



Classified Growth & Development Cycle



Resource Guide: *Paraprofessional Performance Framework*

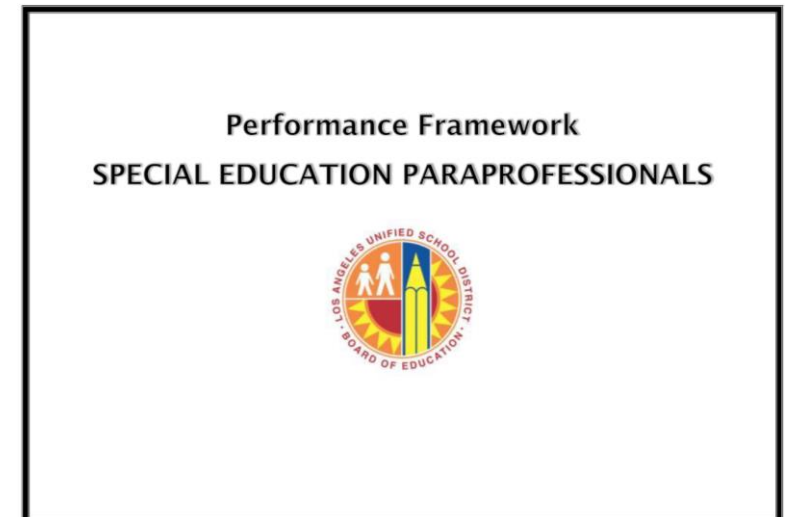


Classified Growth & Development Cycle

Resource Guide: *Paraprofessional Performance Framework*

■ Background

- A key element of the CGDC is the Classified Performance Framework. This framework provides clear expectations for effective performance in the classified service. A performance framework has also been developed that specifically aligns with the competencies required of Special Education Paraprofessionals.
- The Paraprofessional Performance Framework is the foundation for all the tools and processes for paraprofessionals in the Classified Growth & Development Cycle.
- This framework was developed with the assistance of the Division of Special Education.
- Special Education Paraprofessionals include:
 - Special Needs Attendants
 - Special Education Trainees
 - Special Education Assistants
 - Health Care Assistants





Classified Growth & Development Cycle

Resource Guide: *Paraprofessional Performance Framework*

- Structure of the Paraprofessional Performance Framework
 - 8 Competencies that are specifically aligned to all Special Education Paraprofessionals (outlined in red)
 - The placemat – shown at right – shows all the competencies with their description

COMMITMENT

- Assuming responsibility/accountability
- Realizing role in public service/trust
- Recognizing role in student achievement
- Advocating for special needs students
- Understanding IEP and BII
- Fostering student independence

SOUND JUDGMENT

- Acting with discretion
- Demonstrating good sense
- Behaving calmly and taking quick action as needed
- Maintaining confidentiality of private/sensitive information
- Upholding ethical standards
- Knowing consequences of action

FLEXIBILITY/ADAPTABILITY

- Dealing with changes in schedules, assignments, techniques and routines
- Transitioning easily between tasks
- Assuming new responsibilities

PROFESSIONAL KNOWLEDGE/TECHNICAL EXPERTISE

- Possessing skills and abilities necessary to perform the job
- Awareness of specific needs of student/s
- Understanding the spectrum of disabilities
- Understanding and supporting IEPs
- Continuous learning
- Assuming responsibility for improvement of knowledge, skills
- Understanding the use of Related Services
- Ensuring compliance with required training and certification

COMMUNICATION SKILLS

- Interacting verbally and non-verbally
- Adapting communications to individual's level of proficiency
- Providing information to students, teachers, administrators
- Receiving information from students, teachers, administrators
- Practicing People First Language

SAFETY FOCUS

- Awareness of surroundings
- Protecting health and safety of self and others
- Implementing universal precautions
- Dressing appropriately dress for all work situations
- Completing specialized safety training when applicable
- Staying current required health certifications
- Managing health needs of students as directed

INTERPERSONAL RELATIONSHIPS

- Interacting with students, teachers, administrators, families
- Forging relationships with all stakeholders
- Respecting role differences of teachers, paraprofessionals, others
- Understanding cultural diversity and Ideological differences

DEPENDABILITY/RELIABILITY

- Demonstrating timeliness in work, breaks, task completion
- Achieving results with little oversight
- Exhibiting professional and appropriate attitude
- Demonstrating initiative, follow-through, and persistence
- Embracing customer service, courtesy, approachability
- Being proactive
- Maintaining fidelity of behavioral support



Classified Growth & Development Cycle

Resource Guide: *Paraprofessional Performance Framework*

- Easy ways to familiarize yourself with the framework
 - Read the description of the Competency

COMMITMENT				
Developing		Effective	Effective +	Examples of Evidence
<ul style="list-style-type: none"> ▪ Assuming responsibility/accountability ▪ Realizing role in public service/trust 		<ul style="list-style-type: none"> ▪ Recognizing role in student achievement ▪ Advocating for special needs students 	<ul style="list-style-type: none"> ▪ Understanding IEP and BII ▪ Fostering student independence 	
Inconsistent practice and outcomes	Consistent practice and outcomes	Exceptional practice and outcomes + builds capacity of co-workers		
	<p>Accepts responsibility for outcome of work. Has a sense of responsibility for his/her role in student's development and success. Appropriately advocates on behalf of the student with regards to his/her progress, needs and inclusion in activities. Reviews the student's IEP prior to start of school year; supports and implements it under the direction of certificated staff. Engaged with the student/s and on behalf of the student/s. Encourages the student to work independently and provides support and guidance as needed.</p>	<p>Practices and outcomes as described for Effective, PLUS models behavior and helps co-workers and peers to perform effectively in this competency as well.</p>	<p>▪ I sat through 4 periods of the same lesson being taught. The teacher had to step out in the middle of the 5th period, so I carried out the instruction on behalf of the teacher as I was already familiar with it by that time. It went very well.</p>	

- Read the information contained in the "Effective" box – this is the most basic description, or benchmark, of expected behavior
- Read the information contained in the "Examples of Evidence" box – these are descriptions that have been collected from paraprofessionals in prior pilots of the framework



Classified Growth & Development Cycle

Resource Guide: *Paraprofessional Performance Framework*

- Easy ways to familiarize yourself with the framework

- Read the definitions of the ratings

COMMITMENT			
<ul style="list-style-type: none"> Assuming responsibility/accountability Realizing role in public service/trust 		<ul style="list-style-type: none"> Recognizing role in student achievement Advocating for special needs students 	
		<ul style="list-style-type: none"> Understanding IEP and BII Fostering student independence 	
<i>Developing</i>	<i>Effective</i>	<i>Effective +</i>	<i>Examples of Evidence</i>
Inconsistent practice and outcomes	Consistent practice and outcomes	Exceptional practice and outcomes + builds capacity of co-workers	<ul style="list-style-type: none"> I sat through 4 periods of the same lesson being taught. The teacher had to step out in the middle of the 5th period, so I carried out the instruction on behalf of the teacher as I was already familiar with it by that time. It went very well.
	Accepts responsibility for outcome of work. Has a sense of responsibility for his/her role in student's development and success. Appropriately advocates on behalf of the student with regards to his/her progress, needs and inclusion in activities. Reviews the student's IEP prior to start of school year; supports and implements it under the direction of certificated staff. Engaged with the student/s and on behalf of the student/s. Encourages the student to work independently and provides support and guidance as needed.	Practices and outcomes as described for Effective, PLUS models behavior and helps co-workers and peers to perform effectively in this competency as well.	

- “Developing” is not unexpected for someone fairly new in a position with little experience in the role. If rating a Competency developing, that competency may be a good one to consider for growth planning.
- “Effective” means that you consistently perform as described in the benchmark. If you perform this Competency well in your role, you are effective.
- “Effective +” is reserved for those who not only perform consistently in this Competency, but ALSO help their co-workers and peers to perform effectively in the Competency. An employee should not rate him/herself Effective + just because s/he is consistently performing his/her job.



Classified Growth & Development Cycle

Resource Guide: *Paraprofessional Performance Framework*

- Need support – here's our contact information
- CGDC Web page
<http://achieve.lausd.net/CGDC>
Click on “*For Special Education Paraprofessionals*” link on the left side of the page
- Heidi Hrowal, Program & Policy Development Advisor
heidi.hrowal@lausd.net
(213) 241-4683
- Lia (Olga Maria) Castano, HR Specialist II
olgamaria.castano@lausd.net
(213) 241-4943