			Not Important	Somewhat Important	Important	Very Important	Critical
Function	F.	Assist Teachers with Cultural Issues	0	1	2	3	4
Tasks	F1.	Provide advocacy services	0	1	2	3	4
	F2.	Provide or arrange translation services	0	1	2	3	4
	F3.	Deliver Biliterate instruction in native language for bilingual programs	0	1	2	3	4

Are there any important tasks missing from function F?

Appendix A

Resources

Workforce Resources

American Association of Community Colleges. *The Workforce Training Imperative: Meeting the Needs of the Nation, a Policy Paper on the Role of Community Colleges in Providing Workforce Training*. Washington, DC. September, 1993.

Carnevale, A.P. *America and the New Economy*. The American Society for Training and Development and the U.S. Department of Labor, 1991.

Commission on the Skills of the American Workforce. *America's Choice: High Skills or Low Wages*. National Center on Education and the Economy, Rochester, NY, 1990.

Drucker, Peter. The Age of Social Transformation. *The Atlantic Monthly*. November, 1994.

Gayton, Carver and Dale Parnell. The Boeing Company's Tech Prep Story. *Community College Journal*. June/July, 1996.

Government and Public Affairs Department of Society of Human Resource Management/HR News staff. Executive Briefing: Goals 2000: Education America Act Final. *HR Magazine*. May, 1994.

Johnston, William B. and Arnold H. Parker. *Workforce 2000: Work and Workers for the 21st Century*. Hudson Institute, 1987.

McCage, Ronald D. (Dir.). *Workplace Skills*. Decatur, GA: Vocational-Technical Education Consortium of States. 1994.

Packer, A. The SCANS challenge: Preparing Your Workforce For High Performance. *Employment Relations Today*. Winter, 1992/1993.

Toffler, Alvin and Heidi Toffler. *Creating a New Civilization: The Politics of the Third Wave*. Turner Publishing, Atlanta, Georgia, 1995.

U.S. Department of Labor. *Learning a Living: A Blueprint for High Performance*. The Secretary's Commission on Achieving Necessary Skills. U.S. Department of Labor, Washington, DC. April, 1992.

Skill Standards and Competency-Based Resources

Bailey, Thomas. *Changes in the Nature and Structure of Work: Implications for Skill Requirements and Skill Formation*. New York, NY, Nov. 1989.

Bailey, Thomas, and Donna Merritt. *Making Sense of Industry-Based Skill Standards*. Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley, 1995.

Gaber, Beverly. *The Plan to Certify America*. Training. February, 1995.

Ganzglass, Evelyn and Martrin Simon. *State Initiatives on Industry-Based Skill Standards and Credentials*. National Governors' Association, Washington, DC. 1993.

Ganzglass, Evelyn and Martin Simon. *Skill Standards: A Tool for State Workforce Development System Reform—Final Report*. National Governors' Association, Washington, DC. 1995.

Institute for Educational Leadership. *An Overview of Skill Standards Systems in Education and Industry; Vol. I-IV*. The Institute for Educational Leadership. (No date).

Kaplan, I. and W. Seymour. *Building consensus: How the electronics industry is developing skill standards*. Vocational Education Journal. January, 1994.

Kuluk, Christine D.; Adelman, Nancy E., and John S. Breckenridge. *Issues in Establishing Skill Standards in Eight States*. Council of Chief State School Officers. 1995.

MacAllum, Keith and Patricia M. *Skills, Standards and Entry-Level Work*. U.S. Department of Labor, Washington, DC. 1995.

National Alliance of Business. *Skill Standards: Benchmarks of Excellence*. National Alliance of Business. Washington, DC. 1995.

Pearlman, Kenneth. *The Skill Standard Project and the Redesign of the Nation's Occupational Classification System*. U.S. Department of Labor, Washington, DC. 1993.

Stevenson, RoseAnn. *Skill Standards Guidebook I*. Washington State Board for Community and Technical Colleges; The Center for Career and Work-Related Education; The Boeing Company. October, 1996.

Tucker, M. *One Step Toward Skill Standards*. Training. May, 1994.

Tucker, M. *On Occupational Clusters- or- Early Thoughts on Organizing the Work of the National Skill Standards Board*. Unpublished paper. Prepared under subcontract to the National Alliance for Business. U.S. Department of Labor Contract. April, 1994.

U.S. Department of Education and U.S. Department of Labor. *Occupational Skill Standards Projects*. Contact Carolyn Lee. U.S. Department of Education and U.S. Department of Labor, Washington, DC. 1994.

U.S. Department of Labor and Institute for Educational Leadership. "Developing Skill Clusters." Unpublished background paper. U.S. Department of Labor and Institute for Educational Leadership, Washington, DC. 1994.

U.S. Department of Labor, Analysis: Public Dialogue on Voluntary, Industry-Based Skill Standards and Certification, U.S. Department of Labor, Washington, DC. 1992.

U.S. Department of Labor. Learning a Living: A Blueprint for High Performance. The Secretary's Commission on Achieving Necessary Skills. U.S. Department of Labor, Washington, DC. April, 1992.

U.S. Department of Labor. (1993). Teaching the SCANS Competencies. The Secretary's Commission on Achieving Necessary Skills. U.S. Department of Labor, Washington, DC. 1993.

U.S. Department of Labor and Training Administration. Skill Standards and Entry-Level Work. U.S. Department of Labor, Washington, DC. 1995.

Willis, Joan L. "Skill Standards: The Potential and the Challenge." Community College Journal April/May, 1995.

Willis, Joan. L. Voluntary Skill Standards and Certification. Center for Workforce Development. Institute for Educational Leadership. U.S. Department of Labor, Washington, DC. 1995.

Internet Resources

Advanced High Performance Manufacturing Skill Standards, National Skill Standards Project for Advanced Manufacturing. <http://www.bmpcoe.org/nacfam/skilstd1.html>

Documents About Standards <http://inet.ed.gov/G2K/doc-stan.html>

Gateway: Bioscience Industry Skill Standards <http://www.edc.org/CEEC/home/bioscibk.html>

Goals 2000: Increasing Student Achievement through State and Local Initiatives . <http://inet.ed.gov/G2K/Goals/Rpt/>

Making Sense of Industry-Based Skill Standards <http://vocserve.berkeley.edu/summaries/777sum.html>

National Skill Standards Board <http://www.stc.cahwnet.gov/STWGLOSS/DEF32.htm>

NCRVE'S Skill Standards Page <http://vocserve.berkeley.edu/SkillsPage.html>

NHCSSP Part 1: Why Skill Standards? <http://www.fwl.org/nhcssp/nhcss01.htm>

Net - The Occupational Information Network . <http://www.doleta.gov/programs/onet/>

SCANS 2000 <http://www.jhv.edu:80/~ips/scans/>

Sites Offering Academic and Skill Standards <http://inet.ed.gov/G2K/standard.html>

SKANSLINK . <http://www.dcccd.edu/nic/misc/scans/slink.htm>

Appendix B

Commonly Used Acronyms and Abbreviations

COMMONLY USED ACRONYMS AND ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
ARC	Advocating for the Rights of Citizens with Developmental Disabilities
ARNP	Advanced Registered Nurse Practitioner
BD	Behaviorally Disordered -
CDS	Communication Disorders Specialist
CEC	Council for Exceptional Children
CICC	County Interagency Coordinating Council
CSHCN	Children with Special Health Care Needs
CST	Child Study Team
CFR	Code of Federal Regulations
CPS	Child Protective Services
DCFS	Division of Children and Family Services
DD	Developmentally Delayed
DDC	Developmental Disabilities Council
DDD	Division of Developmental Disabilities
DOB	Date of Birth
DOH	Department of Health
DSHS	Division of Social and Health Services
ECEAP	Early Childhood Education and Assistance Program
ESA	Educational Staff Associate
ESD	Educational Service District
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FRC	Family Resource Coordination
FVE	Functional Vocational Evaluation
HHS	Health and Human Services
IDEA	Individuals with Disabilities Education Act
IDELR	Individuals with Disabilities Education Law Report
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
LAP	Learning Assistance Program
LEA	Local Educational Agency
LPN	Licensed Practical Nurse
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MDT	Multidisciplinary Team
NPA	Nonpublic Agency
OSEP	Office of Special Education Programs
OSPI	Office of Superintendent Of Public Instruction
OT	Occupational Therapy or Occupational Therapist
PAVE	Parents Are Vital in Education
PE	Physical Education
PLEP	Present Levels of Educational Performance
PT	Physical Therapy or Physical Therapist

S.Ct.	Supreme Court
SBD	Seriously Behaviorally Disordered
SDs	Standard Deviations
SEAC	Special Education Advisory Council
Section 504	Section 504 of The Rehabilitation Act Of 1973
SECVS	Special Education Compliance Verification System
SICC	State Interagency Coordinating Council
SLD	Specific Learning Disability
SLP	Speech-Language Pathologist
SRR	Student Record Review
SSA	Social Security Administration
ssi	Supplemental Security Income
STO	Short-Term Objective
TBI	Traumatic Brain Injury
USED/OCR	United States Education Department, Office for Civil Rights
VI	Visually Impaired
WAC	Washington Administrative Code
WIC	Woman, Infants and Children
WSA	Written Summary Analysis

Ordering Information

For additional copies of the *Skill Standards for Paraeducators*, please detach or photocopy this order form, and return it to:

Highline Community College
Skill Standards Resource Center (25-5A)
P.O. Box 98000
Des Moines, WA 98198-9800

If you have any questions about ordering, call 1-800-643-4667. Payment can be made by check, money order, VISA, MasterCard, or by purchase order. Checks or money orders should be made payable to Highline Community College.

For residents or organizations in the State of Washington, please add 8.7% Washington State sales tax.

ORDER FORM

QTY	TITLE/PRICE	COST
	Skill Standards for Paraeducators (\$20)	
	Washington State Sales Tax @ 8.7 %	
	Shipping & Handling (Please add \$3.50 for shipping and handling a single order, \$2.00 for each)	
	TOTAL	

VISA/MC Number	Expiration Date
Signature	
P.O. Number	
Ship To	