There are many ways to complete the self-assessment worksheet for the [paraeducator certificate](https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/) program. Here are some optional recommendations:

* Reflection: Prior to completing the self-assessment, review the full set of [paraeducator standards of practice](https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/), and reflect on scenarios where you may have or have not enacted the relevant criteria or standard.
* Explain the why: While rating yourself, consider why you rated yourself that way. If it helps, write down your thoughts in the notes column.
* Partner up: If you like to collaborate, complete the needs assessment with a colleague who knows you well.

| Standards of Practice | Rate your capacity  *Criteria rated as an area for growth indicates the highest need for professional learning.* | | | |
| --- | --- | --- | --- | --- |
| Standard 1 | Support educational outcomes | | | | |
| 1.1 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Proficiency in basic reading, writing, and math skills |  |  |  |  |
| B | Knowledge of basic computer applications (Word, PPT, Excel), data collection, assessments and software applications to support K-12 education |  |  |  |  |
| C | Knowledge of one’s own cultural identity and how it influences perceptions, values, and practices |  |  |  |  |
| 1.2 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength |  |
| A | Demonstrate ability to assist in reviewing, preparing, delivering, and reinforcing district/school/classroom instructional outcomes (e.g. tutoring, individual and small group instruction) as directed by certificated/licensed staff |  |  |  |  |
| B | Demonstrate the ability to assist in recording and maintaining data as directed by certificated/licensed staff |  |  |  |  |
| C | Demonstrate ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff |  |  |  |  |
| D | Demonstrate ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff |  |  |  |  |
| Standard 2 | Demonstrate professionalism and ethical practices | | | | |
| 2.1 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Knowledge of the Code of Professional Conduct for education (WAC 181.87) and applicable district policies and procedures |  |  |  |  |
| B | Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, administrators, families, and other team members |  |  |  |  |
| C | Knowledge of the need to protect civil and human rights pertaining to all students, families, and staff |  |  |  |  |
| D | Knowledge of the importance and purpose of confidentiality of student information |  |  |  |  |
| 2.2 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Adhere to code of professional conduct and applicable district policies, and procedures |  |  |  |  |
| B | Pursue and participate in staff professional development and learning opportunities |  |  |  |  |
| C | Adhere to and follow district’s mission, policies, procedures, and personnel practices |  |  |  |  |
| D | Adhere to confidentiality as consistent with all applicable laws, regulations, policies, and procedures |  |  |  |  |
| Standard 3 | Support a positive and safe learning environment | | | | |
| 3.1 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Knowledge of child and adolescent developmental milestones/stages and potential early warning indicators (e.g. attendance, behavior, and academic progress) |  |  |  |  |
| B | Knowledge of strategies to create an equitable learning environment which fosters the unique strengths and abilities of students being served |  |  |  |  |
| C | Knowledge of behavioral support systems/strategies that create inclusive and safe learning environments |  |  |  |  |
| D | Knowledge of how to consider the well-being of others and a desire to contribute and support students, school, and community |  |  |  |  |
| 3.2 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Demonstrate ability to assist students at appropriate developmental stages and report student concerns or risk factors to certificated staff or supervisor |  |  |  |  |
| B | Demonstrate ability to implement behavior support systems/strategies as directed by certificated staff or supervisor |  |  |  |  |
| C | Adhere to district prescribed health, safety, and emergency policies and school guidelines |  |  |  |  |
| D | (When assigned to CTE classes) Demonstrates ability to follow and assist in monitoring Career and Technical Education (CTE) program/class safety procedures as directed by district and/or instructor |  |  |  |  |
| 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 |  |  |  |  |
| F | Demonstrate the ability to assist students to access family, school, and community resources of support |  |  |  |  |
| G| Demonstrate the ability to assist in the development of a student’s sense of social and community responsibility |  |  |  |  |
| Standard 4 | Communicate effectively and participate in the team process | | | | |
| 4.1 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Knowledge of how multiple communication methods contribute to collaborative teamwork |  |  |  |  |
| B | Knowledge of collaborative team strategies and decision making |  |  |  |  |
| C | Knowledge of the need to respect individual differences among all students, families, and staff |  |  |  |  |
| D | Knowledge of the importance of giving and receiving feedback regarding student learning and/or personal performance |  |  |  |  |
| 4.2 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Demonstrate the ability to utilize various communication methods, problem-solving skills, and collaboration strategies with staff, students, families, and community |  |  |  |  |
| B | Demonstrate the ability to initiate and provide relevant feedback regarding job duties, performance tasks, and student learning outcomes |  |  |  |  |
| C | Demonstrate ability to apply feedback regarding student learning outcomes and/or personal performance |  |  |  |  |
| Standard 5 | Demonstrate cultural competency | | | | |
| 5.1 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Knowledge of and respect for different ethnic, cultural, abilities, and linguistic backgrounds of students, families, staff, and community being served |  |  |  |  |
| B | Knowledge of strategies to support and maintain a culturally inclusive learning environment |  |  |  |  |
| C | Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures |  |  |  |  |
| 5.2 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| 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 |  |  |  |  |
| B | Demonstrate the ability to foster a culturally inclusive environment as directed by certificated/licensed staff or supervisor |  |  |  |  |