Form 1: Paraeducator Self-Assessment

Directions for the Paraeducator: The purpose of this form is to help you reflect on your level of knowledge and skills in different competency areas related to your role as a paraeducator. Your responses will help your supervising teachers and administrators to determine the training, supports, and resources that they can provide to you to ensure your success in your role. Complete this form by considering your current levels of knowledge and skills in the seven paraeducator competencies areas by checking on of the four options listed below.

None - I do not know

Emerging - I have some understanding/skill

Proficient - I know and apply without assistance

Advanced - I have well-developed skills and knowledge

Timeline of implementation: This form should be completed by the paraeducator at the Beginning of the Year and Middle of the Year. The supervising teacher uses the data from the Beginning of the Year and Middle of the Year checkpoints to plan and provide ongoing training, coaching, and resources to address areas of need and build the capacity of the paraeducator.

Core Competency Area 1: Professional Learning and Ethical Practice	None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge				
K1.1 Principles, standards, and policies that guide ethical practice				
K1.2 Personal and cultural biases and differences and how they may influence one's practice				
K1.3 Professional growth opportunities for continued learning				
Skills				
S1.1 Conduct activities with integrity and in compliance with applicable local, state and federal standards, policies and guidelines				
S1.2 Maintain the dignity, privacy, and confidentiality of all students with disabilities, families, and school personnel				
S1.3 Follow the chain of command established by the district to address policy questions, system level issues, and personnel practices				

Core Competency Area 1: Professional Learning and Ethical Practice	None 0	Emerging 1	Proficient 2	Advanced 3
S1.4	Report suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures				
S1.5	Recognize and respect role differences of teachers, paraeducators, and other licensed professionals				
S1.6	Recognize the role of the licensed professional as the leader of the instructional team				
S1.7	Practice within the limits of the defined paraprofessional role				
S1.8	Practice within one's skill limits and request direction, instruction, guidance or additional training for new or unfamiliar tasks				
S1.9	Maintain boundaries for relationships and communication with students and their families within the professional and ethical scope of responsibility				
S1.10	Refer questions about student progress to appropriate licensed professionals				
S1.11	Reflect on one's performance, seek guidance and use feedback from licensed professional to continually improve practice				
S1.12	Advocate for participation in ongoing professional growth and development opportunities				
S1.13	Demonstrate respect and appreciation for cultural differences in verbal and written interactions with students, families, and school personnel				

Core Competency Area 2: Learner Development and Individual Learning Differences	None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge				

Core Competency Area 2: Learner Development and Individual Learning Differences	None 0	Emerging 1	Proficient 2	Advanced 3
K2.1	Cognitive, physical, social, emotional, and language development which impact milestones of students with disabilities compared to typically developing peers				
K2.2	Educational challenges manifested as a result of varying disabilities				
K2.3	Effect of disabilities on students, families, and society through the lifespan				
K2.4	Family systems and their influence on the educational process				
K2.5	Common concerns of families of students with disabilities				
K2.6	Effects of cultural and linguistic diversity on the educational process and relationships between school, home, and community				
K2.7	Characteristics and implications of one's own culture and use of language, including verbal and nonverbal communication, and how this may differ across cultures				
K2.8	Effect of speech and language development on academic and nonacademic learning of students with disabilities				
K2.9	Non-verbal modes of communication used by students with disabilities including augmentative and alternative communication				
Skills					
S2.1	Support student's independence, self-advocacy, positive sense of identity, self-control, and self-reliance under the guidance of the instructional team				
S2.2	Support students with disabilities in their use of self-assessment, problem-solving, and other cognitive strategies under the guidance of the instructional team				

Core Competency Area 2: Learner Development and Individual Learning Differences	None 0	Emerging 1	Proficient 2	Advanced 3
S2.3	Recognize and respect individual differences between culture, religion, gender, and sexual orientation of students with disabilities and their families				
S2.4	Align communication methods to individual's language proficiency under the guidance of the instructional team				
S2.5	Provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means to communicate thoughts and feelings under the guidance of the instructional team				
S2.6	Reinforce the use of oral and written communication efforts of students with disabilities under the guidance of the instructional team				

Core Competency Area 3: Special Education Services and Supports in the Learning Environment	None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge				
K3.1	Purposes of supports, services and specially designed instruction which provide access to general education curriculum				
K3.2	General knowledge of categories from federal law for students with disabilities				
K3.3	General knowledge of principles of inclusive practices for students with disabilities				
K3.4	Individual learner characteristics as the primary basis for instructional programming and decision making, rather than disability categories or educational placement				
K3.5	District/agency policies and procedures for protecting the safety, health, and well-being of learners and school personnel				
K3.6	Rights and responsibilities of students with disabilities and the personnel who serve them				

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3
K3.7	Effects of paraeducator's proximity and fading of paraeducator support on student engagement, learning and independence				
Skills					
S3.1	Access credible and reliable websites and resources to expand understanding of special education services and students with disabilities under the guidance of the instructional team				
S3.2	Support a safe and equitable learning environment that honors diversity and inclusion under the guidance of the instructional team				
S3.3	Establish and maintain rapport with learners under the guidance of the instructional team				
S3.4	Use knowledge of student's strengths and interests to encourage engagement in varied school and community activities under the guidance of the instructional team				
S3.5	Prepare and organize materials to support teaching and learning as directed by the instructional team				
S3.6	Adapt the physical environment and modify learning materials and activities as directed by the instructional team				
S3.7	Support students with disabilities in following established school and classroom expectations and routines under the guidance of the instructional team				
S3.8	Use routines and procedures to support effective transitions as determined by the instructional team				
S3.9	Use and maintain adaptive equipment/materials and assistive technology for students with disabilities as determined by the instructional team				
S3.10	Support students with disabilities in their use of augmentative and alternative communication devices and other assistive technology under the guidance of the instructional team				
S3.11	Perform monitoring duties in learning environments as assigned by the instructional team				

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3
S3.12	Use universal precautions to assist in maintaining a safe, healthy environment in all settings				
S3.13	Understand and articulate common educational and medical terminology used in the school setting				
S3.14	Use techniques to address personal care, medical care, and physical assistance to students with disabilities as directed or authorized by a licensed professional				

Core Competency Area 4: Assessment		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K4.1	Rationale and methods for formative and summative assessment				
K4.2	Link between assessment and instruction				
K4.3	Accommodations on student IEP and procedures for proctoring accommodated tests				
Skills					
S4.1	Record objective and accurate data using collection procedures determined by the instructional team				
S4.2	Proctor routine classroom and standardized tests following student accommodations as directed by the instructional team				

Core Competency Area 5: Instructional Supports and Strategies		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					

Core Competency Area 5: Instructional Supports and Strategies	None 0	Emerging 1	Proficient 2	Advanced 3
K5.1	Concepts of differentiated instruction, accommodations, modifications, High Leverage Practices, specially designed instruction				
K5.2	Instructional strategies and instructional technology to support the individual student's learning				
Skills					
S5.1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the job assignment				
S5.2	Follow written instructional plans provided by the instructional team, seeking clarification and training as needed				
S5.3	Communicate relevant information about the student with disabilities to the instructional team				
S5.5	Review and reinforce learning activities, essential concepts, and modified content as directed by the instructional team				
S5.6	Use instructional time effectively				
S5.7	Modify pace of instruction and provide organizational cues under the guidance of the instructional team				
S5.8	Make responsive adjustments to instruction under the guidance of the instructional team				
S5.9	Provide least intrusive levels of support, fade support, and fade physical proximity from students with disabilities under the guidance of the instructional team				
S5.10	Provide feedback to students with disabilities regarding their performance under the guidance of the instructional team				

Core Competency Area 6: Social, Emotional, and Behavioral Supports		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K6.1	Basic principles of positive behavior supports to promote social, emotional, and educational well-being of students with disabilities				
K6.2	Communicative purpose of behaviors				
K6.3	Legal and ethical practices for the use of behavioral interventions				
K6.4	State and district policies and procedural safeguards regarding appropriate use of behavioral supports with students with disabilities				
K6.5	Importance of the paraeducator serving as a positive model for students with disabilities				
Skills					
S6.1	Implement positive behavior supports outlined in a behavior support plan as determined by the instructional team				
S6.2	Implement individualized reinforcement systems as determined by the instructional team				
S6.3	Support the implementation of social-emotional and behavioral interventions as determined by the instructional teams				
S6.4	Assist in teaching specific behaviors and procedures to facilitate safety and learning in each school setting as determined by the instructional team				
S6.5	Respond to student actions using strategies under the guidance and direction of the instructional team				
S6.6	Support development of social skills and facilitate proactive peer interactions for students with disabilities under the guidance of the instructional team				

Core Competency Area 6: Social, Emotional, and Behavioral Supports	None 0	Emerging 1	Proficient 2	Advanced 3
S6.7 Support students with disabilities by modeling and facilitating the use of conflict resolution and collaborative problem solving under the guidance of the instructional team				

Core Competency Area 7: Collaboration with Team Members	None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge				
K7.1 Purpose of effective teamwork to improve student outcomes				
K7.2 Communication styles and strategies for problem-solving and decision making				
Skills				
S7.1 Establish and maintain professional, collegial, and appropriate relationships with school personnel, students, and their families				
S7.2 Communicate effectively with school personnel, students and their families as determined by the instructional team				
S7.3 Attend meetings and participate with other team members				