

Fundamental Course of Study (FCS): Course outline and learning objectives

The Fundamental Course of Study (FCS) course outline, approved by the Paraeducator Board on January 10, 2018, is the required course framework providers must utilize to create the paraeducator FCS. The course outline aligns with the paraeducator standards of practice (also included in the expanded section below). The hours listed for each unit are the minimum number to be allocated for that unit. Providers may choose to go beyond the minimum number of hours.

Providers are welcome to add additional information to the units, as appropriate, and to combine or alter the order as long as the learning objectives and minimums are met.

The learning objectives under each unit are targets that the *trainer* must meet when providing the training. The standards of practice are the skill and knowledge competencies *paraeducators* must work towards.

January 15, 2020: The Paraeducator Board amended the paraeducator standards of practice, adding social and emotional learning. Training on units FCS02, FCS07, and FCS08 must now include these new standards, knowledge, and skill competencies. School districts are not required to retrain paraeducators on units completed before January 15.

Support educational outcomes	Minimum hour(s)
FCS01: Introduction to cultural identity and diversity	4
FCS02: Methods of educational and instructional support	4
FCS03: Technology basics	2
FCS04: Using and collecting data	1
Total:	11

Demonstrate professionalism and ethical practices	Minimum hour(s)
FCS05: District orientation of roles and responsibilities	3
FCS06: Equity	3
Total:	6

Support a positive and safe learning environment	Minimum hour(s)
FCS07: Behavior management strategies including de-escalation techniques	2
FCS08: Child and adolescent development	2
FCS09: Emergency and health safety	1
FCS10: Positive and safe learning environment	3
Total:	8

Communicate effectively and participate in the team process	Minimum hour(s)
FCS11: Communication basics	2
FCS12: Communication challenges	1
Total:	3

Total: 28 hours

Course outline and learning objectives expanded

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Supporting educational outcomes (11 Hours)

FCS01: Introduction to cultural identity and diversity (4 hours)

- Describe ways to identify and respond to racism, discrimination, and stereotypes in the classroom
- List strategies for supporting cultural responsiveness and anti-biased instruction
- Describe ways to foster and support a safe, positive, and culturally inclusive environment
- Explain ways students' family, language, ethnicity, race, gender identity, sexual orientation, economic background, and other cultural assets impact behavior and learning
- Describe strategies to support cultural inclusion and responsiveness when assisting in instruction
- Demonstrate respectful behavior when working with diverse students

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>5.1 (A) Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served.</p> <p>(B) Knowledge of strategies to support and maintain a culturally inclusive learning environment</p> <p>(C) Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures</p>	<p>5.2 (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</p> <p>(B) Demonstrate the ability to foster a culturally inclusive environment as directed by certificated/licensed staff or supervisor</p>

FCS02: Methods of educational and instructional support (4 hours)

- Identify basic instructional support methods to assist classroom teachers (small group work, one-to-one, computer-aided learning programs)
- Introduce diverse learning styles and strategies best suited to enhance and complement student learning requirements various learning styles
- Review Washington Learner Standards and have a basic awareness of academic achievement goals
- Demonstrate various instructional support strategies to assist classroom teachers
- Identify strategies to support classroom environments and apply materials to meet the goals of multicultural requirements
- Recognize appropriate instructional support materials which represent and support various cultures and abilities
- Review adult social and emotional competencies and what they look like and why they are important (*added January 15, 2020*)
- Recognize appropriate ways to direct a student's emotions, thoughts, impulses or stress in constructive ways (*added January 15, 2020*)

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>3.1 (A) Knowledge of child and adolescent developmental milestones /stages and potential early warning indicators (e.g. attendance, behavior, and academic progress)</p>	<p>1.2 (A) Demonstrate ability to assist in reviewing, preparing, delivering, and reinforcing district/school/classroom instructional outcomes (e.g. tutoring, individual and small</p>

<p>(B) Knowledge of strategies to create an equitable learning environment which fosters the unique strengths and abilities of students being served</p> <p>(C) Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments</p> <p>(D) Knowledge of how to consider the well-being of others and a desire to contribute and support students, school, and community <i>(added January 15, 2020)</i></p>	<p>group instruction) as directed by certificated/licensed staff</p> <p>3.2 (A) Demonstrate ability to assist students at appropriate developmental stages and report student concerns or risk factors to staff or supervisor</p> <p>(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 <i>(added January 15, 2020)</i></p>
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FCS03: Technology basics (2 hours)

- Describe basic technology available in schools and classrooms for instructional support
- Describe basic use of productivity software (i.e., MobyMax , Skyward, IEP online), curriculum specific software, and internet resources
- Describe basic functions in Windows/Mac platforms (e.g., creating, saving, printing documents)
- Demonstrate basic use of software programs to send/check email, organize schedules on a calendar, complete internet searches to assist students during projects/assignments
- Demonstrate basic use of specialized technology tools in classrooms – Example: iPads for supplemental reading and math, Chromebooks & Surfaces for student access to the internet

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>1.1 (B) Knowledge of basic computer applications (Word, PPT, Excel), data collection, assessments and software applications to support K-12 education</p>	<p>1.2 (D) Demonstrate the ability to utilize technology to support educational and safety outcomes as directed by certificated /licensed staff</p>

FCS04: Using and collecting data (1 hour)

- Review the purpose of data collection and examine various methods to assist in both collecting instructional and behavioral data
- Identify ways to use assessment data when assisting in instructional applications
- Identify methods to assist in recording and maintaining data
- Review various assessment tools according to job assignment (e.g., DIBELS, Smarter Balance)

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>2.1 (D) Knowledge of the importance and purpose of confidentiality of student information</p>	<p>1.2 (B) Demonstrate the ability to assist in recording and maintaining data as directed by certificated /licensed staff</p> <p>(C) Demonstrate the ability to assist in the administration of assessments and monitoring student progress as directed by certificated/licensed staff</p> <p>(D) Demonstrate the ability to utilize technology to support educational and safety outcomes as directed by certificated /licensed staff</p> <p>2.2 (D) Adhere to confidentiality as consistent with all applicable laws, regulations, policies, and procedures</p>

Demonstrate professionalism and ethical practices (6 hours)

FCS05: District orientation of roles and responsibilities (3 hours)

- Review expectations from the Code of Professional Conduct as required in WAC 181.87
- Review district policies and procedures for professional conduct expectations
- Be able to locate and access school policies and procedures
- Identify who has access to student’s confidential information
- Be able to define confidentiality and state the legal basis for confidentiality
- Describe ways for practicing and maintaining appropriate confidentiality
- Define the roles and responsibilities required in the job description
- Define the duties of a paraeducator in different environments including Special Education and ELL classrooms
- Define the distinctions between the roles and responsibilities of paraeducators, teachers and administrative staff members
- Discuss the relationship and legal requirements to be in direct supervision of a certificated employee

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>2.1 (A) Knowledge of the Code of Professional Conduct for education (WAC 181.87) and applicable district policies and procedures.</p> <p>(B) Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other teams</p>	<p>2.2 (A) Adhere to code of professional conduct and applicable district policies, and procedures</p> <p>(B) Pursue and participate in staff professional development and learning opportunities</p> <p>(C) Adhere to and follow the district’s mission, policies, procedures, and personnel practices</p> <p>(D) Adhere to confidentiality as consistent with all applicable laws, regulations, policies, and procedures</p>

FCS06: Equity (3 hours)

- Identify the basic regulations and policies that apply to the civil rights of students
- Describe ways to respond to racism, discrimination, and stereotypes based on family, language, ethnicity, race, gender identity, sexual orientation, economic background, or other elements of culture
- Define discrimination and recognize unlawful practices

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>1.1 (C) Knowledge of one’s own cultural identity and how it influences perceptions, values, and practices</p> <p>2.1 (C) Knowledge of the need to protect civil and human rights pertaining to all students, families, and staff</p> <p>4.1 (C) Knowledge of the need to respect individual differences among all students, families, and staff</p>	<p>2.2 (C) Adhere to and follow the district’s mission, policies, procedures, and personnel practices</p>

<p>5.1 (A) Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served.</p> <p>(C) Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures</p>	
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Support a positive and safe learning environment (8 hours)

FCS07: Behavior management strategies including de-escalation techniques (2 hours)

- Define proactive approaches to student behavior management and de-escalation strategies
- Identify positive and proactive supports that can be used within the classroom or school environment
- Identify available resources in school or community to help assist students and families *(added January 15, 2020)*

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>3.1 (B) Knowledge of strategies to create an equitable learning environment which fosters the unique strengths and abilities of students being served</p> <p>(C) Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments that create unique strengths and abilities of students being served</p>	<p>3.2 (G) Demonstrate the ability to assist in the development of a student’s sense of social and community responsibility <i>(added January 15, 2020)</i></p>

FCS08: Child and adolescent development (2 hours)

- Demonstrate knowledge of how developmental stages impact students physically, emotionally, academically and socially
- Identify risk factors that may impact student learning and development physically, emotionally, academically, and socially

- Identify strategies to assist in the development of student’s sense of social and community and responsibility *(added January 15, 2020)*

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>3.1 (A) Knowledge of child and adolescent developmental milestones/stages and potential early warning indicators (e.g. attendance, behavior, and academic progress)</p> <p>(B) Knowledge of strategies to create an equitable learning environment which fosters the unique strengths and abilities of students being served</p> <p>(C) Knowledge of behavioral support systems/strategies that create an inclusive and safe learning environment</p>	<p>3.2 (F) Demonstrate the ability to assist students to access family, school, and community resources of support <i>(added January 15, 2020)</i></p>

FCS09: Emergency and health safety (1 hour)

- Identify and understand district safety, emergency and lockdown procedure
- Describe paraeducator's role in basic health and safety procedures for both emergency and general application
- Demonstrate the application of health and safety procedures if required for immediate student support

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
	<p>1.2 (D) Demonstrate the ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff</p> <p>3.2 (C) Adhere to district prescribed health, safety, and emergency policies and school guidelines</p>

FCS10: Positive and safe learning environments (3 hours)

- Identify specific roles in support of classroom management and student discipline
- Define the philosophy of an inclusive and equitable learning environment
- Identify equitable and inclusive strategies that can be used to support a positive and safe learning environment including de-escalation strategies
- Describe the safety procedures required in various classroom settings (including Career and Technical Education classrooms where applicable)

Paraeducator standards of practice	
Knowledge competencies	Skill competencies
<p>3.1 (B) Knowledge of strategies to create an equitable learning environment which fosters the unique strengths and abilities of students being served</p> <p>(C) Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments that create unique strengths and abilities of students being served</p>	<p>3.2 (C) Adhere to district prescribed health, safety, and emergency policies and school guidelines</p>

Communicate effectively and participate in the team process (3 hours)

FCS11: Communication basics (2 hours)

- Identify the communication skills required for working with team members
- Explain the importance of decision making as it applies to school-based teams
- Explain the four stages of developing effective teams
- Describe questioning strategies which improve performance, productivity and clarify misunderstandings
- Identify strategies used to initiate and receive feedback regarding student learning and/or personal performance
- Describe ways to apply conflict resolution strategies

Knowledge competencies	Skill competencies
<p>4.1 (A) Knowledge of how multiple</p>	<p>4.2 (B) Demonstrate the ability to initiate and provide relevant feedback regarding job duties,</p>

<p>communication methods contribute to collaborative teamwork</p> <p>(B) Knowledge of the need to respect individual differences among all students, families, and staff</p> <p>(C) Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance</p>	<p>performance tasks, and student learning outcomes</p> <p>(C) Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance</p>
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FCS12: Communication challenges (1 hour)

- Identify and give examples of the types of strategies used to seek, provide and clarify information and feedback to staff, students and families
- Discuss the nature and possible sources of conflict among team members, students, and families
- Identify strategies for repairing relationships after conflict
- Identify and apply problem-solving processes to various case studies and scenarios

Knowledge competencies	Skill competencies
<p>4.1</p> <p>(A) Knowledge of how multiple communication methods contribute to collaborative teamwork</p> <p>(B) Knowledge of the need to respect individual differences among all students, families, and staff</p> <p>(C) Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance</p> <p>(D) Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance</p>	<p>4.2</p> <p>(A) Demonstrate the ability to utilize various communication methods, skills, and collaboration strategies with staff, students, families, and community</p> <p>(B) Demonstrate the ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes</p> <p>(C) Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance</p>