

**WAC 179-17-060 Knowledge and skill competencies for the advanced paraeducator standards of practice.** The knowledge and skill competencies describe the learning objectives paraeducators should exhibit when working with students. Competencies are associated with each of the standards written in WAC 179-07-030 and are in addition to the knowledge and skill competencies written in WAC 179-07-040:

- (1) Supporting instructional opportunities:
  - (a) Knowledge competencies:
    - (i) Expanded knowledge of reading, writing, and math skills;
    - (ii) Expanded knowledge of computer applications to support K-12;
    - (iii) Staying current on the knowledge of district standards, curriculum, instruction and assessment;
    - (iv) Awareness of district policies and initiatives;
    - (v) Expanded knowledge of one's own cultural identity and how it influences perceptions, values, and practices;
    - (vi) Expanded knowledge of recording and supporting student data in order to accurately maintain databases as directed by certificated/licensed staff; and
    - (vii) Knowledge of effective mentoring and coaching strategies and practices.
  - (b) Skill competencies:
    - (i) Seeks opportunities to learn about perceptions, values and practices of culture and races different from their own;
    - (ii) Demonstrate advanced ability to assist in implementing district/school/classroom instructional outcomes as directed by certificated/licensed staff;
    - (iii) Demonstrate advanced ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff;
    - (iv) Demonstrate advanced ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff;
    - (v) Ability to assess effectiveness of mentoring program with each mentee and adapt for the mentee's strengths and weaknesses; and
    - (vi) Ability to pursue feedback from mentee's team in order to develop and provide ongoing support of educational outcomes.
- (2) Demonstrating professionalism and ethical practices:
  - (a) Knowledge competencies:
    - (i) Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, advanced paraeducators, administrators, families, and other team members;
    - (ii) Knowledge of state and federal special education laws and laws that apply to English language learners, educational staff associate, Americans with Disabilities Act, Section 504, and Every Student Succeeds Act;
    - (iii) Knowledge of district use of observational tools to promote connection-making between instructional practices and student data; and
    - (iv) Knowledge of ongoing reflective inquiry to improve, inform, and refine instructional practice.
  - (b) Skill competencies:
    - (i) Ability to observe and gather data to provide specific, timely, actionable and nonevaluative feedback to build reflective capacity in mentees;
    - (ii) Ability to foster a growth mindset to engage mentees in continuous improvement; and

(iii) Ability to guide mentees in setting measurable goals that are timely and appropriate.

(3) Supporting a positive and safe learning environment:

(a) Knowledge competencies:

(i) Expanded knowledge of child and adolescent development (academic progress, ages, stages of development, and stages of language acquisition);

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

(iii) Knowledge of creating a school culture that fosters leadership, growth, and integration of all colleagues including an understanding of each role and appropriate supports to ensure student success; and

(iv) Knowledge of differing approaches to positive and safe learning environments and how to support those established by certificated/licensed staff and administrators.

(b) Skill competencies:

Identifies student developmental stages and collaborates with certificated staff on strategies to address concerns and risk factors as determined by the instructional team.

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

(a) Knowledge competencies:

(i) Awareness of interpersonal communication skills (pausing, paraphrasing, and skilled questioning);

(ii) Awareness of team building and collaboration strategies;

(iii) Knowledge of strategies to give and receive constructive feedback;

(iv) Aware of skills to facilitate conflict resolution; and

(v) Knowledge of how to build trusting relationships and open communication with colleagues.

(b) Skill competencies:

(i) Uses communication skills (e.g., paraphrasing, pausing, questioning) to support learning;

(ii) Uses strategies to build trusting, respectful, and confidential relationships through open, honest, and authentic communication with colleagues; and

(iii) Approaches difficult conversations in a proactive, supportive, and genuine manner.

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

(a) Knowledge competencies:

(i) Proficient in strategies to support and maintain a culturally inclusive learning environment;

(ii) Understanding of how a person's own cultural identity and biases can have possible impacts on the learning environment; and

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

(b) Skill competencies:

(i) Proficient implementation of educational material which represents and supports various cultures and abilities of students being served as directed by certificated/licensed staff;

(ii) Ability to provide research-based resources and reflective practices to assist mentee in developing and providing an inclusive learning environment; and

(iii) Ability to help others identify their own biases utilizing research-based practices.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-060, filed 8/2/18, effective 9/2/18.]