## A checklist for key paraeducator competencies.

Developing the skills that every paraeducator needs to best support your students.



**Kelly Education** 

## Assessing key skill sets across seven standards for best practice.

We designed our proprietary Kelly Paraeducator Competency Assessment to collect observational data on individual paraeducator skill sets within seven standards that represent best practices. Use this

## detailed checklist to help monitor the skills you observe for a paraeducator within each standard. 1. Learner Development and Individual Learning Differences: Demonstrates respect and appreciation for differences in values, languages, and customs among home, school, and community. Implements concepts associated with disability rights, normalization, and inclusive practices. 2. Learning Environments: Facilitates the integration of individuals with special needs into various settings. Uses knowledge of an individual's strengths and interests to encourage engagement in varied school and community activities. Provides the least intrusive level of support based on the demands of the learning environment. Uses routines and procedures to facilitate transitions. Promotes choice and voice of individuals with special needs in building classroom communities. Supports safe, equitable, positive, and supportive learning environments in which diversities are valued. Establishes and maintains rapport with learners. Adapts the physical environment to provide optimal learning opportunities. Promotes self-advocacy and independence as determined by the instructional team. Supports individuals with special needs by modeling and facilitating the use of collaborative problem solving and conflict management as well as positive behavior. Implements active supervision when responsible for non-instructional groups. Uses strategies as determined by the instructional team in a variety of settings to assist in the development of social skills. Supports individuals with special needs in following prescribed classroom routines as determined by the instructional team. Uses a variety of positive behavioral supports to enhance an individual's active participation in activities. 3. Curricular Content Knowledge: Demonstrates proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the assignment. Uses basic educational terminology. Adapts instructional strategies and materials as determined by the instructional team.

## Notes:

4. Assessment:	
Records information in various formats.	
Assists in collecting and providing objective, accurate information for the instructional team.	
5. Instructional Planning and Strategies:	
Follows oral directions and written plans, seeking clarification as needed.	
Prepares and organizes materials to support teaching and learning.	Notes
Modifies the pace of instruction and provides organizational cues.	Notes:
Supports the use of learning strategies and study skills to promote the acquisition of academic content.	
Reteaches and reinforces essential concepts and content across the general education curriculum.	
Uses an individual's responses and errors, especially a pattern of errors, to guide next instructional steps and provide ongoing feedback.	
Supports the use of self-assessment, problem-solving, and other cognitive strategies.	
Uses strategies to promote an individual's positive sense of identity, self-control, and self-reliance.	
Supports individuals with special needs in their use of augmentative and alternative communication skills and other assistive technology.	
6. Professional Learning and Ethical Practice:	
Practices within the limits of the defined paraeducator role.	
Practices within one's skill limits and obtains assistance as needed.	
Maintains the dignity, privacy, and confidentiality of all individuals with special needs, families, and school employees.	
Uses local policies for confidential communication about team practices.	
Implements legal and ethical practices in behavioral interventions.	
Reports suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures.	
Reflects on one's performance to improve practice.	
7. Collaboration:	
Follows chain of command to address policy questions, system issues, and personnel practices.	
$\square$ Knows and respects the role differences of teachers, paraeducators, and other professional practitioners.	
Forges respectful relationships with teachers, colleagues, and family members.	
Communicates data effectively with stakeholders.	
Participates appropriately and actively in conferences and team meetings.	