

Standards of practice: Fundamental Course of Study (FCS) and general paraeducator certificate

STANDARD 1		STANDARD 2		STANDARD 3		STANDARD 4		STANDARD 5	
Support educational outcomes		Demonstrate professionalism and ethical practices		Support a positive and safe learning environment		Communicate effectively and participate in the team process		Demonstrate cultural competency	
1.1	Knowledge competencies	2.1	Knowledge competencies	3.1	Knowledge competencies	4.1	Knowledge competencies	5.1	Knowledge competencies
A.	Proficiency in basic reading, writing, and math skills	A.	Knowledge of the Code of Professional Conduct for education (WAC 181.87) and applicable district policies and procedures	A.	Knowledge of child and adolescent developmental milestones/stages and potential early warning indicators (e.g. attendance, behavior, and academic progress)	A.	Knowledge of how multiple communication methods contribute to collaborative teamwork	A.	Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served
B.	Knowledge of basic computer applications (Word, PPT, Excel), data collection, assessments and software applications to support K-12 education	B.	Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members	B.	Knowledge of strategies to create an equitable learning environment which fosters the unique strengths and abilities of students being served	B.	Knowledge of collaborative team strategies and decision making	B.	Knowledge of strategies to support and maintain a culturally inclusive learning environment
C.	Knowledge of one's own cultural identity and how it influences perceptions, values, and practices	C.	Knowledge of the need to protect civil and human rights pertaining to all students, families, and staff	C.	Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments	C.	Knowledge of the need to respect individual differences among all students, families, and staff	C.	Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures
		D.	Knowledge of the importance and purpose of confidentiality of student information	D.	Knowledge of how to consider the well-being of others and a desire to contribute and support students, school, and community	D.	Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance		
1.2	Skill competencies	2.2	Skill competencies	3.2	Skill competencies	4.2	Skill competencies	5.2	Skill competencies
A.	Demonstrate ability to assist in reviewing, preparing, delivering, and reinforcing district/school/classroom instructional outcomes (e.g. tutoring, individual and small group instruction) as directed by certificated/licensed staff	A.	Adhere to code of professional conduct and applicable district policies, and procedures	A.	Demonstrate ability to assist students at appropriate developmental stages and report student concerns or risk factors to certificated staff or supervisor	A.	Demonstrate the ability to utilize various communication methods, problem-solving skills, and collaboration strategies with staff, students, families, and community	A.	Demonstrate the ability to assist in implementing educational material which represents and supports various cultures and abilities of students being served as directed by certificated/licensed staff

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B.	Demonstrate the ability to assist in recording and maintaining data as directed by certificated/licensed staff	B.	Pursue and participate in staff professional development and learning opportunities	B.	Demonstrate ability to implement behavior support systems/strategies as directed by certificated staff or supervisor	B.	Demonstrate the ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes	B.	Demonstrate the ability to foster a culturally inclusive environment as directed by certificated/licensed staff or supervisor
C.	Demonstrate ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff	C.	Adhere to and follow district's mission, policies, procedures, and personnel practices	C.	Adhere to district prescribed health, safety, and emergency policies and school guidelines	C.	Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance		
D.	Demonstrate ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff	D.	Adhere to confidentiality as consistent with all applicable laws, regulations, policies, and procedures	D.	(When assigned to CTE classes) Demonstrates ability to follow and assist in monitoring Career and Technical Education (CTE) program/class safety procedures as directed by district and/or instructor				
				E.	Demonstrate an awareness of student emotion, and the skill to help direct or express a student's emotions, thoughts, impulses, and stress in constructive ways				
				F.	Demonstrate the ability to assist students to access family, school, and community resources of support				
				G.	Demonstrate the ability to assist in the development of a student's sense of social and community responsibility				

Adopted November 15, 2017 by the Washington State Paraeducator Board. Amended January 15, 2020