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

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<tbody>
<tr>
<td>Collect and share information in a professional and efficient manner.</td>
<td>Manage information important to creating a safe learning environment.</td>
<td>Be responsible for critical worksite/district communications.¹</td>
</tr>
<tr>
<td>• understand and follow oral and written directions necessary for maintaining and providing technology services</td>
<td>• coordinate dissemination of information (e.g., email, website, and social media postings about outage and service windows, regulations for use, and policies/laws)</td>
<td>• call for assistance, as needed, giving clear details about medical, security, or other emergencies</td>
</tr>
<tr>
<td>• provide requested general information to students, parents/guardians, staff, visitors, and community about acceptable use policies and technology regulations</td>
<td>• provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community</td>
<td>• de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications</td>
</tr>
<tr>
<td>• share accurate information in a timely fashion (e.g., inform staff of potential assistive technologies to support students’ needs)</td>
<td>• understand and use educational terms and acronyms for clear and efficient communication of student need and progress</td>
<td>• handle difficult conversations with calm a demeanor</td>
</tr>
<tr>
<td>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters.¹ M</td>
<td>• ask clarifying questions when providing technical support to confirm user understanding</td>
<td>• deliver information to staff during meetings in the absence of administrator or designee</td>
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<tr>
<td>• access and respond to emails, texts, and other required formats</td>
<td>• serve, as appropriate, on staff committees to collect colleagues’ input and share decisions and outcomes</td>
<td>• write and compile reports, grant proposals, and other important documents</td>
</tr>
<tr>
<td>• operate the school intercom systems and make announcements in a clear and pleasant voice</td>
<td>• participate in professional learning concerning effective communication</td>
<td>• 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.)</td>
</tr>
<tr>
<td>• maintain a schedule/calendar for system maintenance, technical support, and class instruction</td>
<td>• discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner</td>
<td>• maintain positive internal communication system, ensuring instructional and support staff are kept informed of needed technology information</td>
</tr>
<tr>
<td>• attend required staff meetings and trainings</td>
<td>• write emails, texts, and technical job aids as required by job duties that are clear and grammatically correct</td>
<td>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. M</td>
</tr>
<tr>
<td>• know emergency codes and phrases</td>
<td></td>
<td>• review written communications for qualities of professionalism, cultural sensitivity, and clarity</td>
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<tr>
<td>• report factually and promptly any unusual situations or events to supervisor, administration or designee</td>
<td></td>
<td>• guide mentees’ reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement</td>
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L Indicates opportunities for leadership. M Indicates opportunities for mentoring. RM Indicates opportunities for being a role model

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| Engage students, parents/guardians, staff, visitors, and community politely and positively. | Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community.  
• 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  
• 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.)  
• 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  
• use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings)  
• 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  
• 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  
• use corrective feedback to discourage inappropriate behavior and respect the individual  
• use language that reinforces the positive academic and social expectations to increase appropriate school behavior                                                             | Recommend areas for improvement in communications.  
• 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)

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<tr>
<td><strong>Recognize differences among and across groups of people.</strong></td>
<td><strong>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</strong></td>
<td><strong>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership.</strong></td>
</tr>
<tr>
<td>- identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity</td>
<td>- access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect</td>
<td>- lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community</td>
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<tr>
<td>- understand social construction resulting in stratification of groups of people</td>
<td>- examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity</td>
<td>- participate in school/district equity activities (e.g., seek community support to provide technology resources to students)</td>
</tr>
<tr>
<td>- know district policies regarding bullying and harassment/sexual harassment of students and/or staff</td>
<td>- 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</td>
<td>- participate on school/district’s racial justice and equity teams</td>
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<tr>
<td>- 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)</td>
<td>- 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)</td>
<td>- review school/district policies and practices for equity and cultural responsiveness, and recommend changes (e.g., access digital divide)</td>
</tr>
<tr>
<td><strong>Recognize one’s reaction to individuals or groups who are different from oneself.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions</strong></td>
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<tr>
<td>- aware of personal implicit and explicit biases</td>
<td>- reflect on own racial, social class, gender experiences to identify generalized social norms and expectations</td>
<td>- engage in racial and cross-cultural dialogue with students in settings outside the classroom</td>
</tr>
<tr>
<td>- manage personal reactions to difference and expand ability to work with others</td>
<td>- reflect on how worksite/district policies and practices match or are different from own experiences and expectations</td>
<td>- process racial and cross-cultural events with mentee(s)</td>
</tr>
<tr>
<td><strong>Build relationships of mutual respect and seek to understand diverse perspectives.</strong></td>
<td><strong>Work collaboratively with members of racially and culturally diverse groups.</strong></td>
<td><strong>Identify the need for additional cultural competence training and seek those resources.</strong></td>
</tr>
<tr>
<td>- accept diversity as the normal, and part of working with all students, parents/guardians, staff, visitors, and community effectively</td>
<td>- provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community</td>
<td>- access information on racial-identity development</td>
</tr>
<tr>
<td>- learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values</td>
<td>- participate in activities with interracial and cross-cultural groups in school and in the larger community</td>
<td>- review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community</td>
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<tr>
<td>- speak clearly and with a friendly, courteous tone</td>
<td>- use racial consciousness and cross-cultural understanding to communicate effectively</td>
<td>- acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community</td>
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<tr>
<td><strong>Acknowledge the value of speaking multiple languages.</strong></td>
<td><strong>Identify the need for additional cultural competence training and seek those resources.</strong></td>
<td>- increase literacy (i.e., listening, speaking, reading, writing) in additional languages</td>
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<tr>
<td>- provide worksite/district documents in home language of students, parents/guardians, staff, visitors, and community available on website</td>
<td>- consider how ethnicity and culture influence decision making</td>
<td>- understand historical development of access to education by race, class, gender, disability, etc. in the United States</td>
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<tr>
<td>- learn key phrases in language of students, parents/guardians, staff, visitors, and community</td>
<td>- access information on racial-identity development</td>
<td>- work collaboratively with members of racially and culturally diverse groups.</td>
</tr>
<tr>
<td>- advocate for worksite signage in multiple languages</td>
<td>- review school/district policies and practices for equity and cultural responsiveness, and recommend changes (e.g., access digital divide)</td>
<td>- identify the need for additional cultural competence training and seek those resources.</td>
</tr>
<tr>
<td>- translation option offered on website</td>
<td>- share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions</td>
<td>- use racial consciousness and cross-cultural understanding to communicate effectively</td>
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1. Includes access to additional educational resources, such as digital tools and online courses.

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| Understand the impact of racial and cultural differences in educational and work environments. | • 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.) |  
Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community.  
• express awareness of own implicit and explicit biases  
• use protocols and skills in cross-cultural and interracial interactions  
• ask questions to determine if missing perspectives have been sought and included in decisions |
**T.3. Organization Standard:** ability to prioritize, plan, and execute tasks efficiently and effectively

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| **Follow procedures for collecting, managing, and maintaining information needed for job duties.**<br>• basic inventory management<br>• routine maintenance of equipment<br>• employee policies and expectations<br>• department documentation requirements<br>• available technical resources<br>• school/district policies/procedures<br>Manage work duties effectively within time allotted/allocated.<br>• plan and complete tasks as assigned<br>• file documentation on time<br>• follow assigned schedule<br>• prioritize help desk requests<br>**Follow directions and recommended operating procedures for job-related equipment.**<br>• maintain clear and clean work area<br>• reference materials, apps, manuals, etc. stored in easy-to-access and logical manner<br>• inventory of tools and equipment<br>• use of organization’s assets<br>• caution of potential spill hazards<br>**Maintain ready access to information and equipment necessary for job duties, including notifications and updates.**<br>• department-level documentation<br>• product information and manuals<br>• inventory of tools and equipment maintenance<br>• correspondence, reports, school policies and procedures<br>**Model efficient and effective workload management.**<br>• needed resources and equipment easy to locate and stored in logical manner<br>• handle multiple tasks<br>• create and maintain one’s own schedule<br>• schedule system or server maintenance around academic schedule to lessen disruption<br>• anticipate issues and resolve independently<br>**Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.**<br>• migration to new software system<br>• infection of computer devices by malware, viruses, etc.<br>**Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.**<br>• regular updates and internet security practices<br>**Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion.**<br>• calendar and apps that track technology support and media requests<br>**Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements.**<br>• inventory management<br>• routine maintenance procedures, equipment replacement, and upgrade schedules<br>• set standards and protocols for document management<br>**Manage administrative, fiscal, and facilities functions responsively.**<br>• team schedule<br>• inventory management<br>• obsolescence planning<br>• department budget input<br>**Manage or lead complex, multifaceted projects related to job duties.**<br>• software and infrastructure installation or maintenance projects<br>• manage tasks for department and delegate tasks to others<br>**Mentor/coach others in developing or maintaining organization skills related to job duties.**<br>• mentor new staff on document organization, file storage, and archiving<br>• 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.

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<td><strong>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</strong>&lt;br&gt;  • mandated reporting&lt;br&gt;  • school expectations for positive behavior, and continuum of responses for unexpected behavior</td>
<td><strong>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</strong>&lt;br&gt;  • observe student demeanor and attitude changes over time based on knowledge of student&lt;br&gt;  • apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias</td>
<td><strong>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements.</strong>&lt;br&gt;  • training in identifying and proper reporting of suspected cyber harassment and bullying&lt;br&gt;  • data reporting procedures and requirements</td>
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<tr>
<td><strong>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</strong>&lt;br&gt;  • illegal software, phishing, accessing inappropriate websites, or other disruptive digital behavior&lt;br&gt;  • student and adult behavior&lt;br&gt;  • situations that might disrupt daily school operation connected to technology use&lt;br&gt;  • bomb threats or other threats of violence&lt;br&gt;  • identify and report a situation to the proper administrator, and document the situation&lt;br&gt;  • understand the chain of command for reporting procedures&lt;br&gt;  • all accidents or incidents, as required by school policy and state law</td>
<td><strong>Clarify reporting procedures for others and assist in notifying proper authorities.</strong>&lt;br&gt;  • factual reporting using appropriate terminology&lt;br&gt;  • proper use and submission of all forms and documents&lt;br&gt;  • know when to activate the chain of command&lt;br&gt;  • potential responses to reporting, and of legal obligations and proceedings that follow reporting</td>
<td><strong>Prepare required agency and individual reports and maintain all appropriate records.</strong>&lt;br&gt;  • incident reports of security breaches, vandalism, and inappropriate or dangerous digital behavior&lt;br&gt;  • present technology and safety reports to the Board</td>
</tr>
<tr>
<td><strong>Maintain the necessary documentation for required agency and individual reports.</strong>&lt;br&gt;  • student behavior and incident reports&lt;br&gt;  • deliveries, equipment, and inventory of technology related equipment&lt;br&gt;  • student recognition for positive behavior&lt;br&gt;  • incident reports of vandalism and inappropriate or dangerous digital behavior</td>
<td><strong>Coordinate the transfer of information between site program and outside agencies/districts.</strong>&lt;br&gt;  • maintain confidentiality of electronic student information&lt;br&gt;  • maintain protocols for safe transfer of data within and outside of worksite/district</td>
<td><strong>Mentor/coach others in documentation and reporting protocols.</strong>&lt;br&gt;  • accidents or incidences at the worksite or during sponsored activities&lt;br&gt;  • breeches in technology security&lt;br&gt;  • student and adult behavior</td>
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### 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

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| Contribute to the learning environment by nurturing positive ethical and moral practices.  
- 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  
- 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  
- exercise self-control, discipline, and integrity  
Know the laws, district policies, and procedures related to ethical behavior and confidentiality.  
- 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  
Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.  
- know and participate in development of positive school culture to support a safe, inclusive learning environment  
- know and follow protocols for positive engagement with families and community |
| Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite.  
- be responsible and accountable for individual performance and continually strive to demonstrate competence  
- use institutional or professional resources and privileges only for job-related duties  
- consider biases in procedures and practices that compromise social justice when making ethical decisions  
- resolve problems and conflicts, including discipline, according to the law and school policy  
- deal considerately and justly with students, parents/guardians, staff, visitors, and community  
Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.  
- respond in a timely manner to feedback about personal performance and adapt accordingly  
- serve as an individual example of appropriate ethical conduct  
- strive for quality in delivery of services  
- participate in sense of collective responsibility for high-quality work and services  
- be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation  
Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.  
- keep details of confidential matters limited to those who need to support and provide service  
- conduct conversations about students or other confidential matters privately  
- inform appropriate personnel of breaches in confidentiality  
- secure and protect documents from casual viewing |
| Mentor/coach others in ethical conduct.  
- update staff on new procedures and policies  
- lead workshops or webinars on ethical behavior in educational settings  
Lead others in ethical behavior.  
- observe, identify, and explain proper ethical conduct to students and staff  
- maintain high level of professional competence and integrity when exercising professional judgment  
- 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  
- initiate action for social justice  
- stay informed about current social issues that differentially affect students, schools, and communities |
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

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<td>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</td>
<td>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</td>
<td>Participate on safety committees at the school, district, community, and/or state level.¹</td>
</tr>
<tr>
<td>◦ first aid certification, AED training, and hazardous materials handling</td>
<td>◦ register for first aid, CPR/AED certification classes every two years</td>
<td>◦ contribute to discussion based on experience and knowledge of cyberbullying, acceptable use, malware mitigation, etc.</td>
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<tr>
<td>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</td>
<td>◦ access refresher materials online annually</td>
<td>◦ integration of technology in emergency protocols</td>
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<tr>
<td>◦ keep emergency plan in easily accessed location</td>
<td>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</td>
<td>◦ take note of action items</td>
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<tr>
<td>◦ station oneself at designated location to direct emergency responders</td>
<td>◦ computer virus mitigation</td>
<td>◦ serve as staff liaison</td>
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<tr>
<td>Know worksite rules and policies for student and staff codes of conduct related to safety.²</td>
<td>◦ policy and procedures for reporting all accidents</td>
<td>Advocate for positive changes that will improve the health and safety of students and staff.¹</td>
</tr>
<tr>
<td>◦ area of refuge</td>
<td>◦ occurring on school grounds</td>
<td>◦ 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.)</td>
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<tr>
<td>◦ fire drill, evacuations, and lockdown procedures</td>
<td>◦ computer maintenance with appropriate security protocols and patches</td>
<td>◦ new information and practices for safe and healthy device and app usage</td>
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<tr>
<td>◦ safe internet use practices</td>
<td>◦ cyberbullying identification and reporting</td>
<td>◦ post health and safety reminders in high device use areas of the building</td>
</tr>
<tr>
<td>Make quick and accurate decisions in difficult situations.</td>
<td>Recognize behaviors that students may exhibit during emergency situations.¹</td>
<td>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</td>
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<tr>
<td>◦ call for ambulance/emergency support</td>
<td>◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations</td>
<td>◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory</td>
</tr>
<tr>
<td>◦ know procedures for person with a knife or firearm</td>
<td>◦ implement protocol for students with a history of unpredictable or violent behavior</td>
<td>Respond to and coordinate emergency and disaster drills/incidents.</td>
</tr>
<tr>
<td>◦ make appropriate staff aware of the situation</td>
<td>Display confidence and poise when making judgment calls during emergency drills or events.²</td>
<td>◦ participate in mock emergency drills</td>
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<td>Maintain security and safety with regard to visitors in the building.</td>
<td>◦ use a firm, calm voice and controlled breathing</td>
<td>◦ practice operation of emergency communication devices</td>
</tr>
<tr>
<td>◦ know sign-in procedures and parameters for visitors in the building (e.g., name badge visible, in permitted areas, observing school expectations, etc.)</td>
<td>◦ use practiced, predetermined phrases for clarity under stress</td>
<td>◦ communicate with administration and staff regarding emergency technology situations</td>
</tr>
<tr>
<td>◦ know procedures for stranger in the building/on campus</td>
<td>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</td>
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<tr>
<td>◦ evacuation paths</td>
<td>◦ share only needed information with emergency or other assisting staff</td>
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<td>◦ utility shutoffs</td>
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<td>◦ promptly respond accordingly when an emergency code is announced</td>
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<td>◦ monitor and update surveillance equipment</td>
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*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. ² continues
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| Maintain security and safety in regard to computer systems and devices.  
  - ergonomic positioning for safe and healthy use of devices  
  - safety parameters for servers  
  - know operations of surveillance equipment  
  - warnings about battery and electrical connections | Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.  
  - apply knowledge from daily interactions with students  
  - apply de-escalation skills and procedures  
  - activate individualized response procedures for students with disabilities  
Mentor/coach others regarding emergency policies and procedures.  
  - cyberbullying and hacking  
  - casualty assistance during emergencies  
  - fire-extinguishment training |
T.7. **Technology Standard**: ability to use electronic devices to problem solve and complete work-related duties

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| **Operate computer and/or other digital devices and platforms required for job duties.**
  - telephone/walkie-talkie etiquette and protocols
  - online or virtual professional development
  - appropriate software for job requirements
  - work order tasks
  - email, district website, and internet |
| **Operate standard office equipment.**
  - copier, scanner, printer |
| **Input data, as needed, for accurate data management.**
  - input and access personal information (e.g., hours, pay stubs, leave requests, etc.) |
| **Know worksite’s Acceptable Use Policy.**
  - read annually and submit signature page |
| **Know terminology in order to solve common technology issues.**
  - dialogue box, error message window, etc. |
| **Learn and adopt new technology methods.**
  - new input devices
  - cloud storage |
| **Monitor job-related emails routinely.**
  - at least five times daily or as directed by supervisor |
| **Operate advanced settings of digital equipment needed to perform job duties.**
  - usage monitoring
  - configure and maintain at least one operating system |
| **Use appropriate job-related programs.**
  - spreadsheets, reports, diagrams, graphs, etc.
  - web and document searches
  - input data, as needed, for accurate data management (e.g., response and resolution rates, storage usage, inventory control) |
| **Know how to contact Information Technology (IT) department and report specific issues.**
  - 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 |
| **Model safe internet and technology use.**
  - responsible social media use
  - appropriate response to phishing, trolling, spam, etc.
  - know student data privacy rules and/or laws |
| **Research trends/issues pertaining to the job.**
  - internet security
  - software updates and patches
  - data management
  - hardware and network trends
  - message boards for solutions to unknown or complex technology issues |
| **Download specific programs for maintaining equipment as directed by supervisor.**
  - antivirus program
  - software updates and patches |
| **Apply advanced understanding.**
  - scripts/programming
  - configuring and maintaining multiple operating systems |
| **Review and manage data, as needed, for accurate data analysis.**
  - track work order accounts, maintenance, technology service loads, etc. |
| **Lead a technical team.**
  - facilitate workload distribution
  - decisions on technology usage impacting users |
| **Conduct training and provide in-service as required to keep staff aware of current and new procedures, methods, and trends.**
  - create procedural manuals, job tools, and visuals for users
  - new digital or online student assessments
  - classroom technology (e.g., SMART board®, document camera, tablets, communication devices, etc.)
  - new student information management systems |

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<th>Advanced/Mastery</th>
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<td>Mentor/coach other staff to use internet/software applications safely and independently. *&lt;br&gt;• schedule time with mentee to review digital requirements of job duties&lt;br&gt;• opportunity to answer questions about Acceptable Use Policy&lt;br&gt;• input task status in project management software&lt;br&gt;• schedule time with mentee to review worksite/district Acceptable Use Policy&lt;br&gt;Manage social media presence.&lt;br&gt;• monitor school-related social media sites&lt;br&gt;• monitor content of posts according to district guidelines</td>
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**T.8. Professionalism Standard**: ability to present and conduct oneself in a professional manner in all job settings

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| **Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.**  
- business or business casual, appropriate to educational setting | **Project a positive image to the community through communication, involvement, and personal conduct.**  
- commitment to providing a safe and functioning technology-enabled learning environment  
- communicate clearly and directly with students, parents/guardians, staff, visitors, and community | **Seek or maintain connections with the larger community.**  
- vendor or service/repair individuals  
- involvement in your local, district, or state association  
- Engage in the improvement of the profession through active participation in professional organizations.  
- attend local union meetings  
- take on a position in local or state union  
- attend webinars or conferences  
- seek resources from the International Society for Technology in Education (ISTE) or similar organization |
| **Conduct oneself as an ambassador for school or agency.**  
- model school procedures and expectations  
- greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner  
- provide appropriate information to students, parents/guardians, staff, visitors, and community  
- demonstrate honesty and integrity in making decisions  
- appropriate use of language around students | **Establish and maintain effective working relationships with others both in and outside of the worksite.**  
- understand needs and perspectives of students, parents/guardians, staff, visitors, and community  
- seek solutions to identified needs with appropriate staff | **Demonstrate initiative in identifying areas of need and opportunities for improvement.**  
- recommend hardware and software platforms that support student learning and school data management  
- recognize failing systems or equipment in need of maintenance or repair  
- identify and manage maintenance crises  
- create educational environments and learning spaces that function well and reflect the value for education  
- conduct trainings on software, hardware, etc.  
- programming for staff and students on how they can contribute to a well-functioning and safe learning environment |
| **Know the roles and responsibilities of your career field.**  
- parameters for interacting with students, staff, and administration  
- licensing/certification (if required), proper use and care of tools and equipment  
- Board policy and regulations  
- work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) | **Maintain emotional control in stressful situations.**  
- use a firm, calm voice and controlled breathing  
- ask clarifying questions | **Seek additional certifications.**  
- advanced knowledge of coding and programs management as pertain to career field  
- systems technician certificate  
- continuing education in technology field |
| **Work collaboratively with a team.**  
- 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 | **Establish and maintain effective working relationships with others both in and outside of the worksite.**  
- understand needs and perspectives of students, parents/guardians, staff, visitors, and community  
- seek solutions to identified needs with appropriate staff | **Mentor/coach others in role-alike positions on professionalism standards.**  
- communicate importance of timely technology assistance and maintenance to a positive and safe learning environment |
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