

**WAC 179-07-040 Knowledge and skill competencies for the standards of practice.** The knowledge and skill competencies describe the standards of practice that paraeducators should exhibit when working with students. Competencies are associated with each standard.

(1) Supporting instructional opportunities:

(a) Knowledge competencies:

(i) Proficiency in basic reading, writing, and math skills;

(ii) Knowledge of basic computer applications (e.g., word processing, presentation, and spreadsheet applications), data collection, assessments and software applications to support K-12 education; and

(iii) Knowledge of one's own cultural identity and how it influences perceptions, values, and practices.

(b) Skill competencies:

(i) 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;

(ii) Demonstrate ability to assist in recording and maintaining data as directed by certificated/licensed staff;

(iii) Demonstrate ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff; and

(iv) Demonstrate ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff.

(2) Demonstrating professionalism and ethical practices:

(a) Knowledge competencies:

(i) Knowledge of the code of professional conduct for education and applicable district policies and procedures;

(ii) Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members;

(iii) Knowledge of the need to protect civil and human rights pertaining to all students, families, and staff; and

(iv) Knowledge of the importance and purpose of confidentiality of student information.

(b) Skill competencies:

(i) Adhere to code of professional conduct and applicable district policies and procedures;

(ii) Pursue and participate in staff professional development and learning opportunities;

(iii) Adhere to and follow district's mission, policies, procedures, and personnel practices; and

(iv) Adhere to confidentiality as consistent with all applicable laws, regulations, policies, and procedures.

(3) Supporting a positive and safe learning environment:

(a) Knowledge competencies:

(i) Knowledge of child and adolescent developmental milestones/stages and potential early warning indicators (e.g., attendance, behavior, and academic progress);

(ii) Knowledge of strategies to create an equitable learning environment which fosters unique strengths and abilities of students being served;

(iii) Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments; and

(iv) Knowledge of how to consider the well-being of others and a desire to contribute and support students, school, and community.

(b) Skill competencies:

(i) Demonstrate ability to assist students at appropriate developmental stages and report student concerns or risk factors to certificated staff or supervisor;

(ii) Demonstrate ability to implement behavior support systems/strategies as directed by certificated staff or supervisor;

(iii) Adhere to district prescribed health, safety, and emergency policies and school guidelines;

(iv) Demonstrate ability to follow and assist in monitoring career and technical education (CTE) program/class safety procedures as directed by district and/or instructor;

(v) Demonstrate an awareness of student emotion, and the skill to help direct and express a student's emotions, thoughts, impulses, and stress in constructive ways;

(vi) Demonstrate the ability to assist students to access family, school, and community resources of support; and

(vii) Demonstrate the ability to assist in the development of a student's sense of social and community responsibility.

(4) Communicating effectively and participating in the team process:

(a) Knowledge competencies:

(i) Knowledge of how multiple communication methods contribute to collaborative team work;

(ii) Knowledge of collaborative team strategies and decision making;

(iii) Knowledge of the need to respect individual differences among all students, families, and staff; and

(iv) Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance.

(b) Skill competencies:

(i) Demonstrate ability to utilize various communication methods, problem solving skills, and collaboration strategies with staff, students, families and community;

(ii) Demonstrate ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes; and

(iii) Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance.

(5) Demonstrating cultural competency aligned with standards developed by the professional educator standards board under RCW 28A.410.270:

(a) Knowledge competencies:

(i) Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served;

(ii) Knowledge of strategies to support and maintain a culturally inclusive learning environment; and

(iii) Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures.

(b) Skill competencies:

(i) Demonstrate 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; and

(ii) Demonstrate ability to foster a culturally inclusive environment as directed by certificated/licensed staff or supervisor.

[Statutory Authority: Chapter 28A.413 RCW. WSR 20-06-019, §  
179-07-040, filed 2/21/20, effective 3/23/20; WSR 18-16-105, §  
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