

PARAEDUCATORS



P.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

Foundational	Proficient	Advanced/Mastery
<p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions necessary for providing student support (e.g., directions for learning tasks, student goals and objectives, schedule of services, etc.) provide requested necessary information to students, parents/guardians, staff, visitors, and community share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> maintain a schedule/calendar of assignments to support students and/or classrooms access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings know emergency codes and phrases <p>Continued on next page ...</p>	<p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information understand and use educational terms and acronyms for clear and efficient communication of student needs and progress assist educators in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p>	<p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> coordinate dissemination of information to students, parents/guardians, staff, visitors, and community call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., assessment of schedule, new curriculum implementation, annual review of Individual Education Plans, etc.) maintain positive internal communication system, ensuring instructional, probation, and support staff are kept informed of needed information write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement scripts for responding to students exhibiting challenging behavior stay current and share best practices relating to communication strategies skills for effectively contributing to educational teams <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

P.1. Communication Standard (continued)

Foundational	Proficient	Advanced/Mastery
<p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by walking in the halls; be responsible by doing your work; be respectful by using an inside voice in the classroom, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ◦ identify escalating situations with students, parents/guardians, staff, visitors, and community ◦ listen for and discern critical information necessary to support student learning during team meetings and in consultation with teachers; when working with students, monitor progress, and collect and share data in areas of focus 	<p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ participate in reciprocal feedback process with parents/guardians and staff in order to adjust academic and behavioral instruction and reinforcement; be aware of social and cultural dynamics, adjusting communication style to respond in a culturally relevant manner ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between school site/program and outside agencies and districts ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual 	

P.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

Foundational	Proficient	Advanced/Mastery
<p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community locate worksite/district documents available in home language of students, parents/guardians, staff, visitors, and community post classroom signage and notices in multiple languages 	<p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Continued on next page ...</p>	<p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages

P.2. Cultural Competence Standard (continued)

Foundational	Proficient	Advanced/Mastery
	<p>Work collaboratively with members of racially and culturally diverse groups.^L</p> <ul style="list-style-type: none"> ◦ use racial consciousness and cross-cultural understanding to communicate effectively ◦ provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community ◦ participate in activities with interracial and cross-cultural groups in school and in the larger community ◦ recognize students as racial and cultural individuals and use that understanding to forge relationships that bridge students' strengths, interests, and aspirations with learning new knowledge and skills to ensure success <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none"> ◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community.^{RM}</p> <ul style="list-style-type: none"> ◦ express awareness of own implicit and explicit biases ◦ ask questions to determine if missing perspectives have been sought and included in decisions ◦ use protocols and skills in cross-cultural and interracial interactions 	

P.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
<p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> organize necessary materials, including lesson plans, to perform the task or activity record student information <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> seek clarification when unsure of expected time line seek additional tasks to stay effectively engaged when workflow allows (e.g., copy materials for substitute folder; laminate materials for student learning activities; set up learning centers, etc.) flexibility/adaptability if lessons finish early to engage students with additional practice activities or learning games <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> resupply printers and copiers with paper, as needed charge electronic devices regularly to be ready for student use maintain clear and clean work area (e.g., clean up spills after class snack) 	<p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> respond to email notifications give feedback to teacher/designee in agreed format (written or verbal) keep records related to student information know school policies and procedures <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> step into an activity or task, as needed, to assist teacher/designee prepare necessary instructional materials know classroom/programs, and when to engage students and when to do other supporting tasks estimate time a task will take <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> school accreditation reports grant applications or summary reports <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> update apps on electronic devices for student use change images on message board with new vocabulary 	<p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> use calendar and apps to track student tasks or due date of needed support materials <p>Analyze practices, procedures and systems for organization, efficiency, effectiveness—and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> develop better ways to use and store student support materials develop better ways to engage students in practice activities <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> collaborate on design of professional learning for other ESP participate on governance Boards, instructional teams or other improvement teams <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> know classroom organization and expectations use efficient work task procedures coordinate on-the-job training

P.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

Foundational	Proficient	Advanced/Mastery
<p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures (e.g., direct supervisor, building administrator, classroom teacher) <p>Maintain the necessary documentation for required reporting of student progress as advised by classroom teacher. ^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ student skill attainment ◦ unexpected academic or social behavior ◦ effect of specially designed support or instruction 	<p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ visible signs of unexplained injuries such as burns, bruises, or broken bones ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command ◦ know types of incidents requiring reporting ◦ know intensity of incidents requiring reporting <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements 	<p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements. ^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records under direction of classroom teacher.</p> <ul style="list-style-type: none"> ◦ student progress on education and social-emotional/behavioral goals <p>Mentor/coach others in documentation and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities

P.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

Foundational	Proficient	Advanced/Mastery
<p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community 	<p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality 	<p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice

P.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Foundational	Proficient	Advanced/Mastery
<p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ escort and direct students with high needs at the time of emergency ◦ station oneself at designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety.^{RM}</p> <ul style="list-style-type: none"> ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures ◦ plan for students with a history of unpredictable or violent behavior <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus 	<p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually ◦ know how to use epinephrine auto-injector for food or other severe allergic reactions <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> ◦ protocol for emergency contact ◦ know policies/procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations.</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events.^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff <p>Use student adaptive equipment correctly (e.g., wheelchairs, positioning chairs, personal-needs devices)</p> <ul style="list-style-type: none"> ◦ recognize purposes, benefits, and limitations of adaptive equipment ◦ procedures for adjusting ◦ support students to use independently where possible 	<p>Participate on safety committees at the school, district, community, and/or state level.^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of student behavior and logistics in classrooms, hallways, and common areas ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> ◦ coordinate positive-reinforcement campaign for safe school behavior with students, parents/guardians, staff, visitors, and community ◦ provide feedback to school climate or positive school behavior committee on engagement of students with disabilities <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond during emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ activate individualized response procedures for students with disabilities <p>Continued on next page ...</p>

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

P.6. Health & Safety Standard (continued)

Foundational	Proficient	Advanced/Mastery
		<p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none">◦ evacuation paths and protocols◦ stranger-in-the-building scenarios◦ de-escalation skills and procedures

P.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

Foundational	Proficient	Advanced/Mastery
<p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ telephone, scanner, printer ◦ email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ support student access to educational software for learning objectives <p>Operate standard office equipment.</p> <ul style="list-style-type: none"> ◦ copier, laminator, etc. <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ tablet, SMART board®, document camera, etc. 	<p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ twice daily or as directed by supervisor ◦ flag emails needed for future reference <p>Operate advanced settings of maintenance systems and equipment needed to support student learning and independence.</p> <ul style="list-style-type: none"> ◦ student tablets or communication devices and assistive-technology devices ◦ SMART board®, document camera ◦ computer-related storage (shared drive, thumb drive, external hard drive, etc.) <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ document, spreadsheet, and report creation ◦ collate, enlarge, scan <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws 	<p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ topics of interest to students ◦ articles relevant to student area of study ◦ effective practice and reinforcement of learning <p>Download specific programs for student use to meet learning objectives.</p> <ul style="list-style-type: none"> ◦ app for mobile devices ◦ maintenance of app or program updates <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ generate student practice data, assessment data, and behavioral data summaries <p>Mentor/coach other paraeducators to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review student assistive-technology devices, operation and maintenance ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about acceptable use policy ◦ implementation fidelity of teacher-designed lesson or reading skill ◦ the right level of student support to foster independence <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ post events and reminders on classroom page ◦ post progress and achievements on classroom page

P.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

Foundational	Proficient	Advanced/Mastery
<p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ business or business casual, appropriate to educational setting <p>Conduct oneself as an ambassador for school or agency.^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ treat students, parents/guardians, staff, visitors, and community in a dignified, respectful manner ◦ communicate effectively in routine, sensitive, and confidential matters about students with required individuals ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ interact collegially with teachers, professional practitioners, and other paraeducators who are providing learning support to students ◦ attend workshops and required training that meet and maintain all district, state, and federal requirements ◦ participate in routine communication with educational team members ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team.^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students 	<p>Project a positive image to the community through communication, involvement, and personal conduct.^{RM}</p> <ul style="list-style-type: none"> ◦ provide comprehensive and accurate information in routine, sensitive, and confidential matters with students, parents/guardians, staff, visitors, and community ◦ be willing to take information or requests for assistance ◦ communicate clearly and directly <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite.^{RM}</p> <ul style="list-style-type: none"> ◦ work with other local, regional and state agencies to understand the needs and perspectives of other trades or technicians ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws.^L</p> <ul style="list-style-type: none"> ◦ use culturally responsive practices ◦ participate in training to work with students with specific physical and intellectual learning disabilities ◦ implement accommodations and modifications as designed ◦ know important terms and acronyms used in special education programs <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities 	<p>Seek or maintain connections with the larger community.^L</p> <ul style="list-style-type: none"> ◦ liaise with parents/guardians or community groups ◦ liaise with community agencies serving students and parents/guardians <p>Engage in the improvement of the profession through active participation in professional organizations.^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the National Resource Center for Paraeducators (NRCP), Paraprofessional Resource and Research Center (PAR²A Center), National Clearinghouse for Paraeducator Resources (NCPR), or similar organization ◦ attend webinars or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement.^L</p> <ul style="list-style-type: none"> ◦ provide support, suggestions, and feedback regarding the strategies and instruction that have been implemented ◦ advocate for professional conditions and resources that will improve learning outcomes of students ◦ participate with administrators and other stakeholders in creating and implementing comprehensive systems of professional learning opportunities for paraeducators <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ train on suctioning; child development; ethical, medical, and technical issues; behavior management and discipline; developmentally appropriate practices; instructional strategies, etc. <p>Mentor/coach others in role-alike positions on professionalism standards.^M</p> <ul style="list-style-type: none"> ◦ model appropriate interaction, social, and conflict-management skills