

Performance indicators are possible areas of focus to meet the competency.

- 1. Understanding the value of providing instructional and other direct services to all children and youth with disabilities.**
 - a. Awareness of historical perspective of students with disabilities, including IDEA, 504, ADA; value and benefits to schools, staff, students and general community; modeling an integrated community.
 - b. Knowledge of the purpose of special education (SE) programs and education for students with disabilities.
 - c. Understanding of the philosophy that all students can learn and contribute.
- 2. Understanding the roles and responsibilities of certificated/licensed staff and paraeducators.**
 - a. Knowledge of certificated/licensed staff roles and responsibilities for program development, evaluation and for instructional supervision of paraeducators, including legal requirements and district policies and procedures.
 - b. Understanding of district chain of command and paraeducator role in relation to other school employees.
 - c. Understanding of the value of paraeducators in educational programs.
 - d. Understanding of paraeducator roles and responsibilities, including legal requirements and district policies and procedures.
 - e. Understanding of shared roles and responsibilities, including teaming and collaboration.
 - f. Understanding how to do self-evaluation and/or reflection as it applies to the paraeducator role.
- 3. Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development.**
 - a. Awareness of learning theory and different approaches certificated staff may use.
 - b. Awareness of and respect for the impact on families having children with disabilities.
 - c. Knowledge of the developmental continuum birth to 21 years in the following areas: communication, self-help, physical development, and social/emotional and cognitive development.
 - d. Knowledge of and respect for the influence that families have on student learning and development.
 - e. Knowledge of issues and requirements surrounding transitions for students and families.
- 4. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.**
 - a. Ability to comply with the requirements of confidentiality for educational and medical records.
 - b. Ability to comply with legal requirements regarding the reporting of abuse, discipline, and inappropriate conduct such as touching.
 - c. Ability to comply with district policies and procedures regarding delegation and supervision, and issues of insubordination.
- 5. Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.**
 - a. Ability to use communication methods to increase understanding.
 - b. Ability to use techniques/strategies for problem solving and negotiation.
 - c. Ability to recognize learning and communication styles.
 - d. Ability to do self-evaluation and reflection as it pertains to working as an effective member of the instructional team.
 - e. Ability to advocate for oneself.
- 6. Ability to provide positive behavioral support and management.**
 - a. Understanding of the use of crisis intervention and restraint techniques.
 - b. Understanding of how disabilities can impact behavior.
 - c. Understanding of the legal requirements and district policies and procedures for discipline.
 - d. Ability to promote the development of social skills.
 - e. Ability to use prevention and intervention skills.
 - f. Ability to use reinforcement strategies.
 - g. Ability to use data collection and observation techniques.
- 7. Knowledge of the legal issues related to the education of children and youth with disabilities and their families.**
 - a. Knowledge of the intent of IDEA, including historical perspective, impact of legal decisions, and value of legislation.
 - b. Knowledge of IDEA – parts B and C, ADA and 504.
 - c. Knowledge of definitions, such as LRE, IEP, 504, written plans, and the implications for paraeducators in relation to legal requirements and district policies and procedures and contract provisions.
 - d. Knowledge of Washington's special education requirements in general terms including definitions, qualifications, and service options.
- 8. Awareness of diversity among the children, youth, families, and colleagues with whom they work.**
 - a. Awareness of how the different aspects of diversity enhance opportunities for learning.
 - b. Awareness of cultural biases and personal differences that affect working with students, families and other team members.
- 9. Knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certified/licensed staff in a variety of settings.**
 - a. Ability to use reinforcement strategies.
 - b. Ability to use instructional techniques.
 - c. Ability to use data collection and observation techniques.
- 10. Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff.**
 - a. Ability to apply small group instructional techniques for management and support of student learning.
 - b. Ability to apply specific instructional techniques to support academic areas.
 - c. Ability to apply techniques that support instruction in academic areas.
- 11. Ability to motivate and assist children and youth.**
 - a. Ability to use appropriate interest and ability level material, and to modify materials as necessary.
 - b. Ability to use appropriate reinforcement strategies.
- 12. Knowledge of and ability to follow health, safety, and emergency procedures of the agency where they are employed.**
 - a. Knowledge of basic first aid.
 - b. Understanding of district policies and procedures, contract provisions, and state requirements.
 - c. Understanding of the legal requirements of delegation and supervision.
 - d. Understanding of the legal requirements and district policies and procedures for chain of command.
 - e. Ability to use infection control and universal precautions.
 - f. Ability to use lifting, carrying and transferring techniques.
- 13. Awareness of the ways in which technology can assist teaching and learning.**
 - a. Awareness of assistive communication.
 - b. Awareness of technological equipment.
- 14. Awareness of personal care and/or health related support.**
 - a. Awareness of district policies and procedures, and the legal requirements for delegation, training and supervision, and the issues of insubordination.
 - b. Awareness of legal requirements for providing health related care in the schools.
 - c. Awareness of types of personal care and health related support tasks.