



Education Support Professionals Professional Growth Continuum

NATIONAL EDUCATION ASSOCIATION

The National Education Association is the nation's largest professional employee organization, representing over 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.

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**NATIONAL EDUCATION ASSOCIATION
CENTER FOR GREAT PUBLIC SCHOOLS**

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President's Letter



Fulfilling the mission of providing all students with access to great public schools rests on a shared responsibility to ensure that every classroom and learning environment is led by caring, committed, and qualified educators. NEA embraces this charge and calls on education stakeholders and constituencies to join in meeting the challenge of ensuring that new educators are profession-ready and that all educators engage in professional growth throughout their careers.

NEA began to chart a course to greater student learning through strong professional practice with its 2011 report, *Transforming Teaching: Connecting Professional Responsibility with Student Learning*, and its 2015 Accountability Task Force Report, *A New Vision for Student Success*. The latter report called for the following:

Every student deserves to have a team of educators that cares for, engages, and empowers learners; provides challenging instruction and supports; and enlists the entire school community to ensure student success. The Task Force calls for a system that supports excellence from preparation, to entry into the profession, and through a continuum of professional development... The new vision—a system of shared, mutual responsibility—is founded on the premise that educators are ultimately responsible to students, to their colleagues, and to the profession, and that the profession itself will maintain the highest standards and expectations.

Developing this vision for professional learning and growth was the next step in NEA's pursuit of our shared vision. Recognizing the lack of national standards for ESP careers, the 2015 Representative Assembly charged NEA to engage ESP members and experts in designing a professional career continuum model for the ESP Career Families. The result of this work, the ESP Universal Standards and Professional Growth Continuum outlined in this report, was developed by ESP for ESP. This groundbreaking endeavor will further define the ESP careers and provide a professional roadmap for ESP at all stages of their careers.

I am grateful to the many ESP members and experts who participated in this important work. Thank you for sharing your time, expertise, and bold visions for the family of ESP careers. We have, for the first time, a comprehensive ESP professional continuum. I am proud of this work and excited about the possibilities it holds for the future of our professions, our students, and the communities we serve.

A handwritten signature in black ink that reads "Lily Eskelsen García". The signature is fluid and cursive.

Lily Eskelsen García
President
National Education Association

Introduction

Education Support Professionals (ESP) are represented across nine Career Families. All support student growth and ensure student achievement. ESP play a key role in creating safe, caring, and connected learning communities in our nation's public schools and colleges. One out of every three public school employees is an ESP, and a large majority work full time and live in the community in which they work. The positive impact that ESP have on students, schools, and communities is enhanced when there are clear expectations, when the work put forth is valued, and when options for professional growth are available.

The National Education Association (NEA) has developed a Professional Growth Continuum (PGC), designed through participatory action research (PAR) and with the active involvement of ESP and other stakeholders. The PGC provides states, local education agencies, and individuals the ability to choose different routes that meet the specific needs and interests of their school community. In this way, the full benefit of the time and skills of ESP can be realized for the students and educators with whom they serve.

The outcomes from the PAR identified eight Universal Standards with three Levels of Practice. The three Levels of Practice begin with Foundational, moving to Proficient, and working toward an Advanced/Mastery level of professional practice. These three Levels of Practice span across the nine ESP Career Families. The Universal Standards and Levels of Practice offer ESP an opportunity to reflect on current levels of skills and knowledge, and map out the area(s) that can be strengthened or improved upon in order to move along the continuum of professional growth.

Purpose

The goal of this document is to provide clear pathways for professional growth through various professional learning opportunities. It was created as a result of the collaborative work of the NEA ESP Quality Department in the Center for Great Public Schools and ESP stakeholders. The intended use of this document is to bridge the gap between current practice and a vision for a system of support that recognizes ESP as vital partners in student success. The Universal Standards and Indicators at each Level of Practice are the basis for the PGC. The PGC consists of clear, meaningful examples of practice for each of the three Levels of Practice. Under each Level of Practice there are a series of Indicators. These Indicators provide important details about what ESP should know and be able to do at each Level. Descriptors are listed under each Indicator, and are how ESP demonstrate and provide evidence of meeting the Universal Standards at any given Level of Practice. Descriptors assist ESP in the development of a professional learning plan that is designed to meet the unique roles and responsibilities of each Career Family and elevate the role of ESP as a whole.

The PGC serves as a 'map' of how ESP can grow professionally; however, professional growth is not meant to be linear or hierarchical. An individual can be proficient for one ESP Universal Standard of practice, but also advanced for another. The model is fluid so that ESP can build their professional capacity in one or more Standards by participating in professional learning opportunities aligned with each Level of Practice to complement on-the-job experiences and training. The PGC is a tool to help identify areas for professional development, certifications, and/or licenses required for each ESP Universal Standard that can be used locally and nationally to support individuals' professional growth over time. ESP can track movement across the Levels of Practice through professional growth using these Self-Assessment tools.

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation and we accept the profound trust placed in us.

VISION

Our vision is a great public school for every student.

MISSION

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

The PGC is a tool to help ESP identify and document growth over time. The positive impact of engaging in professional development is recognized by individuals, colleagues, students, and communities. NEA supports all professionals working in educational settings in its effort to create great public schools.

History of the PGC

Nearly 20 years ago, NEA cross-walked the national census data with NEA's membership data to establish its nine ESP Career Families:

- Clerical Services (C)
- Custodial and Maintenance Services (CM)
- Food Services (F)
- Health and Student Services (HS)
- Paraeducators (P)
- Security Services (S)
- Skilled Trades (ST)
- Technical Services (T)
- Transportation Services (TR)

There are more than 2.8 million ESP in our nation's public schools and colleges. One out of every three public school employees is an ESP. Within these Career Families, 60 subgroups and thousands of job titles exist.

The 2015 NEA Representative Assembly took action to adopt a new business item, which directed NEA to engage members and other experts in the field to design ESP professional continuum models. As minimal data existed on ESP careers, this proved to be a daunting task. The NEA ESP Quality Department utilized a research methodology, Participatory Action Research (PAR), in which those who will be the end users of a system are engaged to design the system itself. ESP members from the nine Career Families developed the framework through the PAR process, which was then reviewed and added to by others in the field, until an ESP PGC emerged.

The Task Force's vision of a successful system places students at the center with quality, trust, and capacity as the foundation. The heart of the Task Force's core beliefs is that the success of every student is the responsibility of all adults at a worksite—administrators, teachers, ESP, and Specialized Instructional Support Personnel (SISP).

ESP Career Families



Clerical Services (C)

ESP serving in Clerical Service roles interact daily with students, parents/guardians, staff, visitors, and community. They often are the first and last impression one has about a school and district. Clerical Services staff are on the front lines of all office operations; working in settings from schools to administrative offices. The daily workload of ESP in this position often includes answering phones, processing important paperwork, scheduling, and maintaining records and files. Positions include, but are not limited to: school secretaries, administrative and office assistants; data entry, payroll, and general office workers; bookkeepers, accounting and financial assistants; registration, records, and attendance technicians; and receptionists.



Custodial and Maintenance Services (CM)

ESP serving in Custodial and Maintenance roles keep schools safe and clean for students, parents/guardians, staff, visitors, and community. In this position, ESP often perform heavy cleaning and groundskeeping duties such as clearing snow, electrical repairs, cleaning up spills, waste disposal and recycling, painting, and maintaining uniform temperatures. Positions include, but are not limited to: building- and grounds-maintenance staff, custodians, mechanical and electrical repairers, and laborers.



Food Services (F)

ESP providing Food Services ensure that students have access to safe and nutritious meals, influencing student behavior, energy levels, thinking, physical health, and overall well-being. Some of the more important aspects of Food Services include meeting recommended dietary guidelines, meal planning and inventory control, proper food handling, adapting recipes for children with special dietary needs, nutrition education, and guided practice for healthy eating habits. Positions include, but are not limited to: cooks and food-preparation workers, dietitians and dietary technicians, food-service workers, and cashiers.



Health and Student Services (HS)

ESP providing Health and Student Services perform a wide variety of duties that improve and protect student health and welfare. Typical tasks include providing first aid, monitoring immunizations, conducting health screenings, supporting children with chronic health conditions, and assisting sick and injured children/staff. Positions include, but are not limited to: licensed practical nurses, nurses' and health aides, health technicians, family and parent service aides, and community welfare service workers.



Paraeducators (P)

ESP serving as Paraeducators assist with classroom instruction and intervention, support students with special needs, and perform a variety of other duties such as preparing materials, recordkeeping, and monitoring students in non-classroom settings. Positions include, but are not limited to: instructional and non-instructional assistants, teachers and program aides, library aides and assistants, preschool caregivers, bus and playground monitors, and crossing guards.



Security Services (S)

ESP serving in Security Service roles keep students and staff safe. Security Service staff have expertise in security techniques, policy development, investigating bullying issues, drugs and substance abuse prevention and intervention, and emergency response planning. Positions include, but are not limited to: security workers, guards, and school resource officers.



Skilled Trades (ST)

ESP providing Skilled Trades services maintain and improve the physical quality of buildings and offices, and repair and maintain machinery that is essential to the functioning of a school. NEA Skilled Trades staff perform a wide variety of jobs that require specialized expertise—and often licenses or certifications—in specific areas. Positions include, but are not limited to: electricians; carpenters; painters; heating, ventilation, and air conditioning technicians; mechanics; machine operators, assemblers, and inspectors; and printing service staff.



Technical Services (T)

ESP providing Technical Services are continually learning about current trends and innovations of the field in order to maintain high standards of technology and efficient communications. Duties involve: installation, repair, and upgrade of computers and networks; teaching students and staff the proper use of the latest computing and internet technologies; and development of policies and safeguards to protect students, parents/guardians, staff, visitors, and community searching for/sharing information. Positions include, but are not limited to: audiovisual, language, science, mechanical, and electrical technicians; programmers; systems analysts; graphic artists; and data processing specialists.



Transportation Services (TR)

ESP serving in Transportation Service roles are the first people to greet students on their way to school and the last to say goodbye as they return home. Duties involve: operation and maintenance of district vehicles; safe transport of students to and from school or field trips, including students with special needs; following code of conduct and supporting positive discipline protocols; and executing first aid and emergency evacuation procedures. Positions include, but are not limited to: bus or van drivers, vehicle mechanics, garage workers, transportation maintenance workers, and delivery persons.

ESP Universal Standards

The PGC calls to attention the eight Universal Standards of professionalism that apply to all ESP.

- 1. Communication Standard:** ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community
- 2. Cultural Competence Standard:** ability to examine one's own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)
- 3. Organization Standard:** ability to prioritize, plan, and execute tasks efficiently and effectively
- 4. Reporting Standard:** ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed
- 5. Ethics Standard:** ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters
- 6. Health & Safety Standard:** ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity
- 7. Technology Standard:** ability to use electronic devices to problem solve and complete work-related duties
- 8. Professionalism Standard:** ability to present and conduct oneself in a professional manner in all job settings

Levels of Practice

The PGC identifies Levels of Practice to support ESP in the development of a professional learning plan.

- **Foundational**
the basic knowledge, skills, and disposition one should exhibit at entry level of their position
- **Proficient**
the knowledge, skills, and disposition one should exhibit to demonstrate professional competence in their position
- **Advanced/Mastery**
the knowledge, skills, and disposition one should exhibit to demonstrate mastery in their position

Opportunity Pathways

The PGC illuminates opportunities for ESP to enhance their professional standing by being a role model, mentor, and/or leader. These opportunities are noted by an RM, M, or L at the end of appropriate Indicators.

- **Role Model (RM)**
others can observe evidence of your actions and words in performing the Standard
- **Mentor (M)**
supporting the development and learning of others; a partnership between mentor and mentee focused on the common goal of developing the mentee's personal and professional skills through a strong learning relationship
- **Leader (L)**
applying knowledge and skills in areas to advance the profession and enhance the learning environment by leading or collaborating with students, parents/guardians, staff, visitors, and community

ESP Development Process



Professional Development Opportunities

Professional learning is the key component to improving professional practice and embedding fresh perspectives into daily work and behaviors. While most content has remained consistent throughout time, instructional design, educational policy, and classroom tools and structures have been in constant motion.

ESP have a variety of professional learning opportunities through which they can advance on the PGC. Opportunities may include onboarding or orientation activities by local affiliates, worksite staff, colleagues, and/or journeymen. The descriptions of the options that align with the NEA-provided PGC can be found below:

Onboarding/Orientation/Certifications: Many school districts provide annual training on blood-borne pathogens, emergency response, fire drills, etc. These types of training would fulfill some Indicators of the Health & Safety Standard. NEA is prepared to assist local affiliates with information regarding how the organization—and delivery of required professional learning in accordance to the laws, policies, and procedures of specific states and/or communities—can support ESP professional growth or can serve as evidence of professional growth over time.

Online Modules: Online modules aimed at developing professional background knowledge regarding key concepts and skills across Universal Standards, including examples across Career Families, will be developed by NEA/state/local affiliates and disseminated by NEA to all states. Other online training approved by state/local affiliates may also demonstrate evidence of Indicators (e.g., OSHA training or training on basic communication skills available through a commercial vendor).

Self-Directed Reflection: ESP can use scenarios/questions provided by NEA to support growth and evidence learning.

Resource Links: A list of resources (e.g., tutorials, online publications, book reviews, articles, videos, etc.) developed by NEA, state, local, and endorsed professional organizations for ESP to use to advance learning are available.

Facilitated Practice: A professional learning model, such as facilitated practice, offers face to face opportunities for ESP to engage in guided practice with state/local affiliates or coaches. This model provides ESP with the feedback necessary to acquire complex skills and attributes to move beyond the Foundational Level of the PGC. Prerequisite activities (e.g., reading brief articles or reviewing video clips) may provide ESP with essential background information prior to training.

Coaching: On-the-job coaching, provided by local affiliate/mentor/coach, is used to support ESP learning applications. This may include an apprenticeship model for Skilled Trades and is often what is required to reach advanced levels on the PGC.

Supporting Our Own Through Mentoring

nea.org/espmentoring

Within every Level of Practice, across the ESP Universal Standards, the PGC identifies specific opportunities for mentoring. As ESP map their own professional pathways using the PGC, they should consider sharing their knowledge and expertise with ESP colleagues through mentoring. *Education Support Professionals: Supporting Our Own: A Manual for ESP Mentoring Programs* is a manual designed to help associations and school districts/universities plan and implement mentoring programs for ESP. Mentoring programs can help ESP address the growing complexity of their careers and meet the ever-increasing demands being placed on education systems. Mentoring for early career ESP (those in their first five years) is especially critical to ensuring seamless integration into their new careers and the education community.

The manual includes information on why mentoring is important for ESP; the benefits of mentoring for mentors, mentees, and employers; things to consider when setting up a program; and sample tools and forms to be used as templates for self-mentoring programs. Lessons from three mentoring programs from around the country are also discussed, and sample mentoring contract language and memoranda of understanding are included.

How to Use the PGC

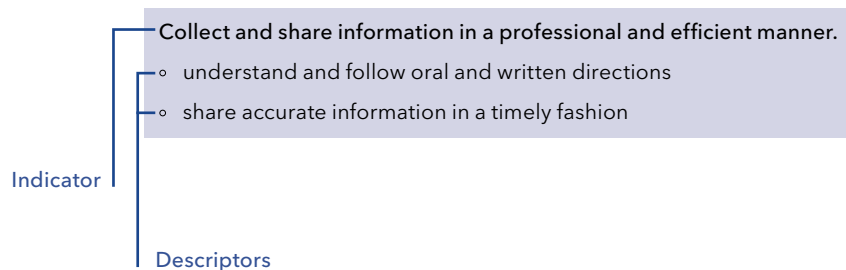
The eight Universal Standards that have been developed for ESP were not created in isolation, but as a comprehensive collection to help guide individualized professional learning that is appropriate to various settings and worksites.

The following information is intended to aid successful implementation of the PGC and walk through the Self-Assessment. The information here provides a step-by-step walk through of the Self-Assessment tools and how to use them, but individuals are strongly urged to examine the ESP Universal Standards, Levels of Practice, and Indicators, make connections to them, and identify the areas in which they want to grow professionally. Please note that it is not only acceptable, but expected, that ESP will find themselves at varying proficiency levels as they move through the Standards. The Self-Assessment will serve as a way to evaluate strengths as well as identify areas for professional growth.

Initial Self-Assessment

- Start by identifying a Career Family.
- After identifying a Career Family, select one of the eight ESP Universal Standards on which to focus.
- Next, read through the three Levels of Practice (Foundational, Proficient, Advanced/Mastery) for the selected Standard. ESP can utilize the Indicators and Descriptors listed under each Level of Practice to help identify their current level of proficiency.

Example:



Establishing Growth Goals

- ESP should articulate their goals in their own words and be able to explain these to others.
- ESP should list what is needed to be successful in order for others to support learning in effective ways.

Working Toward Your Goal

- This section of the Self-Assessment is meant to help articulate ways in which progress toward stated goals are being made.

Post Self-Assessment

- In order to progress across the Levels of Practice for any given Standard, it is imperative that ESP demonstrate evidence of meeting all performances explained in the Indicators.
- The Indicators and Descriptors provided are not an exhaustive list. They should be used to guide reflection and articulate growth along the continuum, to reflect on professional growth, and to determine what steps will be taken next.

As reflective professionals, ESP will move through this continuum in a fluid way as skills, job assignments, and worksites change.

ESP Professional Growth Continuum



PATHWAY OPPORTUNITIES
 RM - Role Model
 M - Mentor
 L - Leader

PGC Implementation for You

The PGC is intended to serve association members who want to own their own professional growth and move their career forward. The PGC puts ESP in control of professional goal setting and growth. It is recommended that ESP personalize this tool by aligning it with daily responsibilities and initiatives at their worksite.

The language contained in this document is designed to help articulate what ESP do and the impact they make on students. ESP should feel free to use the language in the PGC to describe current Levels of Practice, goals, and growth over time. NEA is invested in ESP and supports their daily job responsibilities and professional growth.



CLERICAL SERVICES

C.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions provide requested general information to students, parents/guardians, staff, visitors, and community share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom system and make announcements in a clear and pleasant voice arrange appointments and maintain a schedule/calendar for administrator or designee and other assigned staff access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings know emergency codes and phrases <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> greet students, parents/guardians, staff, visitors, and community in person or via phone with a smile and pleasant tone share and reinforce expectations for positive school-wide behavior (e.g., be safe, be responsible, be respectful) seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) listen with empathy to concerns of students, parents/guardians, staff, visitors, and community | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> coordinate dissemination of information write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community assist administrator or designee and educators in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> explain and reinforce school/district expectations for a positive learning environment research and provide comprehensive and accurate information facilitate transfer of information between school site/program and outside agencies and districts know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) use language that reinforces the positive academic and social expectations to increase appropriate school behavior use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., grant applications, school improvement plans, school annual opening and closing procedures, etc.) call for assistance, as needed, giving clear details about medical, security, or other emergencies maintain positive internal communication system, ensuring instructional, probation, and support staff are kept informed of needed information write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other clerical staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

C.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Continued on next page ...</p> | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M, L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development understand historical development of access to education by race, class, gender, disability, etc. in the United States |

C.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|--|------------------|
| <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> ◦ learn key phrases in language of students, parents/guardians, staff, visitors, and community ◦ provide worksite/district documents in home language of students, parents/guardians, staff, visitors, and community ◦ advocate for worksite signage in multiple languages | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none"> ◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ express awareness of own implicit and explicit biases ◦ ask questions to determine if missing perspectives have been sought and included in decisions ◦ use protocols and skills in cross-cultural and interracial interactions | |

C.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ sign-in/out logs for students, staff and visitors ◦ incoming and outgoing communications (e.g., mail, email, other forms of communication), ◦ student and staff records ◦ parent/guardian and school communications ◦ update school policies and procedures ◦ supply distribution <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ input attendance info prior to daily deadline ◦ anticipate and respond to requests for information daily <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ printers, copiers, mail machine ◦ maintain clear and clean work area | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ document creation ◦ electronic storage, retrieval and archival (e.g., records related to student information) ◦ correspondence ◦ agendas, minutes, bulletins, reports ◦ school policies and procedures <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ newsletter coordination and editing ◦ substitute schedule ◦ maintain administrator(s) schedule and appointments ◦ plan completion of paperwork during non-transition times (e.g., before or after student arrival/dismissal) <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ Board reports, accreditation reports, etc. ◦ grant applications or summary reports <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ on-site office machine supplies ◦ protocol for file naming and storage of hard and electronic files | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ use electronic calendar and project management apps to track tasks ◦ anticipate future changes in student records (e.g., rollover to next grade level, new reporting requirements, etc.) <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ develop better ways to use, store, and retrieve data; correspond with students, parents/guardians, staff, visitors, and community; and archive documents <p>Manage administrative and fiscal functions responsively. ^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ respond to department budget requirements ◦ requests for use of facilities by outside groups <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ organize documentation of school accreditation or improvement ◦ coordinate efforts to increase parent/guardian engagement <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ records management ◦ efficiencies in scheduling and supply ordering ◦ coordinate on-the-job training |

C.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., Acceptable Use).</p> <ul style="list-style-type: none"> ◦ identify and report a situation to the proper administrator ◦ document all accidents or incidents of student and adult behavior as required by school policy and state law (e.g., breach of code of conduct, bomb threats, or other threats of violence) ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports. ^{RM}</p> <ul style="list-style-type: none"> ◦ attendance, suspension/expulsion, graduation ◦ regulations ◦ grant requirements ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ deliveries, equipment, inventory | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements and processes for staff. ^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ attendance, suspension/expulsion, graduation ◦ regulations ◦ grant requirements ◦ incident reports ◦ deliveries, equipment, inventory <p>Mentor/coach others in documentation and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities |

C.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

C.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ ergonomic positioning for working at computer ◦ first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ keep daily attendance records available for cross-checking student and staff count ◦ station oneself at front entrance or designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ rules and regulations for dispensing medicine on campus ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures ◦ plan for students with a history of unpredictable or violent behavior <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ activate emergency response team based on guidance from administration ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know policies/procedures for reporting all accidents occurring on school grounds ◦ manage safety hazard reports <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge on health and safety concerns collected by interactions with students, parents/guardians, staff, visitors, and community ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ suggest improvements to stress points in daily schedule, such as arrival/dismissal ◦ post health and safety reminders in public areas of the building ◦ coordinate a healthy living campaign with Health and Student Services <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interaction with students ◦ apply de-escalation skills and procedures |
| Continued on next page ... | | Continued on next page ... |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

C.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|---|------------|---|
| <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus ◦ know how to operate surveillance or other equipment in the school office | | <p>Mentor/coach others regarding emergency policies and procedures.^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ stranger-in-the-building scenarios ◦ weather- and environment-related emergencies ◦ emergency and surveillance equipment |

C.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ security camera system, telephone/walkie-talkie etiquette and protocols ◦ printer, email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ access substitute system <p>Operate standard office equipment.</p> <ul style="list-style-type: none"> ◦ copier, report binder, laminator, etc. ◦ entry door access and intercom <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ new software versions ◦ visitor badge system, document camera, etc. | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ at least three times daily or as directed by supervisor <p>Operate advanced settings of office equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ collate, enlarge, scan ◦ copy spreadsheets <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ document, spreadsheet, diagram, graph, and report creation ◦ input data, as needed, for accurate data management (e.g., school financial transaction accounts, payroll program, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ clerical supplies ◦ record/data management ◦ fundraising program options <p>Download specific programs for administrative use as directed by supervisor.</p> <ul style="list-style-type: none"> ◦ electronic forms ◦ electronic calendar <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track attendance trends, discipline referrals, budget/expense data, etc. <p>Mentor/coach other staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about acceptable use policy ◦ scheduling program ◦ student data management <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ previews of upcoming school events and info messages ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform |

C.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ business or business casual, appropriate to educational setting <p>Conduct oneself as an ambassador for school or agency.^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information promptly ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ expected clerical duties for administration ◦ expected clerical duties for other staff positions ◦ nonclerical duties outlined in job description ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team.^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct.^{RM}</p> <ul style="list-style-type: none"> ◦ provide comprehensive and accurate information in routine, sensitive, and confidential matters with students, parents/guardians, staff, visitors, and community ◦ convey willingness to take information ◦ be responsive to requests for assistance ◦ communicate clearly and directly <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite.^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws.^L</p> <ul style="list-style-type: none"> ◦ use culturally responsive procedures for enrolling new students ◦ seek guidance on immigration status and protections <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community.^L</p> <ul style="list-style-type: none"> ◦ liaison to the PTA ◦ vendor or service repair individuals ◦ liase with community agencies serving students and parents/guardians <p>Engage in the improvement of the profession through active participation in professional organizations.^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the National Association of Educational Office Professionals (NAEOP) or state-level chapter, or similar organization ◦ attend clerical and secretarial support webinars or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement.^L</p> <ul style="list-style-type: none"> ◦ processes for tardiness and early dismissal ◦ efficient management of documents for staff and public review <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ software certificates ◦ office/project management courses ◦ participate in NAEOP’s Professional Standards Program <p>Mentor/coach others in role-alike positions on professionalism standards.^M</p> <ul style="list-style-type: none"> ◦ communicate importance of office staff’s role in fostering a positive learning environment ◦ procedures for enrolling new students |

CUSTODIAL AND MAINTENANCE SERVICES



CM.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions provide requested general information to students, parents/guardians, staff, visitors, and community share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom systems and make announcements in a clear and pleasant voice maintain a schedule/calendar of cleaning and maintenance tasks access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings know emergency codes and phrases <p>Continued on next page ...</p> | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community (e.g., inclement weather precautions for arrival/dismissal and recess) keep staff informed about school/district activities, requirements of the law and code, Board policy and regulations, and other information necessary for the functioning of the school facility identify and communicate possible hazardous situations with staff, students, parents/guardians, and visitors according to school/district policies serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p> | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> coordinate dissemination of information to students, parents/guardians, staff, visitors, and community pertaining to worksite management and safety call for assistance, as needed, regarding utility interruptions and other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with a calm demeanor work collectively with staff to share expectations and deadlines with the completion of large or time-sensitive projects or emergencies (e.g., start and completion dates of projects, limitations of use, potential hazards, etc.) maintain positive internal communication system between all custodial staff deliver information to staff during meetings in the absence of administrator or designee write and compile reports, grant proposals (e.g., funds for new playscape, garden, or common area), and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other custodial staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Continued on next page ...</p> |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

CM.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|--|---|
| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, parents/guardians, staff, visitors, and community with a smile and pleasant tone ◦ share and reinforce expectations for the use of physical space (e.g., restricted areas, proper use of equipment or furniture, room capacity limits, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ◦ identify escalating situations with students, parents/guardians, staff, visitors, and community | <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce worksite/district expectations for a positive learning environment ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between school site/program and external stakeholders (e.g., district building and grounds, municipal zoning department, town fire/police department, etc.) ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> ◦ research and suggest software applications/devices ◦ serve on committee or work group gathered to improve communication quality and processes |

CM.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community advocate for worksite signage in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M, L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

CM.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|--|------------------|
| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none"> ◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ express awareness of own implicit and explicit biases ◦ ask questions to determine if missing perspectives have been sought and included in decisions ◦ use protocols and skills in cross-cultural and interracial interactions | |

CM.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ written directions and procedures for routine maintenance of equipment ◦ weekly checklist of supplies and submittal to supervisor or online system ◦ report needed repairs to supervisor or building principal <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ buffing and polishing floors after regular school hours ◦ cleaning classrooms, bathrooms, hallways, gym and school grounds around academic schedule to lessen disruption <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ dust or wipe surfaces prior to cleaning the floor ◦ maintain clear and clean work area ◦ replace paper supplies as required | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ record-related equipment and building maintenance, product information, correspondence, reports, school policies and procedures ◦ maintain a list of cleaning chemicals for posting notices of hazardous chemical interactions ◦ keep usage data to anticipate different paper supply needs (e.g., high-use bathrooms) ◦ receipt of deliveries of supplies <p>Model efficient and effective workload management. ^M</p> <ul style="list-style-type: none"> ◦ share best practices on staying organized at work with new employees ◦ tracking system for work completed and work to do ◦ schedule cleaning tasks to minimize noise and distraction to students' learning ◦ snow and ice removal from high-traffic areas <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ dust and debris mitigation during building or remodeling projects ◦ cleanup required prior to opening building to students ◦ playing fields maintenance <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ replace buffer pads, winterize snow thrower, seasonally replace air filters, etc. | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ apps that track daily, weekly, monthly, and annual maintenance <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ waste management and prevention ◦ enhance routine maintenance procedures and schedules <p>Manage administrative, fiscal, and facilities functions responsibly. ^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ respond to department budget requirements ◦ monitor use of facilities by outside groups <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ large-scale building maintenance projects, facilities renovations, relocating staff, etc. <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ records management ◦ ordering supplies ◦ online tracking system ◦ coordinate on-the-job training |

CM.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ violent or aggressive student ◦ chemical or laboratory spills or accidents ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports. ^{RM}</p> <ul style="list-style-type: none"> ◦ student recognition for positive behavior ◦ chemical or laboratory spills, incidents, or accidents ◦ deliveries, equipment, inventory ◦ damage and necessary repairs ◦ inconsistencies or errors in deliveries or inventory ◦ safety and data sheets | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements <p>Follow work orders through to completion.</p> <ul style="list-style-type: none"> ◦ record and report progress throughout work order duration | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements for custodial staff. ^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ custodial equipment and maintenance upkeep reports ◦ advanced recordkeeping of inspection sheets <p>Mentor/coach others on safety policies, procedures, documentation, and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities |

CM.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

CM.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> keep emergency plan in easily accessed location station oneself at designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety.^{RM}</p> <ul style="list-style-type: none"> areas of refuge fire drill, evacuations, and lockdown procedures <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> know procedures for person with a knife or firearm call for ambulance/emergency support make appropriate staff aware of the situation <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> know sign-in procedures and parameters for visitors in the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) know procedures for stranger in the building/on campus opening and securing the building evacuation paths utility shutoffs respond accord to plan when an emergency code is announced <p>Continued on next page ...</p> | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> register for first aid, CPR/AED certification classes every two years access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> know policies/procedures for reporting all accidents occurring on school grounds know safety hazard reporting <p>Recognize behaviors that students may exhibit during emergency situations.^L</p> <ul style="list-style-type: none"> plan for students who may have a seizure, run away, hide, etc. in response to stressful situations implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events.^{RM}</p> <ul style="list-style-type: none"> use a firm, calm voice and controlled breathing use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level.^L</p> <ul style="list-style-type: none"> take note of action items contribute to discussion based on experience and knowledge of building maintenance safety serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> suggest improvements to cleaning workflow to minimize impact on classroom and public space usage post health and safety reminders in public areas of the building share new information and practices for safe and healthy cleaning <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> practice operation of emergency communication devices participate in mock emergency drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> apply knowledge from daily interaction with students apply de-escalation skills and procedures <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

CM.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|------------|---|
| <p>Know the physical design, location of emergency/electrical panels, safe areas, and operations of the worksite.</p> <ul style="list-style-type: none"> ◦ follow daily and alternative bell schedule <p>Know different roles in health and safety beyond cleaning and care of facility.</p> <ul style="list-style-type: none"> ◦ read and understand safety data sheets | | <p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ stranger-in-the-building scenarios ◦ weather- and environment-related emergencies ◦ emergency and surveillance equipment |

CM.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ security camera system, telephone/walkie-talkie/radios ◦ heating, ventilation, air conditioning (HVAC) ◦ email ◦ printer ◦ district website ◦ internet ◦ online or virtual professional development ◦ appropriate software for job requirements <p>Operate standard office equipment.</p> <ul style="list-style-type: none"> ◦ copier ◦ entry door intercom and access <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ electronic devices for monitoring HVAC | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ twice daily or as directed by supervisor <p>Operate advanced settings of maintenance systems and equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ camera system ◦ HVAC ◦ telephone ◦ work order tracking <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ input data, as needed, for accurate data management (e.g., equipment usage information, fuel usage, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ janitorial health/safety guidance ◦ cleaning/chemical usage ◦ integrated pest management <p>Download specific programs for building maintenance.</p> <ul style="list-style-type: none"> ◦ app for tracking energy usage ◦ inventory-management program <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track work order accounts, payroll programs, inventory control, etc. <p>Mentor/coach other maintenance staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about Acceptable Use Policy ◦ access to work tasks in project management system ◦ HVAC control system <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ notice of upcoming school maintenance and informational messages ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform |

CM.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ uniform shirt and pants, clean and wrinkle-free ◦ sturdy footwear or boots appropriate to clean or perform maintenance tasks in educational setting <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information or assistance promptly ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ perform general housekeeping and other support functions on a regular and as-needed basis ◦ non-custodian duties outlined in job description ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team. ^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a clean and welcoming environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ competent use of cleaning/maintenance methods, materials, tools, and equipment ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks ◦ know requirements for maintaining a healthy and safe learning environment <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ liaison to the municipal public works department ◦ vendor or service repair individuals ◦ effective recycling program or procedures with students and staff <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the International Sanitary Supply Association (ISSA) or similar organization ◦ attend cleaning and hygiene expos or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ anticipate needs for cleaning or set-up of physical spaces for different groups of users ◦ improve waste management and recycling practices ◦ recommend to administration or designee improvements needed in facility management and/or safety operations ◦ create educational environments and learning spaces that are well cared for and reflect value for education ◦ programming for staff and students on how they can contribute to a clean and safe learning environment <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ custodial technician certificate ◦ custodian supervisor courses <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of custodial work to a positive learning environment |

FOOD SERVICES



F.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions necessary for the functioning of the cafeteria (e.g., cooking/warming procedures, serving guidelines, cashier duties, etc.) provide general information to students, parents/guardians, staff, visitors, and community regarding National School Nutrition requirements share accurate information in a timely fashion (e.g., changes in breakfast options, monthly menu via school newsletter, daily menu via morning announcements, etc.) <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom systems and make announcements in a clear and pleasant voice access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to supervisor, administration, or designee attend required staff meetings and trainings know emergency codes and phrases <p>Continued on next page ...</p> | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information regarding school nutritional services, sanitation and safety standards, and food allergy precautions, as needed assist supervisor or designee in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> explain and reinforce school/district expectations for a positive learning environment in the cafeteria research and provide comprehensive and accurate information facilitate transfer of information between school site/program and outside agencies and districts (i.e., Health Department) know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) use language that reinforces the positive academic and social expectations to increase appropriate school behavior use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> coordinate dissemination of information to students, parents/guardians, staff, visitors, and community regarding food services and cafeteria procedures call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., annual deep clean, kitchen remodeling, grant applications, etc.) maintain positive internal communication system between all cafeteria workers write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other food service staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

F.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|------------|------------------|
| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in the serving line or at cash register with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe in the cafeteria by sitting while eating; be responsible by clearing your table; be respectful by not talking with food in your mouth, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community | | |

F.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community post signage, menu, and labels in multiple languages use photos or pictograms along with signage, menu, and labels to assist in translation | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions coordinate with public services to develop a backpack program for students with food insecurity <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M, L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |
| | <p>Continued on next page ...</p> | |

F.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|--|------------------|
| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication and sensitivity knowledge (e.g., difference in cultural/religious dress and uniforms required by school nutrition department, religious fasting, ways of showing respect, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions | |

F.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ daily records and reports, as per position ◦ safety standards ◦ health standards ◦ portioning standards ◦ equipment operation <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ work as a team to coordinate multiple facets of food service delivery <p>Follow directions and recommended operating procedures for job-related duties.</p> <ul style="list-style-type: none"> ◦ hygienic handling and correct storage of all food items, (e.g., first in/first out, shelf life, maintaining clear and clean work area, etc.) | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ recipes and food preparation techniques ◦ food requisitions and inventory ◦ meal records ◦ school-wide positive reinforcements during interactions with students and staff <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ clean and tidy up prep area while waiting for food to warm ◦ replenish utensils and other line items in-between lunch waves ◦ activities that can be accomplished in-between starting and ending cook/reheat times ◦ daily, weekly, monthly, and annual cleaning or checking of kitchen equipment <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ proper care and storage of all foods and supplies ◦ regularly scheduled deep-cleaning or inventory of freezers and pantry <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ assist in cleaning and maintaining equipment ◦ recognize when supplies are needed | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ calendar and apps that track orders and receipt of foods and supplies ◦ accurate inventory ◦ assist in menu planning <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ improve methods for food management and preparation ◦ food waste management <p>Manage administrative, fiscal, and kitchen facility functions responsively. ^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ respond to department budget requirements <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ nutrition education with students, parents/guardians, staff, visitors, and community involvement (e.g., Garden Club, Farm to School, Wellness Committee, etc.) <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ coordinate on-the-job training to maintain the operation of the kitchen ◦ cleaning procedures ◦ food inventory procedures |

F.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports. ^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ report equipment failure ◦ variances in temperature, and actions taken to correct ◦ production sheets ◦ health code violations ◦ deliveries, equipment, inventory, and regulations | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Understand and comply with federal, state, and district requirements for meal-reimbursement documentation.</p> <ul style="list-style-type: none"> ◦ documentation of food productions ◦ complete reports including meal count, menu plans, orders, deliveries, and inventory ◦ plan and order food and supplies required for the menu ◦ adhere to scheduled meal times <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements for food service and nutrition staff. ^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ account for meals served and monies received according to established procedures, either manually or by computer ◦ violations to Health Department or appropriate agencies <p>Mentor/coach others in documentation and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities ◦ food preparation and inventory |

F.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

F.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> safe food storage in hazard-free environment Food Services and Health Department regulations first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> keep emergency plan in easily accessed location escort and direct students in cafeteria or kitchen at the time of emergency station oneself at designated location to direct emergency responders conduct emergency shutdown of all kitchen and cafeteria equipment know procedures for kitchen/electrical fires <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> areas of refuge fire drill, evacuations, and lockdown procedures <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> know procedures for person with a knife or firearm call for ambulance/emergency support make appropriate staff aware of situation know procedures for assisting choking or unresponsive student or staff know and follow all Health Department regulations <p>Continued on next page ...</p> | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> register for first aid, CPR/AED certification classes every two years access refresher materials online annually know how to use epinephrine auto-injector for food allergic reactions <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> high level of cleanliness in accordance with Health Department regulations know policies/procedures for reporting food contamination, and other food-related safety concerns procedure for reporting accidents in kitchen and cafeteria <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> plan for students who may have a seizure, run away, hide, etc. in response to stressful situations implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> use a firm, calm voice and controlled breathing use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> take note of action items contribute to discussion based on experience and knowledge of food safety and nutrition <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> suggest improvements to food preparation post health and safety reminders in public areas of the building coordinate healthy eating campaign with Health and Student Services <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> practice operation of emergency communication devices participate in mock emergency drills communicate with administration and staff regarding emergency food situations <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> apply knowledge from daily interaction with students apply de-escalation skills and procedures <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

F.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|------------|--|
| <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus <p>Know food allergies and medical needs of students and staff.</p> <ul style="list-style-type: none"> ◦ procedures for responding to food allergies ◦ signage alerting all to presence of food allergens ◦ procedures for cleaning after exposure to allergens ◦ make appropriate staff aware of allergy incident | | <p>Mentor/coach others regarding emergency policies and procedures.^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ stranger-in-the-building scenarios ◦ procedure for food allergy monitoring |

F.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ cash register and computer system ◦ food- and nutrition-related programs ◦ telephone, email, printer, district website, internet, etc. ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ food thermometers <p>Operate standard food-prep equipment.</p> <ul style="list-style-type: none"> ◦ food-prep monitoring devices ◦ oven, cookers, warmers, etc. ◦ scales and portion-control devices <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ digital scales, tablet payment methods | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ daily or as directed by supervisor <p>Operate advanced settings of maintenance systems and equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ coolers and freezers ◦ telephone ◦ work order tracking <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ document, spreadsheet, and report creation ◦ software to produce weekly menu flyer for posting and sharing electronically ◦ input data, as needed, for accurate data management (e.g., equipment usage information, meal counts, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ food safety ◦ nutrition/healthy eating guides ◦ cleaning/chemical usage ◦ Integrated Pest Management (IPM) in food preparation and storage areas <p>Download specific programs for food preparation and maximum nutritional benefit.</p> <ul style="list-style-type: none"> ◦ app for tracking food waste ◦ maintenance of equipment schedule ◦ food and supply inventory-management program <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track accounting of meals served and monies received, payroll programs, inventory control, etc. <p>Mentor/coach other kitchen staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review kitchen equipment operation and maintenance (e.g., cash register, digital thermostat, refrigeration units) ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about acceptable use policy ◦ new digital control system for ovens <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ previews of upcoming menu specials and changes ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform |

F.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Align appearance appropriately to job duties and Health Department regulations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ uniform, clean and wrinkle-free ◦ sturdy footwear ◦ hair restraint or visor, and gloves ◦ no jewelry on hands or arms <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information or assistance promptly ◦ provide courteous and appropriate information to visitors and guests ◦ demonstrate honesty and integrity in making decisions ◦ provide friendly, accurate, and fast service ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ general food preparation and service duties on a regular and as-needed basis ◦ cleaning duties outlined in job description ◦ comply with all regulations as defined by the Health Department ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team. ^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a clean and welcoming environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identify needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ changes in Nutrition Services ◦ competent use of food preparation/cleaning methods, materials, tools, and equipment ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks (options for dietary requirements, space for students observing religious fasting, etc.) ◦ requirements for maintaining healthy and safe food preparation <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ liaison to the state, county, or municipal public Health Department ◦ liaison to local food security agency ◦ vendor or service repair individuals <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the School Nutrition Association (SNA), Multicultural Foodservice & Hospitality Alliance (MFHA), or similar organization ◦ attend food service and nutrition expos or conferences ◦ monitor trends of student food preferences ◦ recommend new food items/recipes and equipment needs <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ anticipate needs for cleaning or preparing food for different groups or visitors ◦ effective food-waste-management procedures ◦ healthy eating programs to reflect importance of nutrition for learning and well-being <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ school nutrition certificate ◦ continuing education units <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of good nutrition and pleasant eating experience to a positive learning environment |



HEALTH AND STUDENT SERVICES



HS.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions inform parents/guardians of required medical documents (e.g., immunizations, physicals, release for participation in sports, etc.) provide requested and necessary information to students, parents/guardians, staff, visitors, and community regarding community resources and available services to address student and parent/guardian needs share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom systems and make announcements in a clear and pleasant voice arrange appointments and maintain health office schedule/calendar for student and parent/guardian services access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings <p>Continued on next page ...</p> | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> coordinate dissemination of information about health services and expectations for attendance write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community pertaining to health issues and precautions for seasonal viruses assist supervisor or designee in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p> | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., vaccination program, public health crisis, communicable disease outbreak, etc.) deliver information to staff during meetings in the absence of administrator or designee maintain positive internal communication system, ensuring instructional and support staff are kept informed of needed information without breaching confidentiality write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other health service staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

HS.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|--|------------------|
| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet visitors to the health office in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by washing your hands frequently; be responsible by coming to nurse for daily medication at scheduled times; be respectful by covering your mouth when you cough, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community using health services by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community | <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ research and provide comprehensive and accurate information pertaining to school/community health ◦ reach out and meet community service providers ◦ facilitate transfer of information between school site/program and outside agencies and districts, observing procedures for sharing medical data ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, safe restraint, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual | |

HS.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
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| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community provide school health documents in home language of students, parents/guardians, staff, visitors, and community post signage and health notices in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> assess information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

HS.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
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| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none"> ◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ◦ apply cross-cultural communication and sensitivity knowledge (e.g., different ways of showing respect, cultural/religious health practices, share personal or health information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ express awareness of own implicit and explicit biases ◦ ask questions to determine if missing perspectives have been sought and included in decisions ◦ use protocols and skills in cross-cultural and interracial interactions | |

HS.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
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| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ daily logs of individuals served in the health office ◦ information on potential community partners and health services ◦ appointment schedules <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ enter data in log or database daily ◦ update student records <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ maintain clear and clean work area (e.g., clean area and equipment, as needed, after individual has been seen in the health office) | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ document creation, and electronic storage, retrieval, and archival of records related to student information ◦ schedule appointments and meetings to address student and parent/guardian needs ◦ agendas, minutes, bulletins, reports, school policies and procedures, etc. <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ prepare needed materials in advance of screening ◦ activities that can be accomplished in-between scheduled appointments (e.g., filing, re-filling supplies, updating electronic records, etc.) ◦ input information daily during screening period in preparation for report at end of screening period <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ build community connections for wraparound services <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ vision and hearing equipment, thermometers, scales, etc. ◦ beds and linens | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ electronic calendar or other scheduling system ◦ program or app for recording health office supplies and biohazard materials <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ scheduling of screenings to minimize loss of instruction time for students <p>Manage administrative, fiscal, and health facility functions responsibly. ^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ respond to department budget requirements <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ organize health-related events, screenings, or forums to include students, parents/guardians, staff, visitors, and community ◦ coordinate referrals to appropriate agencies ◦ foster collaboration with community partners <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ coordinate on-the-job training to maintain accurate and efficient recordkeeping and health office management ◦ restocking supply procedures |

HS.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ rules and regulations as they relate to student health and safety ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports under direction of a certified school nurse (CSN).^{RM}</p> <ul style="list-style-type: none"> ◦ logs of health office visits and accident reports ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ incident reports of aggressive or self-injurious behavior ◦ deliveries, equipment, and inventory of supplies | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities.^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents.^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements ◦ assist in notifying proper authorities of concerning health trends or emergencies | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements.^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ health office visits ◦ incidences of infectious illnesses ◦ access rates of preventative health services <p>Mentor/coach others in documentation and reporting protocols.^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities ◦ health and safety regulation violations |

HS.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff health information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

HS.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ basic Health Department regulations ◦ first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ escort and direct students in health office at the time of emergency ◦ station oneself at designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ rules and regulations for dispensing medicine on campus ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building or health office, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus <p>Continued on next page ...</p> | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually ◦ know how to use epinephrine auto-injector for food or other severe allergic reactions <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know protocol for emergency contact ◦ know protocol for notifying appropriate agencies as situation requires ◦ know policies/procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of public health and safety ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ post health and safety reminders in public areas of the building ◦ coordinate healthy living campaign with appropriate staff and community members ◦ post hand-washing information for reduction of communicable illnesses <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ know procedures identified on IEP or 504 Plan <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

HS.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|---|------------|---|
| <p>Understand medical needs of students and staff.</p> <ul style="list-style-type: none"> ◦ procedures for responding to medical emergencies ◦ signage alerting all to presence of food allergens ◦ procedures for cleaning after exposure to allergens | | <p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ stranger-in-the-building scenarios ◦ procedure for managing outbreaks of contagious illnesses ◦ protocol for assisting students with special physical or medical needs <p>Assist in assigned health-related classes as designed by certified school nurse (CSN).</p> <ul style="list-style-type: none"> ◦ provide appropriate and current information on health-related topics to staff and parents/guardians |

HS.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ student medical record maintenance ◦ telephone, email, printer, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements <p>Operate standard medical equipment under direction of certified school nurse (CSN or RN).</p> <ul style="list-style-type: none"> ◦ health monitoring devices (e.g., scales, thermometers, blood pressure cuff, etc.) ◦ nebulizers <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ digital blood pressure cuff, thermometer, etc. ◦ tablet for recording health information | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ at least three times daily or as directed by supervisor <p>Operate advanced settings of maintenance systems and equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ health monitoring devices (e.g., scales, thermometers, blood pressure cuff, etc.) ◦ nebulizers ◦ telephone <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ document, spreadsheet, and report creation <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ communicable disease updates ◦ school health services guidance ◦ health and wellness <p>Download specific programs for school health.</p> <ul style="list-style-type: none"> ◦ app for tracking reported illnesses ◦ maintenance of equipment schedule ◦ health office supply inventory-management program <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track student and staff health office visits, health office supplies inventory control, etc. <p>Mentor/coach other health office staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review health care equipment operation and maintenance ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about acceptable use policy ◦ student health record management ◦ partner with health teacher and technology teacher for lesson on health and technology use for students and staff <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ previews of upcoming community health events and reminders ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform |

HS.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Align appearance appropriately to job duties and Health Department regulations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ uniform, if required, clean and wrinkle-free ◦ sturdy footwear ◦ no jewelry on hands or arms <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ communicate effectively in routine, sensitive, and confidential matters about students with required individuals ◦ respond to requests for information promptly within privacy guidelines ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community within privacy guidelines ◦ demonstrate honesty and integrity in making decisions ◦ provide friendly, accurate, and fast service in a respectful manner ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ general health care and screening duties ◦ professional and ethical standards for health care provider ◦ cleaning duties outlined in job description (medical equipment, patient areas, etc.) ◦ comply with all regulations as defined by the Health Department ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team. ^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a clean and welcoming environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control under stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ changes in Health and Student Services and current health topics ◦ competent use of health-monitoring tools and equipment ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community during daily health care duties ◦ requirements for student and staff health care records <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ liaison to the state, county, or municipal public Health Department ◦ liaison to local public health care providers ◦ vendor or service repair individuals <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the American School Health Association (ASHA), American Public Health Association (APHA), or similar organization ◦ attend health services expos or conferences ◦ monitor health and well-being trends <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ anticipate needs for cleaning or preparing health office for screening sessions or seasonal increase in office visits ◦ recommend new health or physical routines that can be incorporated into school and classrooms ◦ create health and wellness programs to reflect importance of good health for learning and well-being <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ school nurse certificate ◦ continuing education units for health care professionals <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of preventative health care to a positive learning environment |

PARAEDUCATORS



P.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions necessary for providing student support (e.g., directions for learning tasks, student goals and objectives, schedule of services, etc.) provide requested necessary information to students, parents/guardians, staff, visitors, and community share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> maintain a schedule/calendar of assignments to support students and/or classrooms access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings know emergency codes and phrases <p>Continued on next page ...</p> | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information understand and use educational terms and acronyms for clear and efficient communication of student needs and progress assist educators in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p> | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> coordinate dissemination of information to students, parents/guardians, staff, visitors, and community call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., assessment of schedule, new curriculum implementation, annual review of Individual Education Plans, etc.) maintain positive internal communication system, ensuring instructional, probation, and support staff are kept informed of needed information write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement scripts for responding to students exhibiting challenging behavior stay current and share best practices relating to communication strategies skills for effectively contributing to educational teams <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

P.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|---|------------------|
| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by walking in the halls; be responsible by doing your work; be respectful by using an inside voice in the classroom, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ◦ identify escalating situations with students, parents/guardians, staff, visitors, and community ◦ listen for and discern critical information necessary to support student learning during team meetings and in consultation with teachers; when working with students, monitor progress, and collect and share data in areas of focus | <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ participate in reciprocal feedback process with parents/guardians and staff in order to adjust academic and behavioral instruction and reinforcement; be aware of social and cultural dynamics, adjusting communication style to respond in a culturally relevant manner ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between school site/program and outside agencies and districts ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual | |

P.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community locate worksite/district documents available in home language of students, parents/guardians, staff, visitors, and community post classroom signage and notices in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

P.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|---|------------------|
| | <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> ◦ use racial consciousness and cross-cultural understanding to communicate effectively ◦ provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community ◦ participate in activities with interracial and cross-cultural groups in school and in the larger community ◦ recognize students as racial and cultural individuals and use that understanding to forge relationships that bridge students' strengths, interests, and aspirations with learning new knowledge and skills to ensure success <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none"> ◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ express awareness of own implicit and explicit biases ◦ ask questions to determine if missing perspectives have been sought and included in decisions ◦ use protocols and skills in cross-cultural and interracial interactions | |

P.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|--|--|---|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ organize necessary materials, including lesson plans, to perform the task or activity ◦ record student information <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ seek clarification when unsure of expected time line ◦ seek additional tasks to stay effectively engaged when workflow allows (e.g., copy materials for substitute folder; laminate materials for student learning activities; set up learning centers, etc.) ◦ flexibility/adaptability if lessons finish early to engage students with additional practice activities or learning games <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ resupply printers and copiers with paper, as needed ◦ charge electronic devices regularly to be ready for student use ◦ maintain clear and clean work area (e.g., clean up spills after class snack) | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ respond to email notifications ◦ give feedback to teacher/designee in agreed format (written or verbal) ◦ keep records related to student information ◦ know school policies and procedures <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ step into an activity or task, as needed, to assist teacher/designee ◦ prepare necessary instructional materials ◦ know classroom/programs, and when to engage students and when to do other supporting tasks ◦ estimate time a task will take <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ school accreditation reports ◦ grant applications or summary reports <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ update apps on electronic devices for student use ◦ change images on message board with new vocabulary | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ use calendar and apps to track student tasks or due date of needed support materials <p>Analyze practices, procedures and systems for organization, efficiency, effectiveness—and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ develop better ways to use and store student support materials ◦ develop better ways to engage students in practice activities <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ collaborate on design of professional learning for other ESP ◦ participate on governance Boards, instructional teams or other improvement teams <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ know classroom organization and expectations ◦ use efficient work task procedures ◦ coordinate on-the-job training |

P.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures (e.g., direct supervisor, building administrator, classroom teacher) <p>Maintain the necessary documentation for required reporting of student progress as advised by classroom teacher. ^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ student skill attainment ◦ unexpected academic or social behavior ◦ effect of specially designed support or instruction | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ visible signs of unexplained injuries such as burns, bruises, or broken bones ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command ◦ know types of incidents requiring reporting ◦ know intensity of incidents requiring reporting <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements. ^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records under direction of classroom teacher.</p> <ul style="list-style-type: none"> ◦ student progress on education and social-emotional/behavioral goals <p>Mentor/coach others in documentation and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities |

P.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

P.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ escort and direct students with high needs at the time of emergency ◦ station oneself at designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety.^{RM}</p> <ul style="list-style-type: none"> ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures ◦ plan for students with a history of unpredictable or violent behavior <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually ◦ know how to use epinephrine auto-injector for food or other severe allergic reactions <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> ◦ protocol for emergency contact ◦ know policies/procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations.</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events.^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff <p>Use student adaptive equipment correctly (e.g., wheelchairs, positioning chairs, personal-needs devices)</p> <ul style="list-style-type: none"> ◦ recognize purposes, benefits, and limitations of adaptive equipment ◦ procedures for adjusting ◦ support students to use independently where possible | <p>Participate on safety committees at the school, district, community, and/or state level.^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of student behavior and logistics in classrooms, hallways, and common areas ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> ◦ coordinate positive-reinforcement campaign for safe school behavior with students, parents/guardians, staff, visitors, and community ◦ provide feedback to school climate or positive school behavior committee on engagement of students with disabilities <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond during emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ activate individualized response procedures for students with disabilities <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

P.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|------------|--|
| | | <p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none">◦ evacuation paths and protocols◦ stranger-in-the-building scenarios◦ de-escalation skills and procedures |

P.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ telephone, scanner, printer ◦ email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ support student access to educational software for learning objectives <p>Operate standard office equipment.</p> <ul style="list-style-type: none"> ◦ copier, laminator, etc. <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ tablet, SMART board®, document camera, etc. | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ twice daily or as directed by supervisor ◦ flag emails needed for future reference <p>Operate advanced settings of maintenance systems and equipment needed to support student learning and independence.</p> <ul style="list-style-type: none"> ◦ student tablets or communication devices and assistive-technology devices ◦ SMART board®, document camera ◦ computer-related storage (shared drive, thumb drive, external hard drive, etc.) <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ document, spreadsheet, and report creation ◦ collate, enlarge, scan <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ topics of interest to students ◦ articles relevant to student area of study ◦ effective practice and reinforcement of learning <p>Download specific programs for student use to meet learning objectives.</p> <ul style="list-style-type: none"> ◦ app for mobile devices ◦ maintenance of app or program updates <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ generate student practice data, assessment data, and behavioral data summaries <p>Mentor/coach other paraeducators to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review student assistive-technology devices, operation and maintenance ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about acceptable use policy ◦ implementation fidelity of teacher-designed lesson or reading skill ◦ the right level of student support to foster independence <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ post events and reminders on classroom page ◦ post progress and achievements on classroom page |

P.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ business or business casual, appropriate to educational setting <p>Conduct oneself as an ambassador for school or agency.^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ treat students, parents/guardians, staff, visitors, and community in a dignified, respectful manner ◦ communicate effectively in routine, sensitive, and confidential matters about students with required individuals ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ interact collegially with teachers, professional practitioners, and other paraeducators who are providing learning support to students ◦ attend workshops and required training that meet and maintain all district, state, and federal requirements ◦ participate in routine communication with educational team members ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team.^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct.^{RM}</p> <ul style="list-style-type: none"> ◦ provide comprehensive and accurate information in routine, sensitive, and confidential matters with students, parents/guardians, staff, visitors, and community ◦ be willing to take information or requests for assistance ◦ communicate clearly and directly <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite.^{RM}</p> <ul style="list-style-type: none"> ◦ work with other local, regional and state agencies to understand the needs and perspectives of other trades or technicians ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws.^L</p> <ul style="list-style-type: none"> ◦ use culturally responsive practices ◦ participate in training to work with students with specific physical and intellectual learning disabilities ◦ implement accommodations and modifications as designed ◦ know important terms and acronyms used in special education programs <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community.^L</p> <ul style="list-style-type: none"> ◦ liaise with parents/guardians or community groups ◦ liaise with community agencies serving students and parents/guardians <p>Engage in the improvement of the profession through active participation in professional organizations.^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the National Resource Center for Paraeducators (NRCP), Paraprofessional Resource and Research Center (PAR²A Center), National Clearinghouse for Paraeducator Resources (NCPR), or similar organization ◦ attend webinars or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement.^L</p> <ul style="list-style-type: none"> ◦ provide support, suggestions, and feedback regarding the strategies and instruction that have been implemented ◦ advocate for professional conditions and resources that will improve learning outcomes of students ◦ participate with administrators and other stakeholders in creating and implementing comprehensive systems of professional learning opportunities for paraeducators <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ train on suctioning; child development; ethical, medical, and technical issues; behavior management and discipline; developmentally appropriate practices; instructional strategies, etc. <p>Mentor/coach others in role-alike positions on professionalism standards.^M</p> <ul style="list-style-type: none"> ◦ model appropriate interaction, social, and conflict-management skills |



SECURITY SERVICES



S.1. Communication Standard: ability effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions provide requested general information to students, parents/guardians, staff, visitors, and community share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom systems and make announcements in a clear and pleasant voice arrange appointments and maintain a schedule/calendar access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings know emergency codes and phrases | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> coordinate dissemination of information write emails, texts and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community assist administrator or designee and educators in handling unusual situations, asking clarifying questions to determine best supporting actions serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., emergency drills, security improvements, restorative practices, etc.) deliver information to staff during meetings in the absence of administrator or designee on staff, student, and building security maintain positive internal communication system, ensuring instructional, probation, and support staff are kept informed of needed information write and compile reports, grant proposals, and other important documents |
| <p>Continued on next page ...</p> | <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> explain and reinforce worksite/district expectations for a positive learning environment research and provide comprehensive and accurate information concerning rules, regulations, policies, and laws facilitate transfer of information between school site/program and outside agencies and districts (e.g., community support agencies, municipal law enforcement, juvenile courts, etc.) know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) use language that reinforces the positive academic and social expectations to increase appropriate school behavior use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other security staff in communication expectations and procedures stay current and shares best practices relating to communication strategies <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

S.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|------------|------------------|
| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by walking in the halls; be responsible by arriving at school on time; be respectful by using an inside voice in the halls while classes are in session, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ◦ follow rules and regulations of engagement determined by the law, district and school policies when interacting with students, parents/guardians, staff, visitors, and community ◦ identify escalating situations with students, parents/guardians, staff, visitors, and community | | |

S.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community provide worksite/district documents (student handbook, code of conduct) in home language of students, parents/guardians, staff, visitors, and community advocate for worksite signage in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

S.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|---|------------------|
| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions | |

S.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ visitor registration, student sign-in/out log, alarm log, etc. ◦ confidentiality of records and information about students and staff ◦ information required for accurate and thorough incident reports <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ timely submission of reports ◦ be at active supervision sites at scheduled times (e.g., main entrance at arrival/dismissal, cafeteria, bus loading zones, etc.) ◦ schedule for security needs at various school/district and public events <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ communication and monitoring devices ◦ maintain clear and clean work area | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ school/district activities ◦ requirements of the law and code ◦ school policies and procedures, and Board policy and regulations ◦ information necessary for official records, reports, correspondence, etc. <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ employ problem-solving and planning techniques to daily security tasks ◦ balance monitoring during high-volume times and cafeteria/hall sweep duties ◦ balance maintenance of daily logs with completion of report summaries <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects. ^{RM}</p> <ul style="list-style-type: none"> ◦ school-wide plan to increase student time on task and reduce disruptive behavior ◦ community-based prevention projects or programs <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ communication devices, emergency services devices, recording and reporting systems, etc. | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ calendar and scheduling apps to track tasks ◦ data tools to anticipate periods of increased activity <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ parameters and guidance for school resource officer ◦ safety procedures and coverage schedules <p>Manage administrative, fiscal, and facilities functions responsively. ^M</p> <ul style="list-style-type: none"> ◦ inventory of emergency equipment ◦ manage department budget ◦ monitor use of facilities by outside groups <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ coordinate students, parents/guardians, staff, visitors, and community input to implement a worksite security plan <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ e-file organization and maintenance ◦ apps to improve information access, use, and workflow |

S.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ situations that might disrupt daily school operation ◦ illegal smoking, vandalism, or disruptive behavior ◦ threatening visitors on campus ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports. ^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ incident reports of security breaches, crimes, vandalism, and aggressive or dangerous behavior ◦ deliveries, equipment, and inventory of security-related equipment | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements ◦ appear, when legally required, in court or other law enforcement environments in regard to criminal activity related to school duties | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements. ^L</p> <ul style="list-style-type: none"> ◦ training in identifying and proper reporting of suspected child abuse, harassment, and bullying <p>Assess, respond, coordinate, and direct resources to effectively address situations/incidents. ^L</p> <ul style="list-style-type: none"> ◦ appropriate action toward injured or violated persons ◦ intruder alert <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ incident reports of security breaches, crimes, vandalism, and aggressive or dangerous behavior ◦ deliveries, equipment, inventory <p>Mentor/coach others in documentation and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities ◦ breeches in building security |

S.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

S.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
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| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ follow emergency procedures based on protocols and guidance from supervisor ◦ station oneself at designated location to direct emergency responders ◦ school-wide expectations related to safety <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures ◦ plan for students with a history of unpredictable or violent behavior <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ activate emergency response team based on guidance from administration ◦ make appropriate staff aware of situation <p>Continued on next page ...</p> | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know policies/procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of public safety and building security ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ suggest improvements to visitor registration process for enhanced security and ease ◦ new information and practices for safe schools <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond, coordinate, and direct emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ operate emergency communication devices ◦ coordinate direction with administrators and emergency responders ◦ collect feedback and metrics after drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interaction with students ◦ apply de-escalation skills and procedures <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

S.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
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| <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors entering the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus ◦ securing the building ◦ evacuation paths ◦ promptly respond accordingly when an emergency code is announced ◦ monitor surveillance equipment ◦ know plans for school events to schedule and coordinate security. <p>Know the physical design, location of emergency/electrical panels, safe areas, and operations of the worksite.</p> <ul style="list-style-type: none"> ◦ follow daily and alternative bell schedule | | <p>Mentor/coach others regarding emergency policies and procedures.^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ stranger-in-the-building scenarios ◦ de-escalation skills and procedures ◦ weather- and environment-related emergencies ◦ emergency and surveillance equipment |

S.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|---|---|--|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ security camera system, telephone/walkie-talkie etiquette and protocols ◦ printer, email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ system for reporting incidences <p>Operate standard office equipment.</p> <ul style="list-style-type: none"> ◦ copier ◦ entry door intercom and access <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ tablet apps for security and surveillance | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ at least three times daily or as directed by supervisor <p>Operate advanced settings of building security equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ alarms and emergency alert systems ◦ automated external defibrillator (AED) <p>Use appropriate job-related programs to perform internet research, and create and design documents.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ spreadsheets, reports, diagrams, graphs, etc. ◦ input data, as needed, for accurate data management (e.g., school visitor system, incident reports or information, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ safe schools ◦ anti-bullying ◦ restorative justice practices ◦ emerging security-threat management <p>Download specific programs for maintaining building security as directed by supervisor.</p> <ul style="list-style-type: none"> ◦ apps to improve communication with students <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ generate discipline data reports ◦ maintain incident/accident data <p>Mentor/coach other security staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about Acceptable Use Policy ◦ cyberbullying, internet safety ◦ safe visitor procedures <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ previews of upcoming school events and info messages ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform |

S.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ uniform shirt and pants, clean and wrinkle-free ◦ sturdy footwear or boots appropriate to perform security tasks in educational setting <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, respectful manner ◦ communicate effectively in routine, sensitive, and confidential matters about students with required individuals ◦ respond to requests for information promptly ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ complete basic training for school resource officers ◦ areas of responsibility and policy for intervening with students as established by school/district administration ◦ effectively prioritizing patrolling needs ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team. ^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a secure and welcoming learning environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ changes in security services, immigration status, and protections in schools, etc. ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ liaison to local, state or county police departments ◦ liaison to local youth support groups <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the National Association of School Resource Officers (NASRO) or similar organization ◦ attend regional or national conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement.</p> <ul style="list-style-type: none"> ◦ anticipate needs for monitoring and supervision of physical spaces for different groups of users ◦ improvement of sign-in procedures for visitors ◦ ensuring educational environments and learning spaces are safe and predictable ◦ programming for staff and students on how they can contribute to a safe learning environment ◦ serve on school climate committee and/or emergency response team committee <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ advanced school resource officer or supervisor training course ◦ specialized police in-service training <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of positive security interactions to the learning environment and community |



SKILLED TRADES



ST.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
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| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions (e.g., work orders, materials application, safety sheets, etc.) provide requested general information to coworkers, supervisor, and administrator share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to supervisor, administration, or designee attend required staff meetings and trainings know emergency codes and phrases <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> share and reinforce expectations for the use of physical space (e.g., restricted areas, proper use of equipment, cleanup, etc.) seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) listen with empathy to concerns of coworkers, supervisor, administration and staff | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to all students, parents/guardians, staff, visitors, and community in routine, sensitive and confidential matters keep staff and coworkers informed about school/district projects, requirements of the law and code, Board policy and regulations, and other information necessary for the maintenance and enhancement of the school facility identify and communicate possible hazardous situations with staff, students, parents/guardians and visitors according to school/district policies serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication assist administrator or designee and educators in handling unusual situations, asking clarifying questions to determine best supporting actions discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p> | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> coordinate dissemination of information to students, parents/guardians, staff, visitors, and community pertaining to worksite projects and safety call for assistance, when needed, about utility interruptions and other emergencies handle difficult conversations with calm a demeanor work collectively with staff to communicate expectations and deadlines with the completion of large or time-sensitive projects or emergencies (e.g., start and completion dates of projects, limitations of use, potential hazards, etc.) maintain positive internal communication system between all skilled trade staff and administration deliver information to staff or the Board during meetings in the absence of administrator or designee read blueprints/work orders and communicate requirements/expectations accordingly write and compile reports, requests for proposals, project specifications, maintenance or project notifications, etc. <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other skilled trade staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Continued on next page ...</p> |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

ST.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|---|--|
| | <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce worksite/district expectations for a positive learning environment ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between school site/program and outside agencies (e.g., municipal building and zoning department, district office, and state inspectors) ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Recommend areas for improvement in communications.</p> <ul style="list-style-type: none"> ◦ research and suggest software applications/devices ◦ serve on committee or work group gathered to improve communication quality and processes |

ST.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community advocate for worksite signage in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

ST.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|---|------------------|
| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions | |

ST.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ chain of command ◦ school/district policies and procedures ◦ employee policies and expectations ◦ materials estimates for assigned jobs <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ time estimates for assigned jobs ◦ submission of tool and materials request in advance of job start date <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ inventory of hand/power tools and equipment ◦ tracking measurements and materials during job ◦ maintain clear and clean work area (e.g., return tools to tool storage, sweep/mop work area at end of day, etc.) | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ workload and time schedules for each assigned job ◦ shop or departmental meetings ◦ inventory of tools, equipment, and building maintenance schedule ◦ product information, reports, worksite/district policies and procedures, etc. <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ proper use of time, materials, and equipment ◦ schedule work around academic schedule to lessen disturbance ◦ work tasks planned inside of other longer tasks (e.g., task that can be done during drying or curing time) ◦ rough work before finishing work ◦ plan routine maintenance around assigned jobs <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects. ^{RM}</p> <ul style="list-style-type: none"> ◦ provide input on the trades necessary to complete an assigned work order <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ hand and power tools ◦ work order updates | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ calendar and apps that track work orders and receipt of materials and supplies <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ inventory loss or overage ◦ routine maintenance procedures and schedules <p>Manage administrative, fiscal, and facilities functions responsibly. ^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ department budget <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ crisis management of maintenance emergency ◦ large-scale building maintenance projects ◦ facilities renovations <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ worksite/district process for managing work order paperwork ◦ time management on the worksite |

ST.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ situations that might disrupt daily school operation ◦ illegal smoking, vandalism, or disruptive behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports. ^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ incident reports of vandalism and aggressive or dangerous behavior ◦ deliveries, equipment, and inventory of construction- and repair-related equipment | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements <p>Follow work order through to completion.</p> <ul style="list-style-type: none"> ◦ record and report progress throughout work order duration | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements. ^L</p> <ul style="list-style-type: none"> ◦ training in identifying and proper reporting of work-related incidents <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ incident reports of security breaches, vandalism, and aggressive or dangerous behavior ◦ deliveries, equipment, inventory <p>Mentor/coach others on safety policies, procedures, documentation, and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities |

ST.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

ST.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|--|--|---|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and hazardous materials handling <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ station oneself at designated location to direct emergency responders ◦ know the physical design, location of emergency/ electrical panels, and safe areas in the school ◦ know/conduct emergency shutdown procedures for all equipment <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures ◦ direct students and staff away from worksite <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ containment of hazardous construction materials ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Continued on next page ...</p> | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know policies/procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of worksite and building projects ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ suggest improvements to repair and construction work orders to minimize health impact on classroom and public spaces (e.g., dust, odor, and noise mitigation, etc.) ◦ post health and safety reminders in active work areas of the building ◦ share new information and practices for safe and healthy repair methods <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond during emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills ◦ communicate with administration and staff regarding emergency maintenance situations <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to report to appropriate staff.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interaction with students ◦ apply de-escalation skills and procedures <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

ST.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|---|------------|--|
| <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for contractors entering the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus ◦ evacuation paths ◦ utility shutoffs ◦ promptly respond accordingly when an emergency code is announced | | <p>Mentor/coach others regarding emergency policies and procedures.^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ casualty assistance during emergencies ◦ safe worksite procedures ◦ building code updates ◦ fire-extinguishment training |

ST.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ telephone/walkie-talkie etiquette and protocols ◦ email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ work order tasks <p>Operate standard construction equipment.</p> <ul style="list-style-type: none"> ◦ digital level ◦ laser measuring devices <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ digital measuring tools, electronic work orders, etc. | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ twice daily or as directed by supervisor <p>Operate advanced settings of construction equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ digital control sensors ◦ valve and pressure gauges <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ spreadsheets, reports, diagrams, graphs, etc. ◦ input data, as needed, for accurate data management (e.g., equipment usage information, fuel usage, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ environmental impact of building construction and repair ◦ emerging construction technologies <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track work order accounts, maintenance, labor loads, etc. <p>Download specific programs for maintaining buildings as directed by supervisor.</p> <ul style="list-style-type: none"> ◦ project management program ◦ material estimator calculator <p>Mentor/coach others to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about Acceptable Use Policy ◦ material estimator calculator ◦ input task status in project management software |

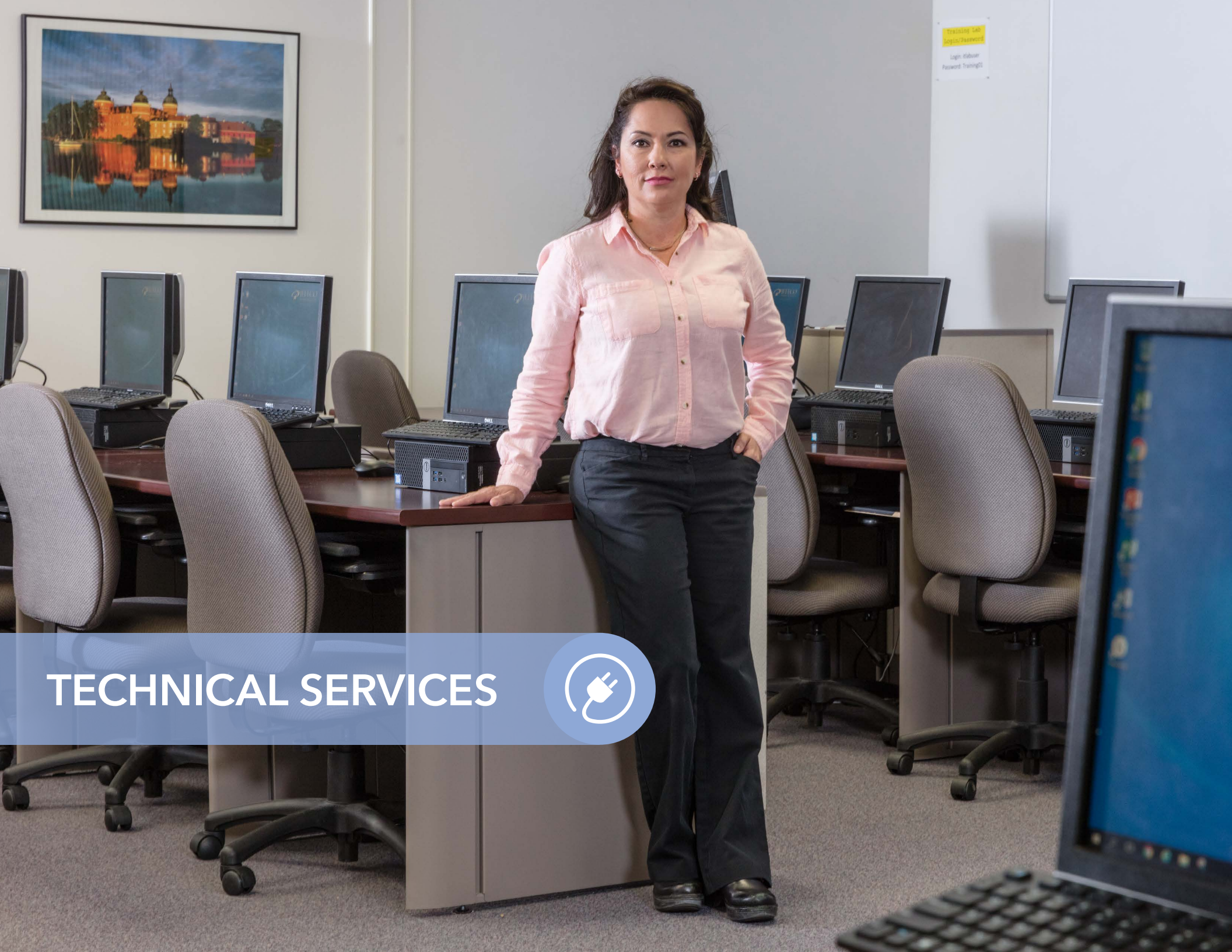
ST.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
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| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ uniform shirt and pants, clean and wrinkle-free ◦ sturdy footwear or boots appropriate to perform construction or maintenance tasks at the worksite <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information or assistance promptly ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ licensing/certification (if required) ◦ proper use and care of tools and equipment ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team.</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a safe and functioning learning environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ complete coursework for certification or license renewal ◦ knowledge and use of tools and equipment ◦ knowledge of systems, materials, products, and project planning ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks ◦ requirements for maintaining a healthy and safe work environment <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ communication between multiple trades, staff, administration, and outside contractors and suppliers ◦ involvement in your local, district, or state association <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from appropriate trade organizations ◦ attend local building trade expos or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ recognize failing systems or equipment in need of maintenance or repair ◦ identify and manage maintenance crises ◦ engage in design and project development with architects and engineers ◦ create educational environments and learning spaces that function well and reflect the value for education ◦ programming for staff and students on how they can contribute to a well-functioning and safe learning environment <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ building systems technician certificate ◦ trades supervisor courses ◦ advanced knowledge of state and local codes as pertain to career field <p>Mentor/coach others in role-alike positions on professionalism standards.</p> <ul style="list-style-type: none"> ◦ communicate importance of timely repair work to a positive learning environment |



Training Lab
Login/Password
Login: ITBuser
Password: Training01

TECHNICAL SERVICES



T.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions necessary for maintaining and providing technology services provide requested general information to students, parents/guardians, staff, visitors, and community about acceptable use policies and technology regulations share accurate information in a timely fashion (e.g., inform staff of potential assistive technologies to support students' needs) <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom systems and make announcements in a clear and pleasant voice maintain a schedule/calendar for system maintenance, technical support, and class instruction access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to supervisor, administration or designee attend required staff meetings and trainings know emergency codes and phrases | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> coordinate dissemination of information (e.g., email, website, and social media postings about outage and service windows, regulations for use, and policies/laws) write emails, texts, and technical job aids as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community understand and use educational terms and acronyms for clear and efficient communication of student need and progress ask clarifying questions when providing technical support to confirm user understanding serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p> | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., system implementation and maintenance; partnering with business or technology company to address technology gaps; viruses or cyber-attack recovery plan, etc.) deliver information to staff during meetings in the absence of administrator or designee maintain positive internal communication system, ensuring instructional and support staff are kept informed of needed technology information write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train technology staff on communication skills for effectively contributing to educational teams stay current and share best practices relating to communication strategies <p>Continued on next page ...</p> |
| <p>Continued on next page ...</p> | <p>Continued on next page ...</p> | <p>Continued on next page ...</p> |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

T.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
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| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe when on the internet; be responsible by reporting cyberbullying; be respectful of self and others when posting on social media, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ◦ listen for and discern critical information necessary to support student learning during team meetings and in consultation with supervisor; when working with students, monitor progress, collect, and share data in areas of focus | <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ participate in reciprocal feedback process with parents/guardians and staff in order to adjust academic and behavioral instruction and reinforcement; be aware of social and cultural dynamics, adjusting communication style to respond in a culturally relevant manner ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between school site/program and outside agencies and districts ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Recommend areas for improvement in communications.</p> <ul style="list-style-type: none"> ◦ research and suggest software applications/devices ◦ serve on committee or work group gathered to improve communication quality and processes |

T.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|--|--|---|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community provide worksite/district documents in home language of students, parents/guardians, staff, visitors, and community available on website translation option offered on website advocate for worksite signage in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities (e.g., seek community support to provide technology resources to students) participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes (e.g., access digital divide) share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

T.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|---|------------------|
| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions | |

T.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
|---|--|---|
| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ basic inventory management ◦ routine maintenance of equipment ◦ school/district policies/procedures ◦ employee policies and expectations ◦ department documentation requirements ◦ available technical resources <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ plan and complete tasks as assigned ◦ prioritize help desk requests ◦ file documentation on time ◦ follow assigned schedule <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ inventory of tools and equipment ◦ use of organization’s assets ◦ maintain clear and clean work area ◦ caution of potential spill hazards ◦ reference materials, apps, manuals, etc. stored in easy-to-access and logical manner | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ department-level documentation ◦ inventory of tools and equipment maintenance ◦ product information and manuals ◦ correspondence, reports, school policies and procedures <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ needed resources and equipment easy to locate and stored in logical manner ◦ schedule system or server maintenance around academic schedule to lessen disruption ◦ handle multiple tasks ◦ anticipate issues and resolve independently ◦ create and maintain one’s own schedule <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects. ^{RM}</p> <ul style="list-style-type: none"> ◦ migration to new software system ◦ infection of computer devices by malware, viruses, etc. <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ regular updates and internet security practices | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ calendar and apps that track technology support and media requests <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ inventory management ◦ routine maintenance procedures, equipment replacement, and upgrade schedules ◦ set standards and protocols for document management <p>Manage administrative, fiscal, and facilities functions responsively. ^M</p> <ul style="list-style-type: none"> ◦ team schedule ◦ inventory management ◦ department budget input ◦ obsolescence planning <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ software and infrastructure installation or maintenance projects ◦ manage tasks for department and delegate tasks to others <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ mentor new staff on document organization, file storage, and archiving ◦ train staff on organizing documentation processes, file storage, and archiving |

T.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ situations that might disrupt daily school operation connected to technology use ◦ illegal software, phishing, accessing inappropriate websites, or other disruptive digital behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports. ^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ incident reports of vandalism and inappropriate or dangerous digital behavior ◦ deliveries, equipment, and inventory of technology related equipment | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities. ^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents. ^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements <p>Coordinate the transfer of information between site program and outside agencies/districts.</p> <ul style="list-style-type: none"> ◦ maintain confidentiality of electronic student information ◦ maintain protocols for safe transfer of data within and outside of worksite/district | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements. ^L</p> <ul style="list-style-type: none"> ◦ training in identifying and proper reporting of suspected cyber harassment and bullying ◦ data reporting procedures and requirements <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ incident reports of security breaches, vandalism, and inappropriate or dangerous digital behavior ◦ present technology and safety reports to the Board <p>Mentor/coach others in documentation and reporting protocols. ^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities ◦ breeches in technology security |

T.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|---|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use of leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

T.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and hazardous materials handling <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ station oneself at designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety.^{RM}</p> <ul style="list-style-type: none"> ◦ area of refuge ◦ fire drill, evacuations, and lockdown procedures ◦ safe internet use practices <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus ◦ evacuation paths ◦ utility shutoffs ◦ promptly respond accordingly when an emergency code is announced ◦ monitor and update surveillance equipment | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ computer maintenance with appropriate security protocols and patches ◦ computer virus mitigation ◦ cyberbullying identification and reporting ◦ policy and procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations.^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events.^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff <p>Continued on next page ...</p> | <p>Participate on safety committees at the school, district, community, and/or state level.^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of cyberbullying, acceptable use, malware mitigation, etc. ◦ integration of technology in emergency protocols ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> ◦ suggest improvements to minimize health impact of device use on student and staff health (e.g., eyestrain from screen glare, muscle strain/fatigue from overuse, or poor positioning, etc.) ◦ post health and safety reminders in high device use areas of the building ◦ new information and practices for safe and healthy device and app usage <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills ◦ communicate with administration and staff regarding emergency technology situations <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

T.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
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| | <p>Maintain security and safety in regard to computer systems and devices.</p> <ul style="list-style-type: none"> ◦ ergonomic positioning for safe and healthy use of devices ◦ warnings about battery and electrical connections ◦ safety parameters for servers ◦ know operations of surveillance equipment | <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ activate individualized response procedures for students with disabilities <p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none"> ◦ casualty assistance during emergencies ◦ cyberbullying and hacking ◦ fire-extinguishment training |

T.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ telephone/walkie-talkie etiquette and protocols ◦ email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ work order tasks <p>Operate standard office equipment.</p> <ul style="list-style-type: none"> ◦ copier, scanner, printer <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ new input devices ◦ cloud storage | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ at least five times daily or as directed by supervisor <p>Operate advanced settings of digital equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ usage monitoring ◦ configure and maintain at least one operating system <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ spreadsheets, reports, diagrams, graphs, etc. ◦ input data, as needed, for accurate data management (e.g., response and resolution rates, storage usage, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ internet security ◦ software updates and patches ◦ hardware and network trends ◦ data management ◦ message boards for solutions to unknown or complex technology issues <p>Download specific programs for maintaining equipment as directed by supervisor.</p> <ul style="list-style-type: none"> ◦ antivirus program ◦ software updates and patches <p>Apply advanced understanding.</p> <ul style="list-style-type: none"> ◦ scripts/programming ◦ configuring and maintaining multiple operating systems <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track work order accounts, maintenance, technology service loads, etc. <p>Lead a technical team. ^L</p> <ul style="list-style-type: none"> ◦ facilitate workload distribution ◦ decisions on technology usage impacting users <p>Conduct training and provide in-service as required to keep staff aware of current and new procedures, methods, and trends. ^M</p> <ul style="list-style-type: none"> ◦ create procedural manuals, job tools, and visuals for users ◦ classroom technology (e.g., SMART board®, document camera, tablets, communication devices, etc.) ◦ new student information management systems ◦ new digital or online student assessments |
| Continued on next page ... | | |

T.7. Technology Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|------------|---|
| | | <p>Mentor/coach other staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about Acceptable Use Policy ◦ input task status in project management software <p>Manage social media presence.</p> <ul style="list-style-type: none"> ◦ monitor school-related social media sites ◦ monitor content of posts according to district guidelines |

T.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ business or business casual, appropriate to educational setting <p>Conduct oneself as an ambassador for school or agency.^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information or assistance promptly ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ licensing/certification (if required), ◦ proper use and care of tools and equipment ◦ parameters for interacting with students, staff, and administration ◦ Board policy and regulations ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team.</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct.^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a safe and functioning technology-enabled learning environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite.^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws.^L</p> <ul style="list-style-type: none"> ◦ best practices for use of technology in an educational environment ◦ knowledge and use of software, apps, and equipment ◦ knowledge of systems, materials, products, and project planning ◦ continuing education for appropriate licenses ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks ◦ requirements for maintaining a healthy and safe work environment <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community.^L</p> <ul style="list-style-type: none"> ◦ vendor or service/repair individuals ◦ involvement in your local, district, or state association <p>Engage in the improvement of the profession through active participation in professional organizations.^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the International Society for Technology in Education (ISTE) or similar organization ◦ attend webinars or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement.^L</p> <ul style="list-style-type: none"> ◦ recognize failing systems or equipment in need of maintenance or repair ◦ identify and manage maintenance crises ◦ recommend hardware and software platforms that support student learning and school data management ◦ create educational environments and learning spaces that function well and reflect the value for education ◦ programming for staff and students on how they can contribute to a well-functioning and safe learning environment ◦ conduct trainings on software, hardware, etc. <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ systems technician certificate ◦ advanced knowledge of coding and programs management as pertain to career field ◦ continuing education in technology field <p>Mentor/coach others in role-alike positions on professionalism standards.^M</p> <ul style="list-style-type: none"> ◦ communicate importance of timely technology assistance and maintenance to a positive and safe learning environment |



TRANSPORTATION SERVICES



TR.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

| Foundational | Proficient | Advanced/Mastery |
|---|--|--|
| <p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> ◦ understand and follow oral and written directions (e.g., road construction updates, route changes, safe bus expectations, etc.) ◦ provide requested general information about transportation rules, procedures, and expectations to students, parents/guardians, staff, visitors, and community ◦ share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> ◦ operate communication devices and make announcements in a clear and pleasant voice ◦ maintain a schedule/calendar of availability for extracurricular trips ◦ access and respond to emails, texts, and other required formats to stay informed about school/district activities, requirements of the law and code, Board policy and regulations, and other information regarding school transportation ◦ report factually and promptly any unusual situations or events to supervisor, administration or designee ◦ attend required staff meetings and trainings ◦ know emergency codes and phrases <p>Continued on next page ...</p> | <p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> ◦ write emails, texts, and reports as required by job duties that are clear and grammatically correct ◦ provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community ◦ provide the necessary verbal and/or written documentation to staff, transportation staff, and parents/guardians when handling unusual situations ◦ serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes ◦ participate in professional learning concerning effective communication ◦ discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between transportation services, and school site/program and districts ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual | <p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> ◦ coordinate dissemination of information to students, parents/guardians, staff, visitors, and community ◦ call for assistance, as needed, giving clear details about medical, security, or other emergencies ◦ de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications ◦ handle difficult conversations with calm a demeanor ◦ work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., emergency busing plan, redistricting bus route, maintenance and equipment replacement, etc.) ◦ deliver information to staff during meetings in the absence of administrator or designee ◦ maintain positive internal communication system, ensuring transportation staff and school administrators are kept informed of needed information ◦ write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> ◦ review written communications for qualities of professionalism, cultural sensitivity, and clarity ◦ guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement ◦ train other transportation staff in communication expectations and procedures ◦ stay current and share best practices relating to communication strategies <p>Continued on next page ...</p> |

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

TR.1. Communication Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|------------|---|
| <p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by staying in seat when bus is moving; be responsible by taking everything with you; be respectful by following the driver’s directions, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) | | <p>Recommend areas for improvement in communications.</p> <ul style="list-style-type: none"> ◦ research and suggest software applications/devices ◦ serve on committee or work group gathered to improve communication quality and processes |

TR.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

| Foundational | Proficient | Advanced/Mastery |
|--|--|--|
| <p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community provide transportation documents in home language of students, parents/guardians, staff, visitors, and community post bus signage in multiple languages | <p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p> | <p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages |

TR.2. Cultural Competence Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--------------|---|------------------|
| | <p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions | |

TR.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

| Foundational | Proficient | Advanced/Mastery |
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| <p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ names and faces of students ◦ seating charts ◦ rules, procedures, expectations for student behavior and safety, and procedures for safe school bus transportation ◦ school calendars, school arrival/dismissal times, and professional development training dates ◦ reports of disruptive behavior by students ◦ incident reports to the proper authorities ◦ vehicle checklist <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ know regular and extracurricular trip routes ◦ general knowledge of transportation service area ◦ know bus routes for picking up and dropping off students <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ vehicle pre-trip and post-trip inspection and reporting of any visual defects of the vehicle ◦ driving laws, safety regulations, and district policies ◦ maintain clear and clean work area ◦ remove trash and lost items daily | <p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ new and updated safety, driving regulations, and district policies ◦ student information and seating charts ◦ proficient knowledge of transportation service area and ability to change the specified route for appropriate safety or emergency situations ◦ records related to equipment maintenance ◦ correspondence, reports, school policies and procedures <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ keep to route schedule ◦ turn paperwork in on time ◦ balance driving and maintenance/reporting duties <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects. ^{RM}</p> <ul style="list-style-type: none"> ◦ flexible when school hours or emergency requires change in schedule <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ oil and fuel levels ◦ communication device maintenance ◦ reporting problems or defects daily | <p>Use management tools to prioritize tasks and workload in advance for efficiency in daily performance. ^L</p> <ul style="list-style-type: none"> ◦ calendar and apps that track bus routes, schedules, and extracurricular runs <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ assist in the development of changes to student disciplinary guidelines ◦ specified routes, safety and emergency procedures, routine maintenance procedures, and schedules <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ chair a transportation safety committee <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ new driver buddy ◦ safety and maintenance training ◦ onboarding plan |

TR.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

| Foundational | Proficient | Advanced/Mastery |
|---|---|--|
| <p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student behavior problems to school at beginning of day; to dispatcher or supervisor at end of day ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ any problems/defects during pre-trip, route, and post-trip ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports.^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ defects or problems with vehicle to dispatcher or supervisor ◦ timely submittal of information to the proper authority <p>Retain and renew commercial driver's license.</p> | <p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities.^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents.^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements | <p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements.^L</p> <ul style="list-style-type: none"> ◦ training in identifying and proper reporting of suspected harassment and bullying <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ incident reports of security breaches, vandalism, and inappropriate or dangerous behavior ◦ present transportation and safety reports to the Board <p>Mentor/coach others on safety policies, procedures, documentation, and reporting protocols.^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences during transportation for school and activities |

TR.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community | <p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the organization.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality | <p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice |

TR.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and blood-borne pathogen training ◦ district/agency's weather emergency protocol <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ safe bus evacuation for students with and without special needs ◦ station oneself at designated location to direct or assist emergency responders ◦ how to operate all bus safety equipment. (e.g., emergency fire exits, window exits, fire extinguisher) <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ students wait for signal to cross and board the bus ◦ students seated before bus moves ◦ students in assigned seats, if required ◦ student cell phone use according to district policy ◦ no cell phone use by driver while bus is moving or stopped at intersections <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Continued on next page ...</p> | <p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know policies/procedures for reporting all accidents occurring on school bus <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff | <p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of bus and transportation procedures and policies ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ suggest improvements to drop-off and pickup locations, procedures, or policies ◦ new information and practices for safe school bus operation <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents. ^L</p> <ul style="list-style-type: none"> ◦ how to operate emergency communication devices ◦ coordinate direction with administrators and emergency responders ◦ collect feedback and metrics after drills <p>Continued on next page ...</p> |

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

TR.6. Health & Safety Standard (continued)

| Foundational | Proficient | Advanced/Mastery |
|--|------------|--|
| <p>Maintain security and safety with regard to student drop-off and pickup.</p> <ul style="list-style-type: none"> ◦ parameters for students and adults at bus stops and pickup points (e.g., in permitted areas, active supervision, observing school expectations) ◦ know procedures for stranger in the building/on campus ◦ promptly respond accordingly when an emergency code is announced | | <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ activate individualized response procedures for students with disabilities <p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none"> ◦ update on positive and negative student interactions while traveling on the bus ◦ safe bus evacuation and emergency management procedures ◦ de-escalation skills and procedures ◦ weather- and environment-related emergencies ◦ first aid/CPR/AED certification |

TR.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

| Foundational | Proficient | Advanced/Mastery |
|--|---|---|
| <p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ radio/phone etiquette and protocols ◦ email, district website, vehicle technology systems ◦ online or virtual professional development ◦ access student information and bus routing system ◦ mileage tracking system ◦ access substitute system ◦ system for documenting student behavior, accident, etc. <p>Operate standard equipment.</p> <ul style="list-style-type: none"> ◦ communication system ◦ tire-pressure gauge ◦ handicap access <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ tablet apps for recording trip information (mileage, routes, GPS/navigation system) | <p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ daily or as directed by supervisor <p>Operate advanced settings of equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ modify/update student and bus route information ◦ GPS/navigation system <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ parts-supply system ◦ equipment bids <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws | <p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ vehicle safety updates ◦ bus route management technologies <p>Download specific programs as directed by supervisor.</p> <ul style="list-style-type: none"> ◦ bus routing ◦ GPS/navigation system updates <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track route and mileage information, maintenance, trip durations, etc. <p>Mentor/coach other staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about Acceptable Use Policy ◦ social media concerns, trends, and potential impact on student behavior while on the bus ◦ update on positive and negative student interactions while traveling on the bus <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform |

TR.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

| Foundational | Proficient | Advanced/Mastery |
|--|---|--|
| <p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ clean and durable clothing providing free range of motion to complete pre- and post-trip inspections ◦ sturdy footwear to protect feet in case of emergency <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information promptly ◦ drive vehicle in safe and professional manner ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ licensing/certification (if required) ◦ proper use and care of vehicles and equipment ◦ parameters for interaction with students, staff, and administration ◦ proper procedure for reporting student behavior <p>Work collaboratively with a team.</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students | <p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a safe and welcoming learning environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ continuing education for appropriate licenses ◦ advanced knowledge and use of tools and equipment ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks ◦ requirements for maintaining a healthy and safe work environment <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ willing to change or reschedule routes and runs based on need ◦ ask clarifying questions to understand needs and new priorities | <p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ communication between staff and administration ◦ vendor or service repair individuals ◦ involvement in your local, district, or state association <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the National School Transportation Association (NSTA) or similar organization ◦ attend transportation webinars or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ develop or implement effective positive-behavior-management trainings ◦ education program for safe transportation ◦ recognize opportunities to improve bus routes, loading and unloading procedures ◦ identify and suggest route changes <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ advanced emergency training ◦ driver trainer ◦ advanced training for maintenance ◦ attend professional development to advance in the transportation career field <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of transportation services to a positive and safe learning environment |

Closing

The Professional Growth Continuum (PGC) meets the needs of Education Support Professionals (ESP) around the country. All ESP play a critical role in helping to develop the whole student by providing a healthy, safe, engaging, supportive, and challenging environment.

Committed ESP can use this continuum and reflective tools to help develop their strengths and skills in accordance with these five whole-student tenets*:

- Each student enters school HEALTHY and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally SAFE for students and adults.
- Each student is actively ENGAGED in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is SUPPORTED by qualified, caring adults.
- Each student is CHALLENGED academically and prepared for success in college or further study and for employment and participation in a global environment.

*SOURCE: Association for Supervision and Curriculum Development (ASCD), 2012. *Making the Case for Educating the Whole Child*. Retrieved from: <http://www.wholechildeducation.org/resources/WholeChild-MakingTheCase.pdf>

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Professional Growth Continuum (PGC) Self-Assessment

To successfully utilize this Self-Assessment, we recommend that you schedule time into your workday to pursue experiences that will promote professional growth. Try to make personal contact with other members of your local or state association that can support you and your efforts. As you begin to use this tool, seek growth in one or two areas at a time; the ESP Universal Standards and their Indicators were not meant to be tackled all at once. Once you demonstrate all of the Indicators in a specific Level of Practice with in an identified standard, move on to the next Level of Practice—or to a different Universal Standard.

Initial Self-Assessment

Identify the ESP Universal Standard, Indicators, and Descriptors on which you would like to focus. Describe where you feel your skill level is now and how you know this about yourself.

ESP Universal Standard: _____

Level of Practice you are at now (circle one):

Foundational

Proficient

Advanced/Mastery

Identify the Indicators you have demonstrated for your current Level of Practice

Use Descriptors to articulate you have achieved those Indicators

Identify the Indicators you still need to achieve (or demonstrate) in your current Level of Practice

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Establishing your growth goal

Establish your growth goal by explaining the areas on which you have elected to focus. Think through why this is important to you and what will help you reach your goal before taking any action steps. This will help ensure your actions are aligned with your goals.

What is your professional growth goal for this time period?

What will you need to do to be successful?

Working toward your goal

Keep track of how you are working toward your goal and the progress that you are making. This reflection will not only clarify the growth you are making for your own needs, but it will also help you articulate your learning to others.

What professional learning are you engaged in? (list activities and dates completed)

What resources are you using to work toward your goal?

What are some milestones that would indicate you are making growth toward your goal?

Post Self-Assessment

The post Self-Assessment is a reflection by you and all about you. This is your opportunity to articulate how your self-directed learning and growth have impacted you as a professional.

ESP Universal Standard: _____

Level of Practice you are at now (circle one):

Foundational

Proficient

Advanced/Mastery

For the Universal Standard you have chosen to work on, what are the new Indicators for the Level of Practice you have reached?

Reflect on the Indicators for your new Level of Practice with the following prompts: What tells you this is where you are at? What have you noticed about yourself? What do you want to keep doing? What might you want to do next?

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