

**Chapter 179-07 WAC
PARAEDUCATOR STANDARDS OF PRACTICE**

Last Update: 2/21/20

WAC

179-07-010	Authority.
179-07-020	Purpose.
179-07-030	Standards of practice.
179-07-040	Knowledge and skill competencies for the standards of practice.

WAC 179-07-010 Authority. The authority for this chapter is RCW 28A.413.030 which authorizes the paraeducator board with the powers and duties to adopt paraeducator standards of practice as described in RCW 28A.413.050.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-16-105, § 179-07-010, filed 7/31/18, effective 8/31/18.]

WAC 179-07-020 Purpose. The purpose of this chapter is to establish the paraeducator statewide standards of practice which shall be the basis of the professional development created for the paraeducator certificate program described in this title.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-16-105, § 179-07-020, filed 7/31/18, effective 8/31/18.]

WAC 179-07-030 Standards of practice. Washington state paraeducator standards of practice include the following:

- (1) Supporting instructional opportunities;
- (2) Demonstrating professionalism and ethical practices;
- (3) Supporting a positive and safe learning environment;
- (4) Communicating effectively and participating in the team process; and
- (5) Demonstrating cultural competency aligned with standards developed by the professional educator standards board under RCW 28A.410.270.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-16-105, § 179-07-030, filed 7/31/18, effective 8/31/18.]

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 out-

comes (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, § 179-07-040, filed 7/31/18, effective 8/31/18.]