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, 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 | | | | |
| 1.3 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Expanded knowledge of reading, writing, and math skills. |  |  |  |  |
| B | Expanded knowledge of computer applications to support K-12. |  |  |  |  |
| C | Staying current on the knowledge of district standards, curriculum, instruction, and assessment. |  |  |  |  |
| D | Awareness of district policies and initiatives. |  |  |  |  |
| E | Expanded knowledge of one's own cultural identity and how it influences perceptions, values, and practices. |  |  |  |  |
| F | Expanded knowledge of recording and supporting student data in order to accurately maintain databases as directed by certificated/licensed staff. |  |  |  |  |
| G | Knowledge of effective mentoring and coaching strategies and practices. |  |  |  |  |
| 1.4 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength |  |
| A | Seeks opportunities to learn about perceptions, values, and practices of cultures and races different from their own. |  |  |  |  |
| B | Demonstrate advanced ability to assist in implementing district/school/classroom instructional outcomes as directed by certificated/licensed staff. |  |  |  |  |
| C | Demonstrate advanced ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff. |  |  |  |  |
| D | Demonstrate advanced ability to assist in the administration of assessments and monitoring student progress as directed by certificated/licensed staff. |  |  |  |  |
| E | Ability to assess the effectiveness of the mentoring program with each mentee and adapt to the mentee's strengths and weaknesses. |  |  |  |  |
| F | Ability to pursue feedback from mentee’s team in order to develop and provide ongoing support for educational outcomes. |  |  |  |  |
| Standard 2 | Demonstrate professionalism and ethical practices | | | | |
| 2.3 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, advanced paraeducators, administrators, families, and other team members. |  |  |  |  |
| B | Knowledge of state and federal special education laws and laws that apply to English language learners, educational staff associate, Americans with Disabilities Act, Section 504, and Every Student Succeeds Act. |  |  |  |  |
| C | Knowledge of district use of observational tools to promote connection-making between instructional practices and student data. |  |  |  |  |
| D | Knowledge of ongoing reflective inquiry to improve, inform, and refine instructional practice. |  |  |  |  |
| 2.4 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Ability to observe and gather data to provide specific, timely, actionable, and non- evaluative feedback to build reflective capacity in mentees. |  |  |  |  |
| B | Ability to foster a growth mindset to engage mentees in continuous improvement. |  |  |  |  |
| C | Ability to guide mentees in setting measurable goals that are timely and appropriate. |  |  |  |  |
| Standard 3 | Support a positive and safe learning environment | | | | |
| 3.3 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Expanded knowledge of child and adolescent development (academic progress, ages, stages of development, and stages of second language acquisition). |  |  |  |  |
| B | Expanded knowledge in strategies to create an equitable learning environment which fosters unique strengths and abilities of students being served. |  |  |  |  |
| C | Knowledge of creating a school culture that fosters leadership, growth, and integration of all colleagues including an understanding of each role and appropriate supports to ensure student success. |  |  |  |  |
| D | Knowledge of differing approaches to positive and safe learning environments and how to support those established by certificated/licensed staff and administrators. |  |  |  |  |
| 3.4 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Identifies student developmental stages and collaborates with certificated staff on strategies to address concerns and risk factors as determined by the instructional team. |  |  |  |  |
| Standard 4 | Communicate effectively and participate in the team process | | | | |
| 4.3 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Awareness of interpersonal communication skills (pausing, paraphrasing, and skilled questioning). |  |  |  |  |
| B | Awareness of team building and collaboration strategies. |  |  |  |  |
| C | Knowledge of strategies to give and receive constructive feedback. |  |  |  |  |
| D | Aware of skills to facilitate conflict resolution. |  |  |  |  |
| E | Knowledge of how to build trusting relationships and open communication with colleagues. |  |  |  |  |
| 4.4 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Uses communication skills (e.g. paraphrasing, pausing, questioning) to support learning. |  |  |  |  |
| B | Uses strategies to build trusting, respectful and confidential relationships through open, honest and authentic communication with colleagues. |  |  |  |  |
| C | Approaches difficult conversations in a proactive, supportive and genuine manner. |  |  |  |  |
| Standard 5 | Demonstrate cultural competency | | | | |
| 5.3 Knowledge competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Proficient in strategies to support and maintain a culturally inclusive learning environment. |  |  |  |  |
| B | Understanding of how a person’s own cultural identity and biases can have possible impacts on the learning environment. |  |  |  |  |
| C | Broaden understanding of student cultural histories and contexts, as well as family norms and values in different cultures. |  |  |  |  |
| 5.4 Skill competencies | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A | Proficient implementation of educational material which represents and supports various cultures and abilities of students being served as directed by certificated/licensed staff. |  |  |  |  |
| B | Ability to provide research-based resources and reflective practices to assist mentee in developing and providing an inclusive learning environment. |  |  |  |  |
| C | Ability to help others identify their own biases utilizing research- based practices. |  |  |  |  |