



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

**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><b>Recognize differences among and across groups of people.</b></p> <ul style="list-style-type: none"> <li>understand social construction resulting in stratification of groups of people</li> <li>identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity</li> <li>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)</li> <li>know district policies regarding bullying and harassment/sexual harassment of students and/or staff</li> </ul> <p><b>Recognize one’s reaction to individuals or groups who are different from oneself.</b> <sup>RM</sup></p> <ul style="list-style-type: none"> <li>aware of personal implicit and explicit biases</li> <li>manage personal reactions to difference and expand ability to work with others</li> </ul> <p><b>Build relationships of mutual respect and seek to understand diverse perspectives.</b> <sup>RM</sup></p> <ul style="list-style-type: none"> <li>accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively</li> <li>learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values</li> <li>speak clearly and with a friendly, courteous tone</li> </ul> <p>Continued on next page ...</p>	<p><b>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</b></p> <ul style="list-style-type: none"> <li>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</li> <li>access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect</li> <li>examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity</li> <li>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)</li> </ul> <p><b>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.</b> <sup>RM</sup></p> <ul style="list-style-type: none"> <li>reflect on own racial, social class, gender experiences to identify generalized social norms and expectations</li> <li>reflect on how worksite/district policies and practices match or are different from own experiences and expectations</li> </ul> <p><b>Work collaboratively with members of racially and culturally diverse groups.</b> <sup>L</sup></p> <ul style="list-style-type: none"> <li>use racial consciousness and cross-cultural understanding to communicate effectively</li> <li>provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community</li> <li>participate in activities with interracial and cross-cultural groups in school and in the larger community</li> </ul> <p>Continued on next page ...</p>	<p><b>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership.</b> <sup>L</sup></p> <ul style="list-style-type: none"> <li>lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community</li> <li>share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions</li> </ul> <p><b>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.</b> <sup>M, L</sup></p> <ul style="list-style-type: none"> <li>engage in racial and cross-cultural dialogue with students in settings outside the classroom</li> <li>process racial and cross-cultural events with mentee(s)</li> </ul> <p><b>Identify the need for additional cultural competence training and seek those resources.</b> <sup>L</sup></p> <ul style="list-style-type: none"> <li>access information on racial-identity development</li> <li>understand historical development of access to education by race, class, gender, disability, etc. in the United States</li> </ul>

## C.2. Cultural Competence Standard (continued)

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



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

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

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

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

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

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

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

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

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