SKILL STANDARDS
FOR FRONTLINE WORKERS
IN EDUCATION AND TRAINING

Paraprofessionals
Paraeducators
Teacher Assistants
Education Assistants
Child Care Workers

Working in

General Education
Special Education
Early Childhood Care and Education

Education & Training Voluntary Partnership

A Partner in the National Skill Standards System

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Introduction

In October, 1999, the Education and Training Voluntary Partnership (ETVP) was granted formal recognition by the National Skill Standards Board (NSSB). The partnership is a coalition of organizations (see page 5 for a list of organizations) charged with developing skill standards for frontline workers in education and training. Skill standards are descriptions of the knowledge, skills, and performance required for success in today's workplace. In other words, skill standards tell us what workers need to know, and be able to do, in order to perform competently in today's jobs.

Our intention was not to describe the minimum required to do the job. Instead, skill standards set the stage for a <u>high performance</u> workforce. They describe <u>competent performance</u> based on what <u>successful performers</u> in <u>high performance organizations</u> are doing. By reflecting this new role for frontline workers, skill standards serve as a tool to help employers and workers make the transition to the new world of work.

The NSSB's skill standards model includes the following major components:

> **1. Critical Work Functions and Key Activities**
> (Major responsibilities and key sets of tasks)
> **2. Performance Indicators**
> (Measures of competence)
> **3. Knowledge and Skills**
> - ✓ Academic (e.g., reading, math)
> - ✓ Employability (e.g., teamwork, decision making)
> - ✓ Occupational & Technical (e.g., specific knowledge about a certain industry, job, or company)

The first step in this large-scale effort was to develop a research plan. That plan was approved in the fall of 2000 and with assistance of NSSB staff and a technical team, implementation of the plan began in earnest with a first round of focus groups in early December of 2000. Three rounds of focus groups and the participation of 2,525 individuals brought us to the completion of skill standards.

The first part of the plan was to identify "frontline workers in education and training. " The research plan included the following types of job titles: paraprofessionals/paraeducators (also called teacher assistants, education assistants, etc.) in school and child care settings; child care workers and pre-school teachers/staff; and home child care workers.   The broad definition we used though is staff in schools and early childhood settings who support instruction provided by certificated personnel (teachers and others).

The final skill standards are not intended to be a portrait of the work of <u>all</u> these positions. The reader should not look at these work functions and key activities in a stand-alone fashion. The real purpose of these skill standards is to establish the knowledge and skills required to perform the work—in order to establish those knowledge and skills, we first had to define the work.

Finally, these skill standards were developed in three concentration areas: general education support; special education support and early childhood care and education. We realized that there would be some overlap between the concentrations. Our validation survey confirmed our initial impressions (see page 13). While each critical work function and its accompanying performance indicators and knowledge and skills stands alone--various combinations of critical work functions can be created to define a particular job in a school or child care setting. This allows for more flexibility in the use of the standards.

WHERE DO WE GO FROM HERE?

Now that our task is complete, we face the second challenge of disseminating and encouraging the use of these standards within the education community.   The NSSB envisioned the development of certifications and assessments aligned against skill standards. The ETVP, in addition to certifications and assessments, also envisioned the development of two-year and vocational curriculums leading to certification or degrees; development of appropriate and forward-looking job descriptions; creation of meaningful pre-service and in-

service training programs; and establishment of appropriate and meaningful job evaluations—these are just a few of the many uses for skill standards.

As an example of an application of these skill standards, an employer may want to establish an in-service training program to upgrade the skills of paraprofessionals in the area of managing student behavior. A review of the document shows that critical work function number three is:

> CWF: Managing Student Behavior
> *KA 3.1 Carry out school and district discipline plan*
> *KA 3.2 Assist students in meeting personal physical and emotional needs (e.g., personal hygiene)*
> *KA 3.3 Supervise/chaperone student activities*
> *KA 3.4 Complete required discipline documentation*
> *KA 3.5 Assist students with interpersonal problem solving and conflict resolution*
> *KA 3.6 Model appropriate behavior*
> *KA 3.7 Correct unsafe student behavior*

From this we see that <u>some</u> examples of the knowledge and skills required to perform this responsibility are:

1. Skill in various conflict resolution techniques and resolving various types of conflicts
2. Knowledge of school and district discipline, mediation, and reporting plans, policies, guidelines, and procedures
3. Skill in communicating with diverse populations in regard to conflict management issues
4. Knowledge of school behavioral rules and policies, and those governing outside school activities

The employer can now use these skill/knowledge competencies to determine appropriate training—either by developing new training or aligning the curriculum and intended outcomes of existing training programs to determine if they are adequate.

The ETVP is tremendously proud of this work. It was completed with the assistance and support of a great number of people but we especially thank the following:

Current and past staff of the ETVP: Richard Ford, Konyka Dunson, Lynn Costaldo, Sabrina Simmons

Current and past staff liaisons from the lead organizations: Tish Olshefski, AFT; Nessa Chappelle and Cara Elmore, NEA; Jim McKinney, AACC; Cynthia Pantazis, ASTD; Mike Wessely, NSBA.

Current and past members of our technical team especially Hal Gueutal and Meg Nelson and the staff of Applied Skills and Knowledge which conducted the validation survey.

All the members and staff of the National Skill Standards Board especially Edie West and Dave Wilcox.

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Education and Training Voluntary Partnership

The Education and Training Voluntary Partnership is a coalition of more than 150 organizations charged with the task of developing skill standards for frontline workers in education and training. The ETVP was formed in 1998 by the five lead organizations – the American Federation of Teachers, the National Education Association, the National School Boards Association, the American Society for Training and Development and the American Association of Community Colleges. The ETVP is led by a decision council and an additional 130 organizations and individuals signed onto the coalition.   Many individuals from these organizations assisted in the effort to develop skill standards within the education portion of the partnership.

Decision Council:

American Association of Classified School Employees
American Association of Community Colleges
American Federation of School Administrators
American Federation of Teachers
American Society for Training and Development
Career College Association
General Motors
Marriott International
National Association for Bilingual Education
National Association of State Directors of Career Technical Education Consortium
National Child Care Association
National Education Association
National School Boards Association (Chair)

Timeline of ETVP Activities

July, 1997	Initial meeting of AFT and ASTD to determine a plan of action for submitting application to the Department of Labor.
August – October, 1997	Recruitment of 3 other lead organizations and writing grant application.
January, 1998	DOL approval of first grant application for convening group.
February – October , 1998	Decision Council formed and coalition broadened. Decision Council meets to determine plan of action.
January, 1999	Strategic Plan submitted to NSSB to become the Education and Training Voluntary Partnership
October, 1999	ETVP approved by NSSB
November, 2000	Work Analysis Plan (Research Plan) approved by NSSB
December, 2000 – April, 2001	Round One Focus Groups – Critical Work Functions and Key Activities
September – December, 2001	Round Two Focus Groups – Performance Indicators
February, 2002	First submission to NSSB Endorsement Review Panel
March, 2002 – November, 2002	Round Three Focus Groups – AEKS and OTKS
January – April, 2003	National Validation
May, 2003	Final Skill Standards submitted to NSSB Endorsement Review Panel
June 26, 2003	Final Skill Standards approved by NSSB Endorsement Review Panel

Definitions

Academic and Employability Knowledge and Skills	AEKS	These are the skills and knowledge applicable to all workers in all industries. Academic knowledge relates to reading, writing, math and science. Employability relates to workplace skills and knowledge such as teamwork, decision making, communication, etc.) The academic and employability knowledge and skills are defined by the NSSB and are rated for importance to performance of the work and level of mastery required to perform the work well.
American's with Disabilities Act	ADA	A federal law that gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.
Critical Work Functions	CWF	Statements of major or broad areas of work responsibility.
Early Childhood Care and Education	ECCE	One of three concentration areas defined by the partnership for the purpose of developing standards that match frontline work in education. This group includes those engaged in the care and early education of infants and toddlers. It also includes those workers in before- and after-school programs where the work is different from regular school content.
Education and Training Voluntary Partnership	ETVP	A coalition of more than 150 organizations, formed in 1998, to direct the process of developing skill standards in education and training. The coalition is led by 5 lead organizations: the National School Boards Association (NSBA), the American Federation of Teachers (AFT), the National Education Association (NEA), the American Association of Community Colleges (AACC) and the American Society for Training and Development (ASTD).
General Education Support	GES	One of three concentrations defined by the partnership for the purpose of developing standards that match frontline work in education. These workers are paraprofessionals or paraeducators who support teachers and other subject matter professionals (e.g., reading specialists, therapists) who work with the general student population in schools. This also includes staff who work in before- and after-school programs.
Individual Education Plan	IEP	Required by law for students identified with special needs, the IEP includes the evaluation of the student's current performance, goals for the student, required services and timelines for implementation. The IEP is developed by an IEP team including the student's teacher(s), parents, school system representatives and others as required by student's needs.
Individuals with Disabilities Education Act	IDEA	IDEA- the Individuals with Disabilities Education Act is the law governing Special Education Policy in the United States.
Key Activities	KA	A specific set of tasks required to carry out the critical work functions (CWF).
Occupational and Technical Knowledge and Skills	OTKS	The specific knowledge and skills applicable to a certain industry. These are the things a worker must know and be able to do to perform the specific work as described by the critical

		work functions and key activities.
Performance Indicators	PI	A description of what can be observed and measured when the critical work functions and key functions are performed competently.
Special Education Support	SES	One of three concentrations defined by the partnership for the purpose of developing standards that match frontline work in education. These workers are paraprofessionals or paraeducators who support teachers and other subject matter professionals (e.g., therapists) working with special education or special needs students.
Subject Matter Expert	SME	Subject matter expert criteria included the following: a minimum of 5 years experience in education; a minimum bachelor's degree; Experience in one of the following: working as a paraprofessional, training paraprofessionals, supervising/directing the work of paraprofessionals.

Explanation of Mastery Level Skill Data

Academic and Employability Knowledge and Skills

The academic and employability knowledge and skills have been rated by subject matter experts (SME) for importance and mastery level. The NSSB's *Skill Scales Companion Guide* was used as the basis for these ratings.

The SME's first reviewed the description of the knowledge or skill in the Guide. He/she then reviewed each critical work function and associated key activities. For each critical work function the SME was asked to first determine an importance scale or "how important is this knowledge/skill to the successful completion of the critical work function." The rating levels are 1 to 5 with the lower number being less important.

The SME then used a second scale for complexity and determined the level of complexity required to successfully complete the work described in the critical work function. Again, the scale is from 1 to 5 with the lower number being less complex. For example, while reading may be important for a critical work function, we also need to specify the level of reading skill required (simple text versus complex, technical materials).

The NSSB system includes 17 categories in the academic and employability knowledge and skills listing. Some of these items include subcategories which were also included in our work.

- Mathematics: Number Sense and Computation
- Mathematics: Geometry, Measurement, and Spatial Sense
- Mathematics: Complexity of Data Analysis, Statistics, and Probability
- Mathematics: Functions and Algebraic Thinking
- Mathematics: Complexity of Representation and Communication
- Mathematics: Mathematical Methods
- Mathematics: Mathematical Reasoning
- Mathematics: Mathematical Tools
- Science: Design
- Science: Use of Evidence
- Science: Unifying Concepts and Processes
- Science: Physical Science
- Science: Life Science
- Science: Earth and Space Science
- Science: Science and Technology
- Science: Science in Personal and Social Perspective
- Reading
- Writing
- Listening
- Speaking
- Using Information and Communications Technology
- Gathering and Analyzing Information
- Analyzing and Solving Problems
- Making Decisions and Judgments
- Organizing and Planning
- Using Social Skills
- Adaptability
- Working in Teams
- Leading Others
- Building Consensus
- Self and Career Development

As an example of the complexity ratings for one of the knowledge and skills:

READING
Understand and use written information that may be presented in a variety of formats, such as text, tables, lists, figures, and diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning, and critical analysis.

	High	Moderate	Low
Dimension			
COMPLEXITY OF TEXT *How complex is the type of material to be read when performing this critical work function?*	Highly complex or technical materials are read (e.g., technical manuals, reports, proposals, procedures, written commentaries, formal email, substantially visual material such as flowcharts); material contains high density of	Moderately complex or technical materials are read (e.g., letters, memos, email, multistep directions and instructions, reference materials, books on particular topics, visuals that support meaning such as charts,	Simple, familiar, or nontechnical materials are read (e.g., labels, telephone messages, routine forms, lists, simple notes, signs, informal email).

	information and a substantial proportion of highly technical terms or unfamiliar vocabulary.	graphs, figures, diagrams, and maps).	
COMPLEXITY OF READING SKILLS *How complex are the reading skills used to perform this critical work function?*	Reading skills used are highly complex, including evaluation of the effectiveness of the text (i.e., its relevance, accuracy, efficiency, and appropriateness) and analysis of arguments and positions as to their validity, degree of bias and sufficiency of evidence.	Reading skills used are moderately complex, including interpretation of information from multiple sources; integration of information with prior knowledge and experiences; and identification of complexities and discrepancies in the presented information.	Reading skills used are minimally complex, including comprehension of simple written information to solve basic problems; literal understanding of text; and application of basic features of reading such as phonics, syllabication, and word parts.
COMPLEXITY OF READING PURPOSE *How complex is the reading purpose in performing this critical work function?*	Reading purpose is highly complex; text is analyzed and evaluated, and information is applied to a new situation or task.	Reading purpose is moderately complex; text is read to obtain information that is then communicated to others or used to perform a multistep task.	Reading purpose is minimally complex; text is read to obtain general information or follow simple instructions to perform a task.

Occupational and Technical Knowledge and Skills

This document also contains mastery level data for the occupational and technical knowledge and skills. This data is based on an N of 5 to 6 subject matter experts for each statement. The data should be considered to be of a pilot nature only. The Mastery scale used for the OTKS statements was different than that used for OTKS. Subject Matter experts reviewed each OTKS statement and were asked to provide a mastery level rating based on the following criteria:

1 = LIMITED SKILL/KNOWLEDGE REQUIRED
- CWF requires general familiarity or awareness of basic concepts or fundamentals, but little or no practical experience
- application of skill/knowledge is limited to highly routine, simple, and closely supervised situations with very low consequences of error
- roughly equivalent to the skill/knowledge level typically attained through indirect work experience (e.g., observation of others) or less than one month of direct application of this knowledge or skill

2 = BASIC SKILL/KNOWLEDGE REQUIRED
- CWF requires application of skill/knowledge in relatively routine situations with frequent assistance of others and/or close supervision, and somewhat low consequences of error
- roughly equivalent to the skill/knowledge level typically attained through one or two training or academic courses or 1 - 6 months of direct application or use of this knowledge or skill

3 = WORKING OR OPERATIONAL SKILL/KNOWLEDGE REQUIRED
- CWF requires ability to independently apply skill/knowledge across the range of common applications to meet typical work requirements and having moderate consequences for error
- roughly equivalent to the skill/knowledge level typically attained through multiple training courses or a two-year or technical school degree, or 6 – 24 months of direct application or use of this knowledge or skill

4 = ADVANCED SKILL/KNOWLEDGE REQUIRED
- CWF requires ability to independently apply skill/knowledge in moderately complex, difficult, or stressful situations or situations with moderately high consequences for error
- CWF requires the ability to assist others in the application of this skill/knowledge

- roughly equivalent to the skill/knowledge level typically attained through extensive specialized training or education or an undergraduate degree or major, or at least two years of direct application or use of this knowledge or skill

5 = EXPERT/MASTER SKILL/KNOWLEDGE REQUIRED
- CWF requires ability to independently apply skill/knowledge in the most complex, difficult, novel, stressful, or unexpected situations, or situations with high consequences for error
- CWF requires the ability to supervise or lead others in the application of this skill/knowledge
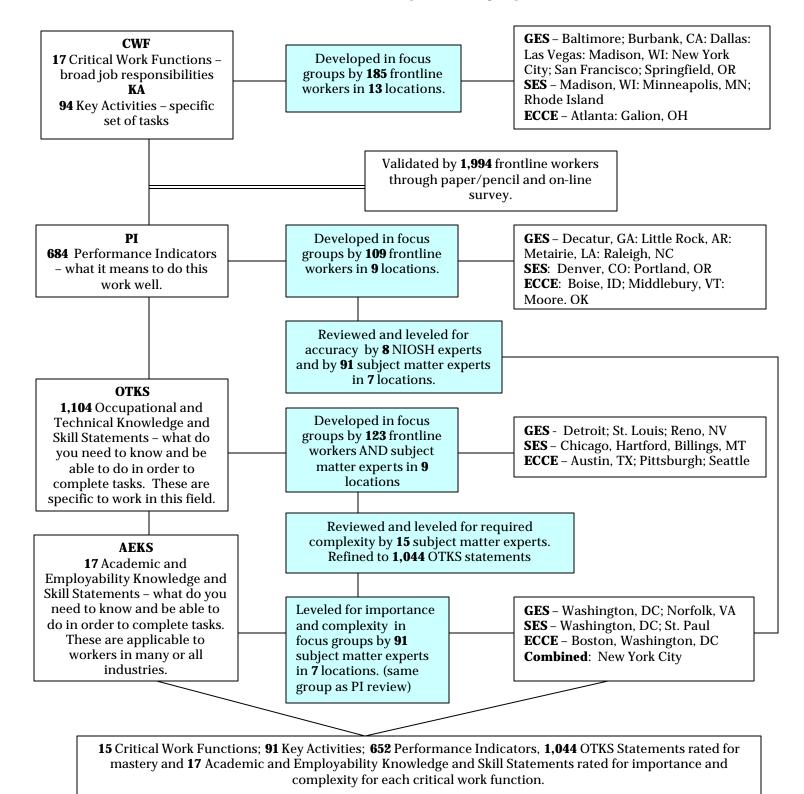- roughly equivalent to the skill/knowledge level typically attained through a combination of extensive specialized training or education and an advanced or graduate degree, or at least five years of direct application or use of this knowledge or skill

Flow Chart of Standards Development

These skill standards were developed by frontline workers and subject matter experts, primarily in focus groups. The work-oriented standards (CWF and KA) were validated in a national mail and internet-based survey. Focus groups were assembled by various organizations and individuals in the field. The worker-oriented standards (PI, OTKS and AEKS) were also developed in focus groups with some individual reviews.

CWF **17** Critical Work Functions – broad job responsibilities **KA** **94** Key Activities – specific set of tasks	Developed in focus groups by **185** frontline workers in **13** locations.	**GES** – Baltimore; Burbank, CA: Dallas: Las Vegas: Madison, WI: New York City; San Francisco; Springfield, OR **SES** – Madison, WI: Minneapolis, MN; Rhode Island **ECCE** – Atlanta: Galion, OH

Validated by **1,994** frontline workers through paper/pencil and on-line survey.

PI **684** Performance Indicators – what it means to do this work well.	Developed in focus groups by **109** frontline workers in **9** locations.	**GES** – Decatur, GA: Little Rock, AR: Metairie, LA: Raleigh, NC **SES**: Denver, CO: Portland, OR **ECCE**: Boise, ID; Middlebury, VT: Moore. OK

Reviewed and leveled for accuracy by **8** NIOSH experts and by **91** subject matter experts in **7** locations.

OTKS **1,104** Occupational and Technical Knowledge and Skill Statements – what do you need to know and be able to do in order to complete tasks. These are specific to work in this field.	Developed in focus groups by **123** frontline workers AND subject matter experts in **9** locations	**GES** - Detroit; St. Louis; Reno, NV **SES** – Chicago, Hartford, Billings, MT **ECCE** – Austin, TX; Pittsburgh; Seattle

Reviewed and leveled for required complexity by **15** subject matter experts. Refined to **1,044** OTKS statements

AEKS **17** Academic and Employability Knowledge and Skill Statements – what do you need to know and be able to do in order to complete tasks. These are applicable to workers in many or all industries.	Leveled for importance and complexity in focus groups by **91** subject matter experts in **7** locations. (same group as PI review)	**GES** – Washington, DC; Norfolk, VA **SES** – Washington, DC; St. Paul **ECCE** – Boston, Washington, DC **Combined**: New York City

15 Critical Work Functions; **91** Key Activities; **652** Performance Indicators, **1,044** OTKS Statements rated for mastery and **17** Academic and Employability Knowledge and Skill Statements rated for importance and complexity for each critical work function.

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Table of all Critical Work Functions

As described earlier, the skill standards were developed in three concentration areas. The national validation survey gave participants an opportunity to validate all skill standards, not just those in their primary concentration. The chart below shows the original list of critical work functions and the items that were validated by each concentration. Highlighted items indicate the original items in the concentration and the final validated items in that concentration.

Critical Work Function	General Education Support		Special Education Support		Early Childhood Care and Education	
	Original	Validated	Original	Validated	Original	Validated
1. Assist teacher with classroom instruction.	Y	Y	N	Y	N	N
2. Assist teacher with classroom planning and administration	Y	Y	Y	Y	N	Y
3. Manage student behavior	Y	Y	N	Y	N	Y
4. Support a safe learning environment	Y	Y	N	Y	N	Y
5. Liaison with family and with parent and community organizations	Y	Y	N	N	N	Y
8.* Develop and implement curriculum based on child's individual needs	N	N	N	N	Y	Y
9. Meet the physical needs of the child	N	N	N	Y	Y	Y
10. Nurture child and support his/her emotional and social development	N	Y	N	Y	Y	Y
11. Communicate with family about child	N	N	N	N	Y	Y
12. Perform record-keeping and documentation	N	N	N	N	Y	Y
13. Maintain a safe and health age-appropriate environment	N	N	N	Y	Y	Y
14. Participate in educational and professional development activities	N	Y	N	Y	Y	Y
15. Assist teacher in the implementation of I.E.P. goals and objectives	N	N	Y	Y	N	N
16. Ensure safety and respond to physical needs of students	N	Y	Y	Y	N	Y
17. Advocate for students with special needs	N	N	Y	Y	N	N

*Critical Work Functions 7 and 8 were not validated by the national survey and were dropped.

-All Final Standards for Education Paraprofessionals-

ALL FINAL STANDARDS
FOR
FRONTLINE WORKERS IN EDUCATION AND TRAINING

PARAPROFESSIONALS
PARAEDUCATORS
TEACHER ASSISTANTS
EDUCATION ASSISTANTS
CHILD CARE

Working in

General Education
Special Education
Early Childhood Care and Education

CWF1.Assist teacher with instruction

KA 1.1   Provide group instruction under direction of teacher and according to the lesson
Performance Indicator
1.1.1   The lesson for the day is reviewed and discussed with the teacher.
1.1.2   All materials needed to carry out the day's lesson are obtained in advance.
1.1.3   Information and instructions to the students are communicated clearly and according to the lesson.
1.1.4   Students are successfully guided through the performance of required activities and are encouraged to stay on task throughout the lesson.

KA 1.2   Provide individual instruction/tutoring under direction of teacher and according to the lesson
Performance Indicator
1.2.1   The lesson for the day is reviewed and discussed with the teacher.
1.2.2   All materials needed to carry out the day's lesson are obtained in advance.
1.2.3   Teacher is assisted in identifying small groups or individuals who need special assistance in mastering the learning plan.
1.2.4   Directions to the student are communicated clearly and according to the lesson.
1.2.5   The student is successfully guided through the performance of required activities and is encouraged to stay on task throughout the lesson.
1.2.6   Student can demonstrate improvement as a result of instruction.

KA 1.3 Develop or modify learning activities under direction of teacher
Performance Indicator
1.3.1   Teacher is assisted in locating new learning materials when requested by the teacher.
1.3.2   Students who need special learning activities, or individual modification of learning activities, are identified, and suggestions made to the teacher as to methods for such development and adaptation.
1.3.3   Appropriate instructional techniques are employed in the development or modification of learning activities.
1.3.4   Learning activities are developed or modified following teacher's guidance and the curriculum.
1.3.5   Adaptations for individual students' physical limitations are provided.
1.3.6   Teacher is assisted when necessary in creating new materials and introducing them into the classroom.

KA 1.4 Collaborate with teacher to evaluate student social and academic progress
Performance Indicator
1.4.1   Students' behavior is observed daily to determine academic and interpersonal strengths and weaknesses.
1.4.2   Accurate written documentation is kept on student behavior problems, and missing social or academic skills.
1.4.3   Discussions with teacher regarding students' progress and problems are regularly held (i.e., daily or as needed).
1.4.4   Action is taken, and/or a report is made to teacher or other appropriate personnel (e.g., guidance counselor), immediately upon discovery of an acute problem.
1.4.5   Potential behavior problems are anticipated and counteracted if possible.

KA 1.5 Monitor student performance, and provide feedback on their performance to students and teacher
Performance Indicator
1.5.1   Students' behavior is observed daily to determine academic and interpersonal strengths and weaknesses.
1.5.2   Accurate documentation is kept of observations of students.
1.5.3   Information obtained through student observations is communicated to teacher daily or as needed, either verbally or in writing.
1.5.4   The need for appropriate follow-up in instances of low performance is communicated to the teacher.
1.5.5   Feedback to students and teacher is accurate, prompt, discrete, supportive, and constructive.
1.5.6   Positive feedback is provided in addition to constructive criticism.
1.5.7   Access to confidential information is made available only to authorized parties.

KA 1.6 Check student work for completion and perform non-interpretive grading
Performance Indicator
1.6.1   Student assignments are organized (alphabetically or in another orderly way) and compared against the existing roster to determine whether each student has completed the work.
1.6.2   Appropriate notations or marks are placed next to each student's answers and/or at the top of the student's paper to illustrate that work has been received, reviewed, and credited.
1.6.3   Papers are returned to the teacher upon completion of grading.
1.6.4   If requested, grades are entered accurately and promptly into the teacher's gradebook or computer.
1.6.5   If requested, students' papers or assignments are placed into the proper portfolio or returned promptly to the students.
1.6.6   If requested, input is provided to teacher to help him or her complete regular progress reports.

KA 1.7 Assist with special needs students under direction of teacher
Performance Indicator
1.7.1   Any necessary training for working with EC students (exceptional children) is obtained and kept up-to-date.
1.7.2   Learning environment is modified appropriately to meet each student's special needs in accordance with his or her I.E.P.
1.7.3   All materials necessary for completing the tasks of the day are provided to the student, and appropriate equipment and supplies necessary for care of student are readily available.
1.7.4   Any significant change in behavior or appearance of child is documented and reported.
1.7.5   Special needs students are treated with compassion and respect at all times.
1.7.6   State and federal policies regarding exceptional children are followed.
1.7.7   Adaptations made for EC students are explained to the class in a professional and compassionate manner.
1.7.8   The teacher is assisted with disciplining special needs students in ways that reflect the individual student's behavior plan.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 1. Assist teacher with instruction

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	4.0	0.86	3.3	0.86
Mathematics: Geometry, Measurement, and Spatial Sense	3.7	0.85	2.9	1.10
Mathematics: Complexity of Data Analysis, Statistics, and Probability	3.3	1.31	2.8	1.33
Mathematics: Functions and Algebraic Thinking	3.4	1.23	2.8	1.23
Mathematics: Complexity of Representation and Communication	3.1	1.23	2.7	1.17
Mathematics: Mathematical Methods	3.5	0.92	2.8	1.09
Mathematics: Mathematical Reasoning	3.5	0.88	2.9	0.80
Mathematics: Mathematical Tools	3.7	0.77	3.1	0.94
Science: Design	3.6	0.88	2.8	1.11
Science: Use of Evidence	3.4	0.96	2.9	1.35
Science: Unifying Concepts and Processes	3.4	0.95	2.7	1.09
Science: Physical Science	3.1	0.92	2.6	1.15
Science: Life Science	3.5	0.96	2.5	1.32
Science: Earth and Space Science	3.3	0.86	2.4	1.31
Science: Science and Technology	3.3	1.06	2.5	1.35
Science: Science in Personal and Social Perspective	3.3	1.12	2.7	1.21
Reading	4.4	0.69	3.5	0.79
Writing	4.3	0.77	3.3	0.66
Listening	4.3	0.85	3.3	1.12
Speaking	4.2	0.92	3.1	1.24
Using Information and Communications Technology	3.6	0.88	2.9	1.13
Gathering and Analyzing Information	3.6	1.03	3.0	1.32
Analyzing and Solving Problems	3.6	0.91	2.9	1.26
Making Decisions and Judgments	3.5	0.92	2.7	1.07
Organizing and Planning	4.0	0.98	3.2	1.24
Using Social Skills	4.3	0.87	3.6	1.01
Adaptability	4.2	0.74	3.5	0.89
Working in Teams	4.3	0.72	3.4	0.93
Leading Others	3.6	0.93	3.0	1.09
Building Consensus	3.1	1.05	2.7	1.14
Self and Career Development	3.4	1.19	3.0	1.14

<u>Note</u>: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data

For CWF 1: Assist teacher with instruction

CWF 1: Assist teacher with instruction   **Preliminary Mastery Level Data**
OTKS Category: _Instructional methods and materials_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of contents of daily lesson plan	2.4	0.55
2.	Knowledge of each student's preferred methods of learning, and learning characteristics or work habits	2.6	0.55
3.	Knowledge of location of all teacher's primary and supplementary educational materials, as well as learning resources available at worksite and elsewhere	1.4	0.89
4.	Knowledge of basic educational methodology and a variety of instructional techniques	3.2	0.45
5.	Knowledge of age-appropriate curriculum requirements and standards	3.0	0.71
6.	Knowledge of teacher's method for collecting, managing, and returning student work	1.6	0.89
7.	Knowledge of relevant subject matter to be taught in the lesson plan	3.0	0.00
8.	Knowledge of basic principles of child psychology and levels of child growth and development	3.2	0.45
9.	Knowledge of multi-cultural differences	2.6	0.89
10.	Knowledge of procedures for scheduling rooms, equipment, personnel, etc.	1.6	0.89
11.	Knowledge of how to modify materials to service one on one tutoring	3.4	0.89
12.	Knowledge of how to judge and document student performance	2.8	0.96
13.	Knowledge of how to give feedback to students and how to request it from students	2.6	0.55
14.	Knowledge of how to interpret and administer a lesson plan, and determine the materials required	3.4	0.48
15.	Skill in clarifying and rewording instructions	2.7	0.67
16.	Skill in soliciting feedback from students on their level of learning and understanding	2.7	0.67
17.	Knowledge of each student's learning goals, needs, and capabilities	3.0	0.35
18.	Knowledge of individual I.E.P. goals for special needs students	2.6	0.55
19.	Knowledge of age appropriate incentives, learning styles, interests, language, etc.	2.9	0.74
20.	Knowledge of current technology used by teacher to assist with learning activities	2.4	0.89
21.	Knowledge of how to modify lessons to meet individual student needs (under teacher direction)	3.7	0.45

CWF 1: Assist teacher with instruction   **Mastery Level Data***
OTKS Category: _Special needs students_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of laws, policies, and procedures concerning special needs children	2.6	0.55
2.	Knowledge of guidelines regarding mainstreaming of special needs children	2.4	0.55
3.	Knowledge of basic educational adaptations and assistive technology for helping special needs children (e.g., tape recorders, computer programs)	2.8	0.84
4.	Knowledge of procedures for processing I.E.P. referrals	2.3	1.26
5.	Knowledge of how to interpret an I.E.P. (under teacher direction)	3.2	1.48
6.	Knowledge of the purpose and goals of individual students' I.E.P.'s	3.2	1.30

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
7. Knowledge of how to communicate needs of special needs students to other students in the classroom (under teacher direction)	3.4	1.14

CWF 1: Assist teacher with instruction   **Mastery Level Data***
OTKS Category: Student assessment and evaluation

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in various techniques (including observation) for assessing students' social and academic progress	2.8	0.45
2. Knowledge of teacher's grading or scoring methods	2.0	0.71
3. Knowledge of procedures to recommend diagnostic testing if students are not making progress	2.6	1.49
4. Knowledge of what assessment method to use for different purposes	3.5	1.29
5. Knowledge of how to interpret test results	3.2	1.64
6. Knowledge of developmentally appropriate social skills	2.9	0.55
7. Knowledge of each student's limitations and abilities (learning disabilities, physical disabilities)	2.8	0.45
8. Knowledge of what to observe in students to identify progress and needs, both academically and socially	3.6	0.89
9. Knowledge of how to obtain information on student's personal and academic background (under teacher direction)	2.6	1.34
10. Knowledge of rules and regulations regarding confidentiality	2.4	1.14
11. Knowledge of what a progress report is and what information is to be included in it	3.0	1.22
12. Knowledge of how to write accurate documentation on observations of students	3.4	0.55
13. Knowledge of peer evaluation techniques that can be used by students	4.0	1.41

CWF 1: Assist teacher with instruction   **Mastery Level Data***
OTKS Category: Policies, guidelines, and documentation

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of confidentiality policies, guidelines, and laws	3.2	1.26
2. Knowledge of school and district discipline policies	2.8	0.55
3. Skill in completing and keeping accurate documentation	2.9	0.82
4. Knowledge of behavioral plans established for individual students	3.0	0.96
5. Knowledge of the purpose of record keeping, and how to communicate problems, gaps in skills, etc.	2.8	0.50
6. Knowledge of educational terminology	2.3	0.96
7. Knowledge of procedures for communication with family (under teacher direction)	2.3	0.58

CWF 1: Assist teacher with instruction   **Mastery Level Data***
OTKS Category: Special communication skills

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in explaining learning content and instructions to students in age- and ability-appropriate ways	2.8	0.45
2. Skill in providing appropriate input for teacher for evaluating students' problems and progress	3.1	0.74
3. Skill in providing praise and constructive feedback to students	2.7	0.67
4. Knowledge of multi-cultural differences	2.9	0.55

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CWF 1: Assist teacher with instruction **Mastery Level Data***
OTKS Category: Technology

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in operating audio-visual equipment, printers, and scanners	1.8	0.84
2. Knowledge of computer software applications for educational purposes	2.8	0.45
3. Skill in using word processing programs, spreadsheets, etc. for grading, record keeping, and processing student performance data	2.4	0.89

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CWF 2. Assist teacher with classroom planning and administration

KA 2.1 Maintain instructional equipment for students or teachers as required
Performance Indicator
2.1.1   Required training on equipment is obtained.
2.1.2   Equipment and supplies needed to carry out the lesson are obtained in advance and checked to assure proper and safe functioning.
2.1.3   Simple repairs are performed where possible.
2.1.4   When necessary, a work order to schedule equipment repairs is submitted in a timely manner to appropriate personnel.
2.1.5   All equipment is cleaned and stored in an orderly and secure manner.
2.1.6   Schedule for equipment usage is followed, based on needs of the students and classrooms and quantities available.

KA 2.2 Provide technical assistance to students in the use of computers and equipment
Performance Indicator
2.2.1   Appropriate training in the use of computers, technical equipment, and software is obtained and kept up-to-date.
2.2.2   Appropriate technical support personnel are consulted, as necessary, for additional information regarding the operation of computers and technical equipment.
2.2.3   Accessibility and usability issues are considered in locating equipment and technology.
2.2.4   Instructional programs are properly loaded onto computers.
2.2.5   Student knowledge of technology and equipment is accurately assessed; and hands-on demonstrations, at age- and ability-appropriate levels, are provided to students.
2.2.6   Clear and accurate instructions for using technical equipment are provided.
2.2.7   Students' questions are answered clearly during the instruction period.
2.2.8   Recommendations are made, as needed, to school officials for the purchase of additional computers and equipment.

KA 2.3 Obtain, prepare and organize instructional materials
Performance Indicator
2.3.1   An accurate, organized list of manipulatives, copies, texts, and other materials is maintained.
2.3.2   Communication between teacher and paraprofessional is ongoing and effective regarding appropriate instructional materials required for the lesson.
2.3.3   Materials and equipment are securely stored and labeled so that they are quickly accessible when needed for the lesson.
2.3.4   All materials are gathered in advance according to the teacher's directions, lesson plan, and for Special Education students, the I.E.P.
2.3.5   Prior to the start of the relevant lesson, sufficient quantity and quality (e.g., copy quality) of needed materials are readily available, and equipment is obtained and checked to assure proper functioning, as directed by teacher.
2.3.6   Additional new materials and resources are researched and gathered based on teacher's directions.
2.3.7   For Special Education students, mainstream teachers are contacted, as necessary, to obtain regular education assignments and materials.

KA 2.4 Attend staff meetings as requested by teacher or school administration
Performance Indicator
2.4.1   Attendance at meetings is prompt and fully participative.
2.4.2   Materials necessary for meeting are gathered in advance and brought to meeting.
2.4.3   Ideas and suggestions are communicated clearly, in a manner appropriate to the audience (e.g., teachers, staff).
2.4.4   Relevant documentation (e.g., notes or other records) is kept for all meetings attended.
2.4.5   Information gathered at meetings is brought back to job and implemented, as directed by teacher.
2.4.6   Relevant information from staff meetings is communicated to co-workers or other appropriate parties not in attendance.
2.4.7   Confidentiality regarding meeting content is maintained in accordance with state law.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 2. Assist teacher with classroom planning and administration

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	3.5	0.58	2.6	0.96
Mathematics: Geometry, Measurement, and Spatial Sense	2.4	0.99	2.4	0.81
Mathematics: Complexity of Data Analysis, Statistics, and Probability	2.6	1.07	2.2	1.03
Mathematics: Functions and Algebraic Thinking	2.2	1.09	2.2	1.01
Mathematics: Complexity of Representation and Communication	2.6	1.13	2.4	1.09
Mathematics: Mathematical Methods	2.7	0.85	2.0	1.02
Mathematics: Mathematical Reasoning	2.9	1.09	2.3	0.82
Mathematics: Mathematical Tools	3.2	0.88	2.4	1.07
Science: Design	2.4	0.92	2.3	1.03
Science: Use of Evidence	2.5	1.04	2.5	1.29
Science: Unifying Concepts and Processes	2.4	1.07	2.4	0.98
Science: Physical Science	2.4	0.95	2.2	0.98
Science: Life Science	2.6	1.34	2.2	1.14
Science: Earth and Space Science	2.4	1.19	2.0	1.08
Science: Science and Technology	2.8	1.21	2.1	1.06
Science: Science in Personal and Social Perspective	2.7	1.12	2.2	1.03
Reading	4.0	0.74	3.3	0.89
Writing	3.8	0.90	3.0	0.82
Listening	3.9	1.18	3.1	1.13
Speaking	3.5	1.14	2.8	1.12
Using Information and Communications Technology	3.2	0.74	2.4	0.88
Gathering and Analyzing Information	3.1	1.23	2.6	1.38
Analyzing and Solving Problems	3.0	1.20	2.5	1.33
Making Decisions and Judgments	2.9	0.98	2.2	0.85
Organizing and Planning	3.7	0.96	2.7	1.16
Using Social Skills	3.6	1.15	3.1	1.26
Adaptability	3.8	0.89	3.0	1.06
Working in Teams	3.9	0.89	3.1	1.00
Leading Others	3.1	1.06	2.7	0.91
Building Consensus	2.9	0.89	2.2	1.01
Self and Career Development	3.2	1.12	2.6	0.93

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data
For CWF 2: Assist teacher with classroom planning and administration

CWF 2: Assist teacher with classroom planning and administration **Mastery Level Data***
OTKS Category: *Supplies, materials, and inventory*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of types of supplies used in the school, their storage locations, and methods of accessing them	1.7	0.95
2.	Skill in taking inventory, estimation of future needs, and placing orders	2.3	1.16
3.	Knowledge of appropriate supply vendors, supply catalogs, and ordering process	2.1	1.45
4.	Skill in researching new supply availability and cost	2.1	1.17
5.	Skill in the set up of learning centers	3.1	0.73
6.	Knowledge of requirements and procedures for keeping records of materials distributed to each student	2.1	0.99
7.	Knowledge of how each type of supply or material will be used	2.1	0.99
8.	Skill in estimating quantity of supplies required to complete lesson plan for the day	2.4	0.97
9.	Knowledge of budget constraints regarding materials, and budget reporting procedures	2.8	1.48
10.	Knowledge of procedures to follow up on orders which do not arrive	2.3	0.87
11.	Knowledge of names of approved supply companies, location of current catalogs and facility's main supply list	1.9	1.36
12.	Skill in ordering supplies within budget	2.7	1.41
13.	Skill in filing and organizing materials	2.4	0.97
14.	Knowledge of policy for adding new and discarding out-of-date materials	2.1	1.27
15.	In Special Education Only: Knowledge of specialized materials necessary for teaching and testing special ed students	3.4	1.14

CWF 2: Assist teacher with classroom planning and administration **Mastery Level Data***
OTKS Category: *Technology and equipment*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	General knowledge of computer hardware and software	2.7	0.95
2.	Knowledge of available resources for computer and technical assistance	2.6	1.13
3.	Skill in using educational programs as instructional aids and for record-keeping	2.6	0.70
4.	Skill in safely trouble-shooting technical equipment—e.g., computer, printer, scanner, fax	2.3	1.00
5.	Knowledge of how to use the Internet to research and obtain instructional materials for specific learning tasks and lessons	2.9	0.88
6.	Knowledge of how to use video equipment	2.6	0.70
7.	Knowledge of internet filtering system to provide safe web sites for student use	2.6	0.70
8.	Knowledge of how to install software into computer	2.2	0.63
9.	Knowledge of how to troubleshoot computer error messages	2.5	0.85
10.	Knowledge of how to use office and classroom equipment (copier, risograph, phone system, fax, projector, computer, printer, scanner, VCR, CD player, etc.)	2.1	0.78
11.	Knowledge of procedure for obtaining, using, and getting service for equipment	1.8	0.67
12.	Knowledge of confidentiality and copyright guidelines for copying jobs	2.5	1.06

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
13. Knowledge of how to check out all required equipment prior to lesson plan; knowledge of how it works and what needs to be done for safe and proper use	2.4	0.84
14. Knowledge of replacement parts for overheads, laminators, remote phones, computers, VCR, laser disc players and how to safely install them	2.2	0.83
15. Knowledge of how to safely clean and properly store equipment	1.8	0.79
16. Skill in making presentations to other staff on how to safely use equipment	2.8	0.92
17. Knowledge of how to obtain training on computers and equipment	2.4	1.26
18. Knowledge of basic computer terminology	2.4	0.84
19. Knowledge of the different types of equipment available for educational use	2.8	1.14
20. Skill in checking instructional equipment for proper functioning	2.2	0.67
21. Knowledge of schedule and procedures for checking, repairing and maintaining classroom equipment (computer, overhead, copier, etc.)	1.9	1.05
22. Knowledge of internet and email usage policy	2.0	1.15
23. In Special Education Only: Knowledge of the operation and function of specialized equipment used for special ed students	2.9	0.74

CWF 2: Assist teacher with classroom planning and administration   **Mastery Level Data***
OTKS Category: *Meetings and training*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of which materials need to be brought to meeting	2.3	1.41
2. Knowledge of staff meeting procedures	2.2	1.20
3. Knowledge of dates and places of meetings	1.7	0.87
4. Skill in note taking	2.1	0.99
5. Knowledge of policies regarding compulsory meetings	1.8	0.67
6. Knowledge of the purpose and agendas of meetings	1.7	0.71
7. Skill in determining when and where training will take place	2.0	0.82
8. Knowledge of procedures for obtaining training	1.9	0.99
9. Knowledge of the types of training available	1.9	0.99

CWF 2: Assist teacher with classroom planning and administration   **Mastery Level Data***
OTKS Category: *Policies, guidelines, and documentation*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of types of documentation needed for students' permanent records	2.7	1.34
2. Knowledge of teacher's organizational procedures, deadlines, and methods for accounting for attendance, homework, lunch count, grading, etc.	2.5	0.97
3. Knowledge of confidentiality policies, guidelines, and laws	2.3	1.06
4. Knowledge of school policies (e.g., discipline, truancy, emergency, meeting attendance)	2.1	0.88
5. Knowledge of how to check student's homework and record grades	2.4	1.07
6. Skill in record keeping and planning for extra-curricular activities	2.5	1.08
7. Knowledge of which forms are used for which purpose, and how to complete each	2.8	1.16
8. Knowledge of procedures for updating materials inventory	2.1	1.25
9. Knowledge of grading criteria for specific assignments	3.0	1.05
10. Skill in gathering data on a child's behavior	2.7	0.67
11. Skill in compiling grades; in completing attendance, lunch, homework, and other reports; and in maintaining a parent contact or daily log	2.9	0.83
12. Knowledge of what documentation to send to parents regarding their children or parent meetings	2.4	1.33
13. Knowledge of email protocols and policies	2.0	1.15

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
14. Skill in documenting behavioral interventions for students	2.8	0.67

CWF 2: Assist teacher with classroom planning and administration   **Mastery Level Data***
OTKS Category: _Instructional strategies_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of how to obtain and prepare instructional materials	2.3	0.79
2. Knowledge of teacher's daily routine in the classroom	2.2	0.94
3. Knowledge of materials needed for implementing lesson plans	2.3	0.82
4. Knowledge of type of grading system or grade book used by teacher	1.9	0.99
5. Knowledge of computerized grading programs	2.5	1.17
6. Knowledge of confidentiality rules regarding grading	2.5	1.18
7. Knowledge of teacher's expectations for student performance	2.4	0.70
8. Knowledge of instructional software programs like Handwriting without Tears	2.3	0.67
9. Knowledge of subject matter being taught in lesson	2.9	0.63
10. Knowledge of where and how to access instructional materials (via library, computer software, internet, etc.)	2.5	0.97
11. Knowledge of the use of computer programs for instruction	2.4	0.53
12. Knowledge of grading methods for special ed students	3.1	1.17
13. In Special Education Only: Knowledge of the use of task analysis cards	2.9	0.74
14. In Special Education Only: Knowledge of equipment: pathfinder, touch-talkers, WYNN program machines	2.9	0.74

CWF 2: Assist teacher with classroom planning and administration   **Mastery Level Data***
OTKS Category for Special Ed Only: I.E.P.

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill to document that modifications on I.E.P. are carried out	3.0	0.71
2. Knowledge of specialized material needed for each student's lesson	3.0	1.00
3. Knowledge of special ed terminology	2.6	0.89
4. Knowledge of behavior strategies, techniques, and interventions	3.1	0.55
5. Knowledge of what manipulatives or other special equipment are required to implement the I.E.P.	2.9	0.74
6. Knowledge of materials needed in advance from mainstream teacher	2.8	1.10
7. Knowledge of the contents and requirements of an individual I.E.P.	3.1	0.89
8. Knowledge of grading criteria in I.E.P.	2.8	0.84
9. Knowledge of confidentiality laws pertaining to I.E.P.'s	2.8	0.84
10. Knowledge of competency levels of individual students	3.0	0.61
11. Knowledge of appropriate information needed to be recorded on each student	2.6	0.89
12. Knowledge of the use of task analysis cards	2.9	0.74

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CWF 3. Manage student behavior

KA 3.1 Carry out school and district discipline plan
Performance Indicator
3.1.1   Relevant discipline plans are obtained and reviewed regularly.
3.1.2   Teacher is assisted in distributing copies of school and district discipline plans to students and family, and in reviewing them with students.
3.1.3   Documentation is made and filed stating that discipline plans have been distributed and reviewed.
3.1.4   Student behavior is monitored closely in classrooms, hallways, playground areas and other school grounds.
3.1.5   Penalties are administered to students promptly, professionally and fairly (i.e., without bias), with respect, and according to the discipline plan based on the degree and nature of the infraction.
3.1.6   All disciplinary actions are documented promptly and accurately, and reports forwarded to the appropriate authority.
3.1.7   Teacher, principal, and/or other school staff member is contacted in cases of severe discipline violations.

KA 3.2 Assist students in meeting personal physical and emotional needs (e.g., personal hygiene)
Performance Indicator
3.2.1   Students' physical condition, clothing condition, and emotional well-being are continually monitored and any observations of need noted.
3.2.2   Students with personal physical and/or emotional needs are dealt with privately or discretely, and in a positive, respectful, and compassionate manner that reflects concern for their privacy and confidentiality.
3.2.3   Students with personal physical and/or emotional needs are listened to in a supportive manner.
3.2.4   All behavioral and physical signs of emotional difficulties are reported promptly and accurately to the teacher and/or appropriate school staff member.

KA 3.3 Supervise/chaperone student activities
Performance Indicator
3.3.1   Students are informed, in advance, of proper behavior and the consequences of unacceptable behavior.
3.3.2   Physical presence of worker is obvious to students when supervising non-academic activities (e.g., school-sponsored social gatherings, field trips, and before- and after-school activities).
3.3.3   Students are not left unattended at any time and their behavior is observed at all times during their non-academic activities.
3.3.4   Direct eye contact with students and constant interaction are used to communicate strong expectations of proper student behavior during student functions.
3.3.5   Appropriate (modeling) behavior on the part of the worker is evident at all times during the students' non-academic activities.
3.3.6   All school rules are enforced during non-academic student activities.

KA 3.4 Complete required discipline documentation
Performance Indicator
3.4.1   Inappropriate student behaviors are observed and those behaviors, along with the administration of penalties, are recorded on appropriate records promptly and accurately.
3.4.2   All appropriate discipline reports are filed promptly, and communicated to the teacher or other appropriate personnel.
3.4.3   Documentation is coordinated and completed efficiently and effectively in cooperation with other staff members, if necessary.
3.4.4   Access to confidential documents is made available only to authorized parties.

KA 3.5 Assist students with interpersonal problem solving and conflict resolution
Performance Indicator
3.5.1   Appropriate methods of interpersonal interaction (e.g., respect for others' personal space) are communicated to students.

3.5.2 Students are encouraged to participate actively in the resolution of interpersonal problems.
3.5.3 Creative methods of instruction (e.g., role play) are used where possible to familiarize students with proper interpersonal behaviors.
3.5.4 Appropriate methods of conflict resolution are exhibited (modeled) by the worker at school.
3.5.5 Students are frequently reminded of dass rules and consequences of disobedience.

KA 3.6 Model appropriate behavior
Performance Indicator
3.6.1 Professional dress is always worn to school.
3.6.2 Proper grammar and sentence formation is always used.
3.6.3 Polite manners (e.g., pleasant greeting, please, thank you), appropriate voice control, and appropriate verbal and body language (e.g., avoidance of foul language) are used at all times.
3.6.4 Respect for others, compassion, a non-judgmental attitude, and appropriate methods of conflict resolution are exhibited in the workplace at all times.
3.6.5 Proper hygiene is always evidenced in the worker's appearance.
3.6.6 All school policies are obeyed.

KA 3.7 Correct unsafe student behavior
Performance Indicator
3.7.1 Students acting in a disorderly manner on school premises are reminded of proper behavior.
3.7.2 Any unsafe use of recreational or other school equipment or facilities is brought to the student's attention and corrected immediately.
3.7.3 All physical altercations between students are stopped immediately.
3.7.4 Students wearing or carrying unsafe items are instructed to remove them promptly.
3.7.5 Student restrooms are monitored for potentially dangerous acts and immediate action is taken when necessary.
3.7.6 Student behavior in the lunchroom is monitored and any occurrences of pushing, shoving, running, or throwing objects are stopped immediately.
3.7.7 Students are reminded, as needed, of the consequences of unruly or unsafe behavior.
3.7.8 Students who engage in proper or improved behavior are rewarded to encourage the continuance of their behavior and as a message to other students.

Summary of Academic and Employability Ratings for Critical Work Function:
CWF 3. Manage student behavior

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	2.1	1.24	1.9	0.92
Mathematics: Geometry, Measurement, and Spatial Sense	1.9	1.25	2.3	1.38
Mathematics: Complexity of Data Analysis, Statistics, and Probability	2.0	1.23	2.1	1.17
Mathematics: Functions and Algebraic Thinking	1.7	1.16	2.1	1.04
Mathematics: Complexity of Representation and Communication	2.0	1.31	2.5	1.27
Mathematics: Mathematical Methods	2.1	1.29	2.1	1.09
Mathematics: Mathematical Reasoning	2.0	1.19	2.1	1.03
Mathematics: Mathematical Tools	2.1	1.23	2.1	1.02
Science: Design	1.9	1.33	1.9	1.04
Science: Use of Evidence	2.1	1.47	2.6	1.39
Science: Unifying Concepts and Processes	1.7	1.15	2.4	1.07
Science: Physical Science	1.8	1.00	2.0	0.91
Science: Life Science	2.1	1.46	2.6	1.08
Science: Earth and Space Science	1.6	0.70	1.9	0.83
Science: Science and Technology	1.8	1.16	2.3	0.98
Science: Science in Personal and Social Perspective	2.2	1.26	2.3	1.10
Reading	3.3	1.16	2.7	1.05
Writing	3.0	1.09	2.3	1.01
Listening	3.5	1.50	3.0	1.46
Speaking	3.5	1.26	2.7	1.40
Using Information and Communications Technology	2.1	1.09	2.2	1.17
Gathering and Analyzing Information	2.8	1.40	2.3	1.57
Analyzing and Solving Problems	3.2	1.33	2.7	1.25
Making Decisions and Judgments	3.4	0.85	2.5	1.07
Organizing and Planning	3.2	1.16	2.6	1.04
Using Social Skills	4.0	1.26	3.3	1.16
Adaptability	3.8	1.06	3.1	1.02
Working in Teams	3.6	1.00	3.0	1.11
Leading Others	3.4	0.91	2.6	1.19
Building Consensus	3.0	1.01	2.3	1.00
Self and Career Development	2.4	0.93	2.3	0.99

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only

OTKS Categories and Statements and Mastery Level Data

For CWF 3: Manage student behavior

CWF 3: Manage student behavior **Mastery Level Data***
OTKS Category: *Medical, safety, and health*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of culturally distinct methods of expressing physical and emotional needs	3.2	1.10
2.	Knowledge of common personal and physical needs of students in various age groups	3.2	1.10
3.	Knowledge of symptoms of various physical and emotional conditions (e.g., drug or alcohol use, depression, anorexia) and appropriate intervention or referral techniques	3.2	1.48
4.	Knowledge of proper health and hygiene practices and acceptable methods for communicating them	2.2	1.30
5.	Knowledge of potentially unsafe student activities or behavior relating to use of school equipment	2.7	1.53
6.	Knowledge of how to correct and redirect unsafe student behaviors	3.4	1.52
7.	Knowledge of school and district policies on administering medication	2.0	0.82
8.	Knowledge of individual students' medical histories and medication needs and schedules	2.8	1.30
9.	Knowledge of first aid, CPR, and other basic medical interventions	2.6	1.14
10.	Knowledge of storage policies for medications	2.0	1.00
11.	Knowledge of techniques for dealing with the emotional and physical needs of students in a way that reflects concern for their privacy and confidentiality	3.3	0.50
12.	Knowledge of procedures for securing controlled substances	2.5	1.29
13.	Knowledge of district's health and safety policies	2.3	0.50
14.	Knowledge of the role of the school nurse in administering student medication	2.3	0.50
15.	Knowledge of individual students' emotional needs, including those of special needs children	3.0	0.00
16.	Skill in communicating appropriately with students about personal issues	2.8	0.45
17	Knowledge of appropriate resources for various kinds of referrals (medical, psychological, social services, etc.), and how to use them (under teacher direction)	3.0	1.63
18.	Skill in providing pertinent information to referral individuals (e.g., nurse's office staff)	3.0	1.22

CWF 3: Manage student behavior **Mastery Level Data***
OTKS Category: *Conflict, mediation, and discipline*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Skill in various conflict resolution techniques and resolving various types of conflicts	3.5	0.58
2.	Knowledge of school and district discipline, mediation, and reporting plans, policies, guidelines, and procedures	2.8	1.48
3.	Skill in communicating with diverse populations in regard to conflict management issues	3.0	0.82
4.	Knowledge of school behavioral rules and policies, and those governing outside school activities	2.0	1.00
5.	Skill in documenting accurate behavior observation for disciplinary reports	3.4	0.48
6.	Knowledge of the manner in which cultural diversity affects discipline	3.0	1.63

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5=Expert/Master.

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
7. Knowledge of procedures for reporting school discipline violations	2.6	1.52
8. Knowledge of the physical environments in the school and likely locations for misbehavior by students	2.0	0.00
9. Knowledge of age appropriate discipline techniques, including time-outs	3.4	1.14
10. Knowledge of the signs of impending confrontational situations in order to de- escalate situations before they occur	3.0	0.00
11. Knowledge of age-appropriate conflict resolution techniques	3.0	0.00

CWF 3: Manage student behavior   **Mastery Level Data***
OTKS Category: *Policies, guidelines, and documentation*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of individual teacher's, school's, and district's expectations and policies regarding student behavior	2.0	0.00
2. Knowledge of school dress and grooming code	1.5	0.71
3. Knowledge of appropriate chain of command for reporting various kinds of situations	1.5	0.71
4. Skill in completing documenting documentation regarding disciplinary actions	2.5	0.87
5. Knowledge of school and district policies on administering medication	2.0	1.00
6. Knowledge of requirements for parent permission on health education, and procedure for obtaining it.	2.0	1.00
7. Knowledge of storage policies for medications	1.5	0.71
8. Knowledge of confidentiality policies	2.7	1.53

CWF 3: Manage student behavior   **Mastery Level Data***
OTKS Category*: Behavior management*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of the signs of impending confrontational situations in order to de- escalate situations before they occur	3.0	0.00
2. Knowledge of the impact of peer pressure and how to work with students to deal with it	3.1	0.74
3. Knowledge of techniques for assisting students in developing social skills	3.4	0.89
4. Knowledge of age-appropriate conflict resolution techniques	3.6	0.95
5. Knowledge of behavior management techniques and methods for working with students to change behavior	3.8	0.84
6. Knowledge of appropriate and inappropriate behaviors for various ages	3.5	1.00
7. Knowledge of what is normal behavior for individual students	3.5	1.00
8. Knowledge of individual students' needs in terms of behavior management	3.4	0.89
9. Knowledge of individual teacher's, school, and district policies regarding student behavior	1.8	0.50
10. Knowledge of each student's behavioral and attendance patterns	3.5	1.00

CWF 3: Manage student behavior   **Mastery Level Data***
OTKS Category: *Professional appearance and behavior*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of school dress and grooming codes for various kinds of activities	1.8	0.96
2. Knowledge of appropriate behavior for various academic and non-academic activities	2.0	0.82
3. Knowledge of appropriate language and manners expected during school and school- related activities	2.0	0.82

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	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
4.	Skill in communicating appropriate behaviors to students in age-appropriate ways	2.8	0.50
5.	Knowledge of appropriate professional behavior and demeanor	2.0	0.82
6.	Skill in modeling appropriate behavior and attire for students	2.0	0.82
7.	Knowledge of the rights and responsibility of being a supervisor/chaperone for school activities	2.8	0.96

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CWF 4. Support a safe learning environment

KA 4.1 Monitor physical environment for safety
Performance Indicator
4.1.1   Classroom and other school property to which the students have access (e.g., hallways, playground, lunchroom) are continually monitored for obvious safety hazards (e.g., loose cords, broken or missing outlet covers, spills, broken furniture or playground equipment, ice on sidewalk, presence of stray animals) and remedies instituted where possible, or appropriate reports made.
4.1.2   Students are alerted to potentially hazardous conditions if a delay in remedying them is anticipated.
4.1.3   Potentially harmful supplies are kept in a secure location.
4.1.4   Potential physical dangers (e.g., weapons, drugs, unsafe toys, sharp objects) brought into classroom are immediately removed.
4.1.5   The presence of any unknown person on school premises is reported immediately.

KA 4.2 Perform emergency procedures and participate in safety drills
Performance Indicator
4.2.1   Emergency procedures are reviewed with students regularly.
4.2.2   Order is maintained at all times during emergencies and drills.
4.2.3   Proper procedures are followed during emergencies and drills (e.g., evacuation or proper positioning of students, securing of classroom windows and doors, proper "lock-down" procedures, students prevented from prematurely re-entering school building).
4.2.4   Teacher is assisted in calling roll and/or accounting for all students during drills or emergencies.
4.2.5   Appropriate medical procedures (e.g., CPR, Heimlich maneuver) are performed immediately and effectively when necessary, or appropriate personnel contacted quickly.
4.2.6   In cases of injury, accident report is completed immediately and accurately.

KA 4.3 Complete required safety documentation
Performance Indicator
4.3.1   Unsafe conditions are logged and reported in a timely manner.
4.3.2   Appropriate report forms are completed quickly and accurately in cases of accidents, injuries, incidents, unknown persons, unusual packages, or student possession of weapons, and the reports are filed promptly with the appropriate office.
4.3.3   Family is notified immediately in the event of an accident or incident.
4.3.4   Pertinent forms are completed promptly following fire and other drills, and are forwarded to the appropriate parties.
4.3.5   For all students being picked up from school, appropriate identification of adult is requested and matched against list of acceptable names on record.
4.3.6   If necessary, documentation is coordinated and/or completed efficiently and effectively in cooperation with other staff members.
4.3.7   Access to confidential documents is made available only to authorized parties.

KA 4.4 Report suspected abuse or neglect, threats, hazardous conditions and unauthorized persons
Performance Indicator
4.4.1   Any sign of suspected abuse or neglect (e.g., presence of injury upon arrival at school) is noted, documented, and reported immediately.
4.4.2   Any threat or instance of harassing behavior made by a student against another student or school employee is documented and reported immediately.
4.4.3   Any hazardous or potentially hazardous conditions (e.g., broken window, wet floor or spills, broken equipment, leaky roof) are promptly reported to appropriate personnel.
4.4.4   Suspected health hazards (e.g., asbestos, lead paint) are reported to appropriate authorities as soon as possible.
4.4.5   Any presence of an unknown or unauthorized person, or unusual package, on school premises is reported to appropriate authorities promptly and discretely.

KA 4.5 Correct unsafe conditions where possible
Performance Indicator

4.5.1   Minor repairs or adaptations are made to correct simple unsafe conditions when feasible (e.g., rerouting of loose electrical cord, removal from service of broken equipment).

4.5.2   Work orders are completed promptly and forwarded to the appropriate personnel (e.g., custodian) when making repairs is beyond the worker's control.

4.5.3   Appropriate signage is posted in places where repairs are being awaited.

4.5.4   Reasonable follow-up is used to ensure that unsafe conditions are corrected.

4.5.5   Medications and cleaning solutions found to be accessible are placed into proper storage areas immediately.

4.5.6   Appropriate equipment or apparatus is used and/or worn when it is necessary for the worker to clean up bodily fluids (e.g., blood, vomit, urine).

4.5.7   All school regulations are followed regarding student possession of weapons.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 4. Support a safe learning environment

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	2.0	0.81	2.0	1.00
Mathematics: Geometry, Measurement, and Spatial Sense	1.6	0.97	2.1	1.29
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.8	1.05	1.8	0.99
Mathematics: Functions and Algebraic Thinking	1.7	0.92	1.9	1.00
Mathematics: Complexity of Representation and Communication	1.9	1.23	2.3	1.49
Mathematics: Mathematical Methods	2.0	1.24	2.3	1.07
Mathematics: Mathematical Reasoning	2.0	1.19	2.3	1.03
Mathematics: Mathematical Tools	2.0	1.09	2.0	0.97
Science: Design	1.9	1.04	2.3	0.93
Science: Use of Evidence	2.2	1.47	2.4	1.22
Science: Unifying Concepts and Processes	1.9	0.97	2.4	0.94
Science: Physical Science	1.7	0.90	1.9	0.90
Science: Life Science	2.1	1.41	2.5	1.20
Science: Earth and Space Science	1.8	1.04	2.3	0.95
Science: Science and Technology	1.8	0.98	2.2	0.90
Science: Science in Personal and Social Perspective	2.5	1.35	2.1	0.91
Reading	3.3	1.19	2.5	1.07
Writing	2.9	0.98	2.3	0.87
Listening	3.1	1.41	2.6	1.44
Speaking	3.1	1.37	2.4	1.38
Using Information and Communications Technology	2.0	1.02	2.1	1.16
Gathering and Analyzing Information	2.5	1.35	2.3	1.52
Analyzing and Solving Problems	2.7	1.27	2.3	1.34
Making Decisions and Judgments	3.0	1.00	2.2	1.06
Organizing and Planning	2.6	1.21	2.2	1.05
Using Social Skills	3.4	1.24	2.7	1.34
Adaptability	3.1	1.30	2.7	1.05
Working in Teams	3.1	1.12	2.5	1.12
Leading Others	2.9	1.36	2.6	0.95
Building Consensus	2.4	1.15	2.2	0.83
Self and Career Development	2.4	1.36	2.4	0.86

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OTKS Categories and Statements and Mastery Level Data

For CWF 4: Support a safe learning environment

CWF 4: Support a safe learning environment   **Mastery Level Data***
OTKS Category*: Child abuse and neglect*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Skill in recognizing signs and symptoms of child abuse or neglect	2.8	0.96
2.	Knowledge of sexual harassment laws and reporting procedures	2.5	0.58
3.	Knowledge of school, district, and legal requirements regarding reporting suspected abuse or neglect	2.9	0.85
4.	Knowledge of procedures for reporting suspected abuse or neglect	2.6	0.95

CWF 4: Support a safe learning environment   **Mastery Level Data***
OTKS Category: *Hazards, safety, and emergency procedures*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of common potential dangers to children	3.1	1.14
2.	Skill in identifying potential threats and hazards on school grounds, hallways, classrooms, lunchroom, playground, and bathrooms	3.3	0.97
3.	Knowledge of proper action to take, or personnel to notify, when a hazard (e.g., spill, broken playground equipment), incident, unauthorized presence, or other unsafe condition is discovered	2.8	0.96
4.	Knowledge of correct procedures and forms for reporting illnesses, accidents, incidents, hazards, building maintenance, or other unsafe conditions	2.5	1.00
5.	Knowledge of identity and appearance of individuals authorized to be present on school grounds or to pick up children, and procedures for asking for I.D. of persons picking up a student	2.8	0.96
6.	Knowledge of OSHA and other rules for proper use and placement of equipment	2.4	0.48
7.	Knowledge of state, district, and school safety guidelines, regulations, and procedures	3.4	1.14
8.	Knowledge of school property and surrounding areas	2.3	0.96
9.	Skill at executing school safety plans and teaching procedures to students	3.6	0.55
10.	Knowledge of first aid, CPR, Heimlich maneuver, and other emergency medical procedures and equipment	3.5	0.58
11.	Knowledge of location and time of district's safety training course	1.8	0.50
12.	Knowledge of guidelines for bus, playground, and outdoor equipment safety	2.1	0.85
13.	Knowledge of procedures for drills, emergencies, and evacuations—e.g., fire, earthquake, tornado, lock down	2.0	0.82
14.	Skill in communicating with diverse groups during emergencies	3.1	0.85
15.	Knowledge of school's safety codes and terminology	2.0	0.00
16.	Knowledge of insurance and safety requirements for carrying children and moving objects	2.3	0.50
17.	Knowledge of emergency early dismissal procedure	2.5	1.73
18.	Knowledge of how and when to notify family in case of an emergency	3.0	1.41
19.	Knowledge of schedule (day, time, and number) of drills	2.6	1.52
20.	Knowledge of appropriate equipment and procedures for cleaning up blood and other bodily fluids	2.8	1.48
21.	Knowledge of visual, hearing, or mobility limitations in students	3.0	0.00
22.	Knowledge of the hazardous items used in specific classrooms	1.9	0.63
23.	Knowledge of characteristics and behaviors potentially exhibited by dangerous people	2.5	0.58

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
24. Knowledge of the location of fire alarms	2.3	1.50
25. Knowledge of emergency phone numbers (e.g., poison hot line)	2.3	1.50
26. Knowledge of procedures for storing chemicals and potentially harmful supplies in a secure location	2.8	1.48

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CWF 5. Liaison with family and with parent and community organizations

KA 5.1 Under direction of teacher, communicate with family regarding non-academic matters
Performance Indicator
5.1.1   Phone or written contact is made with family quickly when students appear to need medical or other attention.
5.1.2   Teacher and/or other appropriate school staff member is alerted to the need to communicate with family if family does not address need for medical or other attention.
5.1.3   Teacher is assisted in notifying family about upcoming school functions, excessive absences, or potentially contagious conditions.
5.1.4   Written communications are sent home to family regularly regarding positive non- academic achievements of the student (e.g., good manners, above average kindness toward another student).
5.1.5   All written notices sent to family at request of teacher are dated, documented, and filed appropriately.
5.1.6   Family is encouraged to visit their children's classes to increase understanding of school matters and build rapport with staff.
5.1.7   Teacher is kept up-to-date on non-academic behavior of students in the class so he or she can better communicate this information to family.

KA 5.2 Under direction of teacher, provide family with information regarding parenting, and school and community resources
Performance Indicator
5.2.1   Input is provided for school newsletter, bulletins, and bulletin boards regarding relevant events, meetings and community resources.
5.2.2   Flyers and other written communications are sent home periodically to family to inform them of relevant scheduled events, "parent centers," and other resources.
5.2.3   During conversations, conferences, and other appropriate opportunities, families are encouraged to attend the school's informational functions, to visit their child's classes, and to consult the school handbook or newsletter for information about appropriate community and school resources and to increase their understanding of school-related issues and resources.
5.2.4   During conversations, conferences and other appropriate opportunities, family is encouraged to ask questions and/or seek help in understanding the requirements of parenthood.
5.2.5   Help from proper local officials is solicited where needed to facilitate family's attendance at community and school meetings (e.g., transportation).
5.2.6   Assistance of school counselor is solicited when necessary to provide needed services to family.

KA 5.3 Participate in family/teacher conferences as requested by teacher
Performance Indicator
5.3.1   Up-to-date and accurate behavioral and attendance records regarding the student are collected, reviewed in advance, and brought to conferences with family.
5.3.2   Attendance at family-teacher conferences is timely.
5.3.3   If directed to worker, family's inquiries regarding student are answered fully, clearly, accurately, positively, and professionally.
5.3.4   Written documentation is made of issues discussed with family during conferences, for future reference.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 5. Liaison with family and with parent and community organizations

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	**SD**	**Mean**	**SD**
Mathematics: Number Sense and Computation	2.3	1.41	2.5	0.64
Mathematics: Geometry, Measurement, and Spatial Sense	1.8	1.27	2.0	1.35
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.8	1.16	2.2	1.14
Mathematics: Functions and Algebraic Thinking	1.6	0.99	2.1	1.14
Mathematics: Complexity of Representation and Communication	1.9	1.30	2.5	1.44
Mathematics: Mathematical Methods	1.9	1.19	2.6	1.16
Mathematics: Mathematical Reasoning	1.9	1.13	2.3	0.98
Mathematics: Mathematical Tools	2.0	1.48	2.6	1.36
Science: Design	1.8	1.07	2.4	0.96
Science: Use of Evidence	2.0	1.45	2.5	1.33
Science: Unifying Concepts and Processes	1.8	1.03	2.3	1.03
Science: Physical Science	1.7	1.02	2.2	0.98
Science: Life Science	2.0	1.43	2.4	1.31
Science: Earth and Space Science	1.8	1.22	1.9	1.22
Science: Science and Technology	1.9	1.42	1.9	1.14
Science: Science in Personal and Social Perspective	2.4	1.45	2.6	1.36
Reading	3.4	1.23	2.9	0.93
Writing	3.4	1.28	2.9	0.85
Listening	3.7	1.27	3.0	1.32
Speaking	3.6	1.26	2.9	1.35
Using Information and Communications Technology	2.3	1.10	2.2	1.03
Gathering and Analyzing Information	2.4	1.34	2.4	1.53
Analyzing and Solving Problems	2.7	1.23	2.4	1.41
Making Decisions and Judgments	2.8	1.24	2.6	1.03
Organizing and Planning	2.8	1.11	2.3	0.93
Using Social Skills	4.0	1.13	3.2	1.03
Adaptability	3.5	1.22	3.1	1.15
Working in Teams	3.5	1.19	2.6	1.10
Leading Others	3.0	1.02	2.4	0.96
Building Consensus	3.1	1.16	2.5	1.12
Self and Career Development	2.7	1.32	2.3	1.07

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only

OTKS Categories and Statements and Mastery Level Data

For CWF 5: Liaison with family and with parent and community organizations

CWF 5: Liaison with family and with parent and community organizations   **Mastery Level Data***
OTKS Category: *Community and other resources*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of community resources and services (e.g., food stamps; social workers; translators; parenting, adult literacy, and ESL classes) available to help families	2.8	1.64
2. Knowledge of community businesses and leaders who can help with school projects, assemblies, field trips, and other school activities	3.0	1.58
3. Skill in organizing family- and community-based functions	3.2	0.45
4. Skill in convincing businesses and organizations to donate funds, time, services	3.3	0.50
5. Knowledge of school counselor's role and how to solicit it	3.3	1.26
6. Knowledge of procedures for developing and distributing notices of school activities	2.7	1.30

CWF 5: Liaison with family and with parent and community organizations   **Mastery Level Data***
OTKS Category: *Policies, guidelines, and documentation*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of confidentiality laws regarding student information and conferences	3.2	1.10
2. Knowledge of truancy laws and attendance guidelines	2.3	1.57
3. Knowledge of cultural differences affecting student attendance	2.6	1.52
4. Knowledge of procedures for documenting student behavior, attendance, and non- academic matters	2.8	0.45
5. Knowledge of location of data on students and how to access it	2.5	1.29
6. Knowledge of student emergency information	2.5	1.29
7. Knowledge of procedure for completing student progress reports	2.9	1.24
8. Knowledge of classroom behavior guidelines	2.4	1.11
9. Knowledge of paraeducator's role in parental communications	(New Stmt.)	

CWF 5: Liaison with family and with parent and community organizations   **Mastery Level Data***
OTKS Category: *Information provided to families*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of services the school counselor provides	2.4	1.67
2. Knowledge of PTO/PTA events, fund raisers, and other school functions	1.5	0.58
3. Knowledge of procedures regarding parental visits to classroom	2.7	1.30
4. Knowledge of materials needed for dissemination regarding school events	2.4	1.52
5. Knowledge of how to get information to parents and community with respect to school- related activities	2.3	0.96
6. Knowledge of the school's guidelines for sending information to family and community	2.0	0.82
7. Knowledge of location of attendance, behavior and performance information for students	2.6	1.52

CWF 5: Liaison with family and with parent and community organizations   **Mastery Level Data***

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The data should be considered to be of a pilot nature only. The Mastery scale referred to the amount of
skill or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced;
5=Expert/Master.

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OTKS Category: *Home and culture*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of family and home environment	2.9	1.24
2.	Knowledge of what kinds of food and beverages can be requested at school functions	1.8	0.96
3.	Knowledge of impact of religion and culture on behavior, learning styles, and attendance	3.2	1.10
4.	Knowledge of what is required of family to support student learning	3.1	1.14
5.	Knowledge of methods of communication with multi-cultural and multi-lingual parents and communities	3.0	0.00

CWF 5: Liaison with family and with parent and community organizations   **Mastery Level Data***
OTKS Category: *Special communication skills*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Skill in writing, putting together, and distributing newsletters, flyers, take-home notices, school handbook, etc.	3.0	0.79
2.	Skill in assessing family's situation and potential need for assistance; asking the right questions	3.6	0.89
3.	Skill in communicating with families, teachers, students, and local organizations in an appropriate, professional, role-appropriate, and ethical manner	3.5	0.50
4.	Knowledge of cultural differences and skill in communicating with families from diverse backgrounds	3.0	0.00
5.	Skill in building rapport, family involvement, and participation in school functions	3.4	0.55
6.	Knowledge of appropriate procedures when contacting families	2.6	0.89
7.	Skill in communication during emergencies	3.4	0.48

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skill or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced;
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CWF 8. Develop and implement curriculum based on child's individual needs

KA 8.1 Assess (or assist in assessing) developmental level of child
Performance Indicator
8.1.1   Assessment tools used are appropriate for the level of training and expertise of the assessor and for measuring the identified component of child development/performance.
8.1.2   Child's age, culture, etc. are taken into account in the assessment method(s) so as to maximize the child's performance.
8.1.3   Standardized or other recognized, developmentally appropriate assessment tools are properly used to determine child's level of development.
8.1.4   A variety of assessment types is used, depending on need (e.g., informal assessments and observations, formal tests, measurement of developmental milestones).
8.1.5   A variety of settings is used in the assessment process, depending on need (e.g., individual, small and large group, home, school, clinical).
8.1.6   All areas of the child's development are assessed (e.g., fine/gross motor, cognitive, social/emotional, adaptive, language, etc.).
8.1.7   Ongoing observations are made of each child, and factual, objective, and thorough notes kept on a child's actions, work products, movements, speech and behavior.
8.1.8   Publications, experienced personnel, and other resources are referred to as needed to ensure assessments are accurate.
8.1.9   Assessment of developmental levels of children is discussed with appropriate colleagues.
8.1.10   Confidentiality is maintained.

KA 8.2 Establish (or assist in establishing) goals and outcomes for the child in school and at home
Performance Indicator
8.2.1   Child's physical, cognitive, emotional, social, and language development are regularly assessed and discussed with family.
8.2.2   Family's input and expectations for the child are sought regularly and incorporated into the child's developmental goals.
8.2.3   Goals are based on developmental assessment of child, are attainable, and are developmentally appropriate.
8.2.4   Action plans containing activities appropriate for meeting each child's developmental goals are developed.
8.2.5   Meetings are held regularly with family to ensure consistency of care and determine whether learning activities conducted in the facility are being reinforced at home.
8.2.6   Goals, observations of the child's behavior, and outcomes of the child's action plan are reassessed regularly and updated if necessary to meet the needs of the child and family.
8.2.7   Goals and outcomes are documented in accordance with the practices of the facility.
8.2.8   Consistent with facility policy, referral is provided to outside service agency to assist family in helping child achieve desired outcomes.

KA 8.3 Plan activities and develop lesson plans (or assist in their planning and development)
Performance Indicator
8.3.1   Lesson plans and activities are developmentally appropriate, and reflect assessment data as well as pre-established short- and long-term goals.
8.3.2   Each child's individual strengths, goals, and interests are considered in the development of learning activities.
8.3.3   Effort is made to develop activities that will enhance the growth of the "whole" child: physical, emotional, social, mental, etc.
8.3.4   An appropriate combination of active and quiet periods is planned for the day.
8.3.5   Publications, experienced personnel, and other resources are accessed as needed to ensure activities and lesson plans are developmentally appropriate.
8.3.6   Activity and lesson plans are adapted as required to meet the needs of each child, and are documented and submitted in accordance with practices of facility.

KA 8.4 Design (or assist in designing) developmental plan for the child
Performance Indicator

8.4.1   Individual developmental plan is created based on child's assessment results and needs, and family and staff input.
8.4.2   Development plan addresses all important areas of the child's development.
8.4.3   Development plan is documented, and records are kept on the child's progress and obstacles in accomplishing the activities and goals of the learning plan.
8.4.4   Development plan is updated as needed, taking into account the child's pace of development.
8.4.5   Development plan is approved by the child's family.
8.4.6   Outside resources are consulted when necessary to assist in design of the child's developmental plan.

KA 8.5 Implement developmentally appropriate activities for the child
Performance Indicator
8.5.1   Following the lesson plan, each child is provided with sufficient materials and space to meet his or her learning goals.
8.5.2   Schedules for activities are routine, but flexible enough to meet the child's needs and interests.
8.5.3   Interaction with child (e.g., conversations, activities, and play) is developmentally appropriate, and is conducted in a kind and respectful manner.
8.5.4   Interaction with child (e.g., conversations, activities, and play) helps child to meet learning goals. 8.5.5   Adequate rest time and active time and space are provided to children.
8.5.6   Prompt adaptive action is taken when activities are not working.

KA 8.6 Evaluate (or assist in evaluating) effectiveness of developmental plan
Performance Indicator
8.6.1   Evaluation includes reflections on pre-planning, goal setting, presentation style, and follow-through.
8.6.2   Evaluation includes self-evaluation as well as input from other professionals.
8.6.3   Plan is evaluated regularly.
8.6.4   Documentation of plan implementation and progress is available and complete.
8.6.5   Suggested changes in the plan are documented.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 8. Develop and implement curriculum based on child's individual needs

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	3.5	1.02	2.5	1.45
Mathematics: Geometry, Measurement, and Spatial Sense	2.7	1.24	2.0	1.18
Mathematics: Complexity of Data Analysis, Statistics, and Probability	2.9	1.14	2.3	1.23
Mathematics: Functions and Algebraic Thinking	2.2	1.03	1.9	0.94
Mathematics: Complexity of Representation and Communication	2.8	1.32	2.0	0.96
Mathematics: Mathematical Methods	2.7	1.24	2.1	1.08
Mathematics: Mathematical Reasoning	2.8	1.19	2.1	0.86
Mathematics: Mathematical Tools	2.7	1.32	2.0	0.98
Science: Design	3.0	1.09	2.1	0.93
Science: Use of Evidence	3.2	1.23	2.3	0.92
Science: Unifying Concepts and Processes	2.6	1.30	2.0	0.95
Science: Physical Science	2.4	1.38	1.7	0.89
Science: Life Science	2.5	1.36	1.8	0.79
Science: Earth and Space Science	2.4	1.38	1.6	0.78
Science: Science and Technology	2.4	1.17	1.7	0.88
Science: Science in Personal and Social Perspective	2.9	1.16	2.1	0.79
Reading	4.0	1.20	3.3	1.07
Writing	4.3	0.87	3.4	1.15
Listening	4.2	1.06	3.4	1.35
Speaking	4.1	1.33	3.6	1.22
Using Information and Communications Technology	3.3	1.21	3.0	1.00
Gathering and Analyzing Information	4.1	1.14	3.3	1.23
Analyzing and Solving Problems	3.8	0.97	3.0	1.00
Making Decisions and Judgments	3.5	1.48	2.6	0.91
Organizing and Planning	4.1	1.06	3.3	0.76
Using Social Skills	4.0	1.25	3.6	1.33
Adaptability	4.0	1.25	3.8	1.08
Working in Teams	4.3	1.02	3.5	1.18
Leading Others	3.3	1.37	2.8	1.15
Building Consensus	3.4	1.43	2.9	1.00
Self and Career Development	3.6	1.54	2.8	1.08

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data
For CWF 8: Develop and implement curriculum based on child's individual needs

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: *Assessment processes, tools, resources, and outcomes*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Skill in using assessments effectively	4.0	0.82
2.	Skill to determine if assessment tool is adequate for assessing an individual child	4.5	0.58
3.	Knowledge of assessment processes, procedures, tools, and resources	4.3	0.50
4.	Knowledge of developmental assessment charts	4.0	1.00
5.	Knowledge of resources for information on typical and atypical development	4.3	0.96
6.	Knowledge of accreditation standards used, such as cognitive, social/emotional, etc.	3.7	0.58
7.	Knowledge of lead teacher's assessments of, and goals for, each child	3.7	0.58
8.	Knowledge of the various assessment tools used by the facility	3.8	0.50
9.	Knowledge of where and how to obtain proper assessment tools	4.0	0.00
10.	Skill in administering and interpreting specific assessment instruments	4.5	0.58
11.	Knowledge of the expected outcomes of developmental tests	4.5	0.58
12.	Skill in interpreting developmental records and reports	4.3	0.50
13.	Skill in adjusting developmental plans based on results of evaluations	4.3	0.50
14.	Knowledge of observation techniques	3.5	0.58
15.	Knowledge of goal assessment techniques	3.8	0.50
16.	Skill in using observation techniques with young children for developmental purposes	3.8	0.50

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: *Child development and appropriate pedagogy*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of National Association for the Education of Young Children (NAEYC)'s developmentally appropriate activities and practices for specific age groups	3.8	0.50
2.	Knowledge of basic cognitive, social, and emotional developmental levels of children, including age-appropriate skills and activities	3.3	0.50
3.	Knowledge of various tools for identifying developmental milestones	3.5	1.00
4.	Skill in developing age-appropriate routines for children	3.5	0.58
5.	Knowledge of steps in developmental plan and skills needed to master each step	3.7	1.15
6.	Knowledge of cultural issues with respect to activities	3.5	0.58
7.	Knowledge of how to plan activities and develop lesson plans	3.5	0.58
8.	Knowledge of how to adapt for a child's environmental changes that may have affected the outcome of the plan or activities (i.e. divorce, CPS, etc.)	4.0	0.00
9.	Knowledge of early childhood curriculum and terminology	3.8	0.50
10.	Knowledge of resources available for curriculum development	3.8	0.50
11.	Knowledge of child centered care	3.3	0.58
12.	Knowledge of methods for incorporating flexibility into activities to meet the child's needs	3.7	0.58
13.	Knowledge of how group dynamics affect instruction	3.3	0.58
14.	Knowledge of behavior guidance techniques	3.5	0.58
15.	Knowledge of brain development and of how children learn	4.3	0.58
16.	Knowledge of room function (furniture placement, visual aids, labeling of items, etc.)	3.3	0.50

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
17. Skill in developing individual developmental plans	4.0	1.15
18. Skill in implementing individual developmentally appropriate activities	4.0	1.00
19. Knowledge of group dynamics	3.0	0.00
20. Knowledge of methods for supporting children and parents in developmental learning	4.0	0.82

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: _Policies, guidelines, and documentation_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of assessment forms used by the particular school or program	3.5	0.58
2. Knowledge of center's procedures for maintaining individual children's portfolios	3.0	0.00
3. Knowledge of school or program's policies regarding appropriate family communication	3.0	0.00
4. Knowledge of school or program's policies and curriculum goals for specific age groups	3.0	0.00
5. Knowledge of school's plan for self-evaluation	3.0	0.00
6. Knowledge of confidentiality laws and policies	3.5	0.58
7. Knowledge of appropriate chain of communication for various types of information	3.3	0.50
8. Knowledge of appropriate guidelines for documenting information on children	2.8	0.50
9. Skill in making appropriate anecdotal notes and other documentations of children's behaviors	3.0	1.00
10. Skill in documenting developmental plans and child's behaviors and outcomes	3.8	0.50
11. Knowledge of observation techniques and methods	3.5	0.58
12. Knowledge of early childhood curriculum terminology	3.3	1.15

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: _Referrals and curriculum resources_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of outside resources such as library, internet, and professional organizations to provide information on early childhood education and care and assist in creating developmental plans	3.3	0.96
2. Knowledge of center's policy on referrals to outside service agencies	3.3	0.50
3. Knowledge of community and service agencies for referrals	3.3	0.96
4. Knowledge of sources for networking	3.5	1.00
5. Knowledge of resources for assessing special needs	3.5	1.29
6. Knowledge of early childhood education terminology	3.0	0.82

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: _Materials and lesson plans_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of purpose of lesson plans	2.5	0.58
2. Knowledge of available resources, equipment, and materials for supplementing lesson plans	2.7	0.58
3. Skill to research information on new developmentally appropriate techniques and activities	3.8	0.50
4. Knowledge of a variety of interesting and challenging activities for children	3.7	0.58
5. Skill in creating materials to be used for activities	3.5	0.58
6. Skill in establishing educational goals	4.0	0.82

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
7. Skill in adapting difficulty of activities in order to meet a child's needs and educational goals	4.0	1.00
8. Skill in implementing lesson plan activities with small and large groups of children	3.3	0.50
9. Skill in developing lesson plans for preschool age children from a curriculum	3.3	0.58
10. Knowledge of techniques for designing and writing developmental plans	4.0	1.00
11. Knowledge of how to design a development plan for the child	4.0	1.00

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: Individual children

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1. Knowledge of developmental "red flags" for individual children	4.0	0.82
2. Knowledge of each child's family life, home environment, support levels, etc.	3.3	1.26
3. Knowledge of skills and abilities, developmental level, emotional needs, interests, culture, and behavioral patterns of individual children, including those with special needs	3.8	0.96
4. Skill in adapting activities to each child's needs and interests	3.8	0.50
5. Skill in interpreting feedback from children	3.8	0.96
6. Knowledge of child's individual development especially as related to specific special needs, i.e. Down's Syndrome, Cerebral Palsy	3.8	0.96

CWF 8: Develop and implement curriculum based on child's individual needs   **Mastery Level Data***
OTKS Category: Communicating with family

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1. Knowledge of confidentiality policies	3.3	0.50
2. Skill in communicating needed information to family members without breaching confidentiality	4.0	0.82
3. Skill in discussing goals for the child with the family and involving family in planning for child	4.3	0.50
4. Knowledge of steps needed to reach a long term goal with respect to children	4.0	1.00
5. Knowledge of child's age, culture, family history, social background	3.3	1.53
6. Knowledge of how to establish goals and outcomes for the child in school and at home	3.8	0.96
7. Skill in assessing family's comprehension of their child's abilities	4.3	0.58
8. Skill in determining from family whether learning activities are being reinforced at home	3.8	0.96

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CWF 9. Meet the physical needs of the child

KA 9.1 Provide for nutritional needs
PI
9.1.1   Food is provided according to a regular schedule and nutritionally-balanced menu that meets government guidelines, where required.
9.1.2   Lists of menus and food policies are documented, and available to families and appropriate agencies.
9.1.3   Information regarding nutrition is provided to family as necessary.
9.1.4   If necessary, food consumption of each child is documented accurately.
9.1.5   A list of each child's food allergies is readily available to staff members.
9.1.6   Food allergies, as well as child's and family's preferences, are taken into account when providing food to children.

KA 9.2 Maintain cleanliness of the child and teach personal hygiene
Performance Indicator
9.2.1   Child's cleanliness is continually monitored, and prompt assistance in hygiene activities is provided when necessary.
9.2.2   Proper personal hygiene is modeled at all times.
9.2.3   All employer, state, and federal hygiene policies are followed.
9.2.4   Teaching of age-appropriate proper hygiene is incorporated into the facility's schedule of routine activities (e.g., children must always wash hands when the lunch cart arrives or after use of bathroom).
9.2.5   Informational literature and other materials related to hygiene are distributed to family, as necessary.
9.2.6   Hygiene activities and personal hygiene items are provided to students according to practices of facility and all applicable laws and regulations.
9.2.7   Copies of hygiene policies are posted or distributed to staff and families.

KA 9.3 Communicate physical injuries or illness to appropriate personnel
Performance Indicator
9.3.1   Any observation of acute physical injury or illness is reported immediately and/or documented on the appropriate form, filed and distributed according to facility guidelines and applicable laws and regulations.
9.3.2   Family is contacted as necessary according to facility's policies and procedures.
9.3.3   Appropriate medical personnel are contacted in instances of severe injuries or serious medical needs.
9.3.4   External service agencies or professionals are contacted when necessary to provide assistance to child or family.
9.3.5   Incidents of contagious illness are posted and communicated to families of enrolled students, as required.
9.3.6   Communications are consistent with the emergency procedures of the facility.
9.3.7   Confidentiality is maintained.

KA 9.4 Administer medications where regulations permit
Performance Indicator
9.4.1   Medication is stored in its original container in a secure location, and all applicable laws and regulations regarding medication storage are followed.
9.4.2   Labeling is checked to verify medication name, child's name, dosage, and dates, prior to each administration of medication.
9.4.3   Medication is administered in the manner prescribed and according to applicable laws or regulations.
9.4.4   Proper documentation of each administration is made after medication is dispensed.
9.4.5   Child is observed carefully during and after administration of medication, and any noteworthy behavior is documented.
9.4.6   Medication release forms from family are kept current, and medication is only dispensed when current consent forms are on file.

KA 9.5 Provide adequate rest time and active time
Performance Indicator
9.5.1   Daily schedule reflects pre-planned periods for both rest and active play.

9.5.2   Physical environment is arranged to include adequate space for active and quiet play or activities.
9.5.3   Duration of scheduled active and rest periods is age-appropriate.
9.5.4   Scheduled active time is used in age-appropriate ways.
9.5.5   Adjustments are made in pre-planned activities or rest periods when flexibility is deemed necessary.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 9. Meet the physical needs of the child

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	**SD**	**Mean**	**SD**
Mathematics: Number Sense and Computation	3.0	1.27	2.5	1.08
Mathematics: Geometry, Measurement, and Spatial Sense	2.6	1.30	1.7	1.25
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.8	1.15	1.6	1.19
Mathematics: Functions and Algebraic Thinking	2.0	1.40	1.9	1.10
Mathematics: Complexity of Representation and Communication	2.3	1.32	1.6	0.88
Mathematics: Mathematical Methods	2.2	1.21	1.9	1.00
Mathematics: Mathematical Reasoning	2.3	1.29	1.9	1.00
Mathematics: Mathematical Tools	2.7	1.41	1.9	1.14
Science: Design	2.3	1.14	1.5	0.86
Science: Use of Evidence	2.9	1.43	1.9	1.01
Science: Unifying Concepts and Processes	2.5	1.25	1.7	0.82
Science: Physical Science	2.1	1.22	1.6	0.86
Science: Life Science	2.3	1.21	2.1	0.85
Science: Earth and Space Science	1.7	0.92	2.0	0.78
Science: Science and Technology	1.7	1.03	2.4	1.03
Science: Science in Personal and Social Perspective	2.8	1.21	2.5	0.77
Reading	3.6	1.30	3.2	1.25
Writing	3.0	1.46	2.6	1.09
Listening	3.5	1.27	2.6	1.18
Speaking	3.6	1.16	3.1	1.12
Using Information and Communications Technology	2.2	1.11	2.4	1.07
Gathering and Analyzing Information	3.1	1.17	2.2	0.94
Analyzing and Solving Problems	3.0	1.40	2.5	1.02
Making Decisions and Judgments	3.1	1.35	2.4	1.02
Organizing and Planning	3.6	1.03	2.8	0.95
Using Social Skills	3.4	1.17	3.0	1.10
Adaptability	3.4	1.25	2.9	1.13
Working in Teams	3.8	1.41	3.2	1.28
Leading Others	2.9	1.28	2.5	1.22
Building Consensus	3.2	1.29	2.7	1.03
Self and Career Development	2.9	1.56	2.8	1.17

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only

OTKS Categories and Statements and Mastery Level Data
For CWF 9. Meet the physical needs of the child

CWF 9: Meet the physical needs of the child   **Mastery Level Data***
OTKS Category: *Policies, guidelines, and documentation*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of center's, state, and federal policies and procedures regarding nutrition and the handling of food; hand washing and other hygiene; handling and reporting illness, injuries, emergencies, and incidents such as biting; administering medication; maintaining records on and providing alternative selections for children with food allergies	4.0	1.00
2.	Knowledge of OSHA standards for workplace safety	3.8	0.96
3.	Knowledge of universal procedures for handling blood	3.5	1.00
4.	Knowledge of communicable diseases	3.8	0.96
5.	Skill in maintaining confidentiality in cases of illness or injury	3.3	0.50
6.	Knowledge of government and facility regulations and guidelines for preparation of food	3.8	0.96
7.	Knowledge of government regulations concerning, and procedures for reporting, abuse and neglect	3.0	1.41
8.	Knowledge of laws, regulations, and procedures regarding medication (proper storage, disbursement, etc.)	4.0	1.00
9.	Knowledge of local emergency contacts	3.3	1.53
10.	Knowledge of items requiring documentation, and the requirements of that documentation, e.g., local emergency and family contacts; times non verbal children are diapered;, timing for medications for each child; allergies, injuries and illness; first aid, CPR and certifications	3.8	0.96
11.	Knowledge of liability issues with respect to medication in child care	4.0	0.82
12.	Knowledge of first aid, age appropriate CPR, and procedures for keeping certifications updated	3.8	0.96

CWF 9: Meet the physical needs of the child   **Mastery Level Data***
OTKS Category: *Child development*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Skill in identifying when a child is hungry or tired	3.8	0.96
2.	Knowledge of physical and mental developmental needs and expectations of various age groups	3.8	0.96
3.	Knowledge of classroom schedule and age-appropriate routines	3.8	0.96
4.	Knowledge of toys that assist physical development	3.8	0.96
5.	Knowledge of large and small muscle development and motor skills	3.8	0.96
6.	Knowledge of techniques for altering the learning environment to meet the needs of the child	3.8	0.96
7.	Knowledge of techniques for maximizing the use of physical space–how to best use for sleep or play	3.8	0.96
8.	Knowledge of children's requirements for regularly scheduled nap times	3.8	0.96
9.	Knowledge of the development and use of community play areas	3.8	0.96
10.	Knowledge of techniques for balancing emotional and physical needs	3.8	0.96
11.	Knowledge of laws and regulations regarding feeding, eating and sleeping	3.8	0.96

CWF 9: Meet the physical needs of the child   **Mastery Level Data***

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OTKS Category: _Individual children_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of location of each child's emergency information	3.3	1.26
2. Knowledge of normal condition of individual children in your care, so as to more effectively note physical or behavior changes that may signal illness or abuse	3.5	1.00
3. Knowledge of eating/sleeping patterns of each child	3.0	1.00

CWF 9: Meet the physical needs of the child **Mastery Level Data***

OTKS Category: _Emergencies, first aid, and administering medication_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in completing accident, injury, and incident reports	3.3	0.50
2. Knowledge of location of first aid kit	3.0	1.41
3. Skill in CPR and other first aid procedures	3.5	1.00
4. Knowledge of center's, state, and federal policies and procedures on storing and administering medications	3.8	0.96
5. Skill in completing medication authorization forms	3.3	0.50
6. Knowledge of which medications are taken by which students	3.5	1.00
7. Knowledge of common effects, and side effects, of medications taken by individual children	4.3	0.58
8. Skill in observing children after medications are dispensed	3.5	1.00
9. Knowledge of how to contact appropriate medical personnel and child's family in cases of severe injury	3.8	0.96
10. Knowledge of facility's emergency procedures	3.3	1.26
11. Knowledge of common food allergies and remedies	3.7	1.15
12. Knowledge of how to interpret labels on medication	4.0	1.00
13. Skill in administering medication, and in documenting administration of medication	3.8	0.96
14. Knowledge of general medical condition of each child	3.3	0.58
15. Knowledge of techniques for disease prevention	3.0	1.00
16. Knowledge of common symptoms of illness/injury, and when to send a child home or refer to doctor	3.6	0.95
17. Knowledge of requirements for communicating contagious illness to appropriate agency and to other children's parents	3.5	0.58
18. Knowledge of requirements for children's' immunizations	4.0	0.82
19. Knowledge of allergies of each child and how to help prevent reactions	3.3	1.53
20. Knowledge of procedures for documentation of emergencies	3.5	0.58

CWF 9: Meet the physical needs of the child **Mastery Level Data***

OTKS Category: _Hygiene_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of causes and symptoms of diseases related to improper hygiene	3.8	0.50
2. Knowledge of basic personal hygiene and its importance to health	3.3	1.26
3. Skill in implementing hygiene into school day routines	3.8	0.96
4. Skill in teaching and assisting children in age-appropriate hygiene practices	3.5	1.00
5. Knowledge of age-appropriate toilet expectations and methods for identifying signs of readiness for potty training	3.5	1.00
6. Knowledge of materials needed to maintain children's cleanliness (baby wipes, soap, towels, etc.)	3.0	1.73
7. Knowledge of proper hand washing procedures	3.0	1.41

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
8. Knowledge of proper hygiene and sanitation procedures for self and children	3.0	1.73
9. Knowledge of appropriate printed materials, available supplies, and teaching methods for teaching and fostering hygiene	3.8	0.96
10. Knowledge of state, federal, and facility's hygiene policies	4.0	0.82
11. Knowledge of licensing rules concerning hygiene	3.8	0.96
12. Knowledge of child's background as it impacts food and hygiene	3.3	1.26

CWF 9: Meet the physical needs of the child   **Mastery Level**
Data*
OTKS Category: *Nutrition, food, and food allergies*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of food pyramid, recommended portions, and nutritional requirements of children in various age groups	3.5	0.58
2. Skill in maintaining records of individual dietary needs and food allergies	3.5	0.58
3. Knowledge of facility, state, and federal policies regarding the provision of food to children	4.0	0.00
4. Knowledge of proper food handling and preparation techniques	3.5	1.29
5. Knowledge of individual child's allergy and special dietary requirements	3.3	1.26
6. Knowledge of location of allergy and special diet information	3.0	1.41
7. Skill in recognizing allergic reactions in children	3.5	1.29
8. Knowledge of basic nutrition	3.0	0.82
9. Knowledge of common food allergies and remedies	3.5	1.00
10. Skill in preparing nutritious and balanced meals, snacks, and menus	3.8	0.50
11. Knowledge of methods for communicating with families about nutritional requirements	3.8	0.50
12. Knowledge of child's culture as it impacts food	3.5	0.58

CWF 9: Meet the physical needs of the child   **Mastery Level**
Data*
OTKS Category: *Scheduling*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in creating daily schedules that incorporate suitable active and rest periods	3.5	0.58
2. Knowledge of regular schedule for providing food, personal care, medications, rest, and activities	3.3	0.58
3. Skill in recognizing individual needs of children and making appropriate adjustments to schedule	3.5	0.58
4. Skill in recognizing signs of various needs--fatigue, hunger, medication, etc.	3.3	0.50
5. Knowledge of eating/sleeping patterns of each child	3.0	1.00
6. Knowledge of laws and regulations regarding feeding, eating and sleeping	3.3	0.58

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CWF 10. Nurture child and support his or her social and emotional development

KA 10.1 Assess (or assist in assessing) child to determine social and emotional development
Performance Indicator
10.1.1   An age-appropriate list of criteria is used to evaluate the emotional development of the child.
10.1.2   Child is continually observed and documentation is made of physical, emotional, mental, and social development.
10.1.3   Interaction with child during assessments is age-appropriate.
10.1.4   Assessment of developmental levels of children is discussed with appropriate colleagues.
10.1.5   Family is kept informed regarding child's progress and any developmental difficulties.
10.1.6   Confidentiality is maintained.

KA 10.2 Praise and encourage appropriate behaviors and redirect inappropriate behaviors
Performance Indicator
10.2.1   Classroom behavior guidelines are established and consistently enforced.
10.2.2   Expected and appropriate behaviors are modeled.
10.2.3   Teaching of appropriate behaviors and responses to situations is provided to the child.
10.2.4   Suggestions for improvements in children's behavior are communicated in a way that reinforces positive behaviors.
10.2.5   Inappropriate behaviors are redirected by reminding child of classroom rules, if child is verbal, and by helping child find positive, age-appropriate substitutes for expressing him- or herself.
10.2.6   Redirection of inappropriate behaviors is done in a non-punitive, respectful way that maintains the child's self-esteem.
10.2.7   Discipline policies are provided to the family according to the facility's policies and procedures.
10.2.8   Policies regarding praise, rewards and discipline are applied fairly and consistently.

KA 10.3 Model expected and appropriate behaviors
Performance Indicator
10.3.1   Respectful language and a positive manner are used at all times.
10.3.2   Classroom rules are followed consistently.
10.3.3   Healthy food and beverage choices are made when in view of children.
10.3.4   Appropriate hygiene and safety practices are evidenced when children are present.
10.3.5   Respect for diversity is exhibited, stereotypes and bias are avoided, and each child is treated as an individual.
10.3.6   Any behavior deemed inappropriate for children is avoided when children are present.

KA 10.4 Comfort child and appropriately express affection
Performance Indicator
10.4.1   Appropriate words, tone, and nonverbal expressions are used to comfort the child as necessary.
10.4.2   Each child's individual preferences for methods of comfort are recognized and respected.
10.4.3   All applicable laws and regulations relating to touch are meticulously followed.
10.4.4   Emotional distress and positive accomplishments of the child are recognized, and responded to in an appropriate way.
10.4.5   A consistent routine and stable environment are employed to reassure the child.

Summary of Academic and Employability Ratings for Critical Work Function:

10. Nurture child and support his or her social and emotional development

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	1.7	1.33	2.0	1.41
Mathematics: Geometry, Measurement, and Spatial Sense	1.7	1.17	2.2	1.54
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.7	1.34	2.3	1.75
Mathematics: Functions and Algebraic Thinking	1.5	0.94	1.7	0.90
Mathematics: Complexity of Representation and Communication	1.9	1.35	2.2	0.95
Mathematics: Mathematical Methods	1.6	0.90	1.7	1.01
Mathematics: Mathematical Reasoning	1.7	1.06	2.3	1.16
Mathematics: Mathematical Tools	1.7	1.11	2.1	1.16
Science: Design	1.8	1.17	1.5	1.00
Science: Use of Evidence	2.4	1.54	2.3	1.06
Science: Unifying Concepts and Processes	1.9	1.31	2.1	0.95
Science: Physical Science	1.5	0.73	1.9	0.94
Science: Life Science	1.8	0.99	2.1	0.80
Science: Earth and Space Science	1.3	0.71	2.3	0.95
Science: Science and Technology	1.5	0.82	1.8	1.08
Science: Science in Personal and Social Perspective	2.3	1.27	2.2	0.75
Reading	2.9	1.41	2.5	1.14
Writing	2.4	1.13	2.4	0.97
Listening	3.7	1.26	3.0	1.18
Speaking	3.8	1.25	2.9	1.33
Using Information and Communications Technology	1.8	1.02	1.9	0.92
Gathering and Analyzing Information	3.0	1.44	2.4	0.82
Analyzing and Solving Problems	3.2	1.50	2.7	1.22
Making Decisions and Judgments	3.3	1.34	2.7	0.89
Organizing and Planning	3.5	0.86	3.0	1.03
Using Social Skills	4.2	0.96	3.5	1.20
Adaptability	4.0	0.91	3.3	1.14
Working in Teams	4.0	1.33	3.2	1.40
Leading Others	3.0	1.33	2.7	1.17
Building Consensus	3.1	1.28	3.0	0.98
Self and Career Development	3.0	1.59	2.8	1.18

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only

OTKS Categories and Statements and Mastery Level Data

For CWF 10. Nurture child and support his or her social and emotional development

CWF 10: Nurture child and support his or her social and emotional development **Mastery Level Data***

OTKS Category: _Behavior and classroom management techniques_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of how to support children's self-esteem and emotional development through verbal and nonverbal behavior, activities, and the child's environment	3.8	0.96
2.	Knowledge of conflict resolution techniques	3.3	1.26
3.	Knowledge of various age-appropriate strategies for reinforcing appropriate behaviors	3.8	0.96
4.	Skill in assisting children to recognize and understand their feelings and emotions	4.0	1.00
5.	Skill in record keeping and completing appropriate documentation of classroom incidents	2.7	0.58
6.	Skill in using various media for teaching age-appropriate behaviors	3.3	0.58
7.	Knowledge of behavior plan and emotional development level of each child	3.5	0.58
8.	Knowledge of classroom and facility policies regarding children's behavior and appropriate responses	2.8	0.50
9.	Skill in applying classroom management techniques properly and consistently, yet with appropriate flexibility	3.3	0.58
10.	Knowledge of children's individual personalities and preferences for comfort and touch; as well as medical needs and home situation	3.7	1.15
11.	Skill in modeling appropriate behaviors	3.3	0.50
12.	Knowledge of developmentally, individually, and culturally appropriate techniques for guiding children's behavior	4.3	0.50
13.	Knowledge of laws and regulations regarding touch	3.8	1.26
14.	Skill in talking with parents about discipline policies and problems	4.0	0.00
15.	Skill in working with parents regarding goals in behavior modification	3.7	0.58

CWF 10: Nurture child and support his or her social and emotional development **Mastery Level Data***

OTKS Category: _Child development_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Skill in assessing children's social and emotional development	4.5	0.58
2.	Knowledge of tools and methods for measuring social and emotional development	4.7	0.58
3.	Skill in documenting emotional development	4.5	0.58
4.	Knowledge of professional resources to assist in assessing emotional development	4.3	0.96
5.	Skill in discussing social and emotional issues and developmental stages with parents	4.8	0.50
6.	Knowledge of stages of emotional development and developmentally appropriate emotional responses for children	4.3	0.50
7.	Skill in using consistent environment and routines to support children's development	3.7	0.58
8.	Knowledge of how to avoid stereotyping and bias in order to respect individuality and support social and emotional development	3.3	0.50
9.	Knowledge of each child's temperament, communication, and preferred learning style	3.5	0.58
10.	Knowledge of age appropriate self-help skills	3.3	0.50

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	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
11.	Skill in interpreting body language and other non-verbal communication	3.5	0.58
12.	Knowledge of separation anxiety and how it's exhibited at various developmental stages	3.8	0.96
13.	Knowledge of age-appropriate needs for nurturing and structure	3.3	0.58
14.	Knowledge of techniques for helping a child express himself or herself	3.3	0.58
15.	Knowledge of age-appropriate social and emotional behaviors for children	4.0	0.82
16.	Knowledge of ways to encourage appropriate behavior and re-direct inappropriate behavior while fostering self-esteem	3.7	0.58
17.	Skill in modeling appropriate behaviors	3.3	0.58
18.	Knowledge of developmentally appropriate practices in regard to limit setting and choices	3.3	0.58
19.	Knowledge of different learning styles, and appropriate methods of teaching for each style	4.0	0.82
20.	Knowledge of resources to support children with special needs	4.3	0.50
21.	Knowledge of how to teach children to interact with other children	3.8	0.96

CWF 10: Nurture child and support his or her social and emotional development **Mastery Level**
Data*
OTKS Category: _Meeting individuals' social and emotional needs_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of confidentiality procedures when communicating children's developmental levels	3.3	0.58
2.	Skill in interpreting individual children's body language	3.3	0.58
3.	Skill in appropriately communicating to parents regarding child's emotional development	4.3	0.58
4.	Knowledge of facility's policies in regard to positive guidance, re-direction, and discipline	3.0	0.82
5.	Knowledge of individual children's social and emotional needs, sense of space, and preferences regarding touch	3.5	1.00
6.	Knowledge of rules and regulations in regard to physical comfort of a child	3.0	0.82
7.	Skill in comforting children and acknowledging their feelings	3.3	0.50
8.	Knowledge of when to seek professional mental health advice	4.3	0.50
9.	Skill in appropriately guiding children's expressions of emotions and feelings	3.5	0.58
10.	Knowledge of when, where, and how to acknowledge and redirect inappropriate behavior	3.3	0.50
11.	Skill in creating a safe, trusting environment for each child	3.8	0.96
12.	Knowledge of separation anxiety and how it's exhibited at various developmental stages	4.0	1.00
13.	Knowledge of age-appropriate needs for nurturing and structure	3.3	0.58
14.	Knowledge of techniques for helping a child express himself or herself	3.3	0.58
15.	Knowledge of each child's history (CPS, abuse, etc.) regarding touch	3.8	0.96
16.	Knowledge of family's comfort level regarding touching children	3.3	1.26

CWF 10: Nurture child and support his or her social and emotional development **Mastery Level**
Data*
OTKS Category: _Special communication skills_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of children's family values	3.5	0.58
2.	Knowledge of resources to help promote cultural diversity	4.0	0.00
3.	Skill in setting up classroom activities to encourage cultural diversity	4.0	0.00
4.	Skill in using language, tone, and body language to show respect at all times	3.3	0.50

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	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
5.	Skill in helping children identify their feelings	3.3	0.58
6.	Skill in modeling appropriate behaviors	3.0	1.00
7.	Knowledge of techniques for talking with parents about child development stages	4.3	0.50
8.	Knowledge of what confidentiality is and how to practice it appropriately	3.5	0.58
9.	Knowledge of techniques for responding to parental bias	4.0	0.00
10.	Skill in talking with children	2.8	0.96
11.	Skill in objective observation techniques	3.3	0.58

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CWF 11. Communicate with family about child

KA 11.1 Discuss child's physical and emotional state with family when child is dropped off and picked up
Performance Indicator
11.1.1 Family and child are greeted and acknowledged upon arrival.
11.1.2 Family is asked about child's condition when child arrives at facility.
11.1.3 Family is given any pertinent information about child's condition or behavior when child leaves the facility for the day.
11.1.4 Respect for family members and for individual parenting styles is always shown.
11.1.5 Communications with family are clear.
11.1.6 Appropriate documentation procedures for drop-off and pick up are consistently used.
11.1.7 Confidentiality is maintained.

KA 11.2 Notify family or emergency contact in case of illness or emergency
Performance Indicator
11.2.1 Emergency contact numbers and contact plan are kept current, and are easily accessible at the facility.
11.2.2 Family is contacted as soon as possible in cases of head injury, high fever, need for medical attention, or other emergency.
11.2.3 When making emergency phone contact, details of the situation and expectations of the emergency contact are clearly, calmly, and professionally communicated.
11.2.4 All applicable laws and regulations and the policies and procedures of the facility are followed with respect to emergency and illness notification.
11.2.5 Proper emergency medical procedures are performed immediately and correctly when necessary.
11.2.6 Appropriate injury or illness report forms are promptly and accurately filled out and distributed to family, facility office, and child's file.

KA 11.3 Post (or assist in posting) notices and announcements to keep families informed
Performance Indicator
11.3.1 Bulletin board is placed in a location easily seen by families, appears neat and is designed in a way that is noticeable to family.
11.3.2 Pertinent community and outreach information, or other outside information that might be useful to families, is included on the bulletin board.
11.3.3 Federal government or other pertinent guidelines for posting information regarding the facility's daily schedule, menus, health and safety standards, news, lesson plans, etc., are followed.
11.3.4 Other forms of communication (e.g., email, telephone, newsletters, notes home, and in-person oral messages at drop-off or pick-up) are used, as appropriate, to keep family informed of pertinent activities of the facility.
11.3.5 Posted information is kept up-to-date.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 11. Communicate with family about child

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	2.6	1.42	2.3	1.62
Mathematics: Geometry, Measurement, and Spatial Sense	1.9	1.13	1.7	1.18
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.7	0.96	1.8	1.14
Mathematics: Functions and Algebraic Thinking	1.2	0.62	2.3	1.26
Mathematics: Complexity of Representation and Communication	2.1	1.42	2.7	1.30
Mathematics: Mathematical Methods	1.8	1.18	2.0	1.18
Mathematics: Mathematical Reasoning	2.1	1.13	1.9	1.09
Mathematics: Mathematical Tools	2.0	1.23	2.0	1.31
Science: Design	1.9	1.20	1.6	0.87
Science: Use of Evidence	2.6	1.48	2.4	1.09
Science: Unifying Concepts and Processes	2.1	1.41	1.8	0.83
Science: Physical Science	1.7	0.99	1.8	0.93
Science: Life Science	1.6	0.97	2.2	1.14
Science: Earth and Space Science	1.4	0.81	1.9	1.13
Science: Science and Technology	1.5	0.99	1.9	1.17
Science: Science in Personal and Social Perspective	2.5	1.36	2.2	0.83
Reading	3.4	1.45	2.9	1.13
Writing	4.1	1.11	3.0	1.15
Listening	4.2	1.21	3.6	1.20
Speaking	4.4	1.25	4.0	1.07
Using Information and Communications Technology	2.6	1.28	2.1	1.04
Gathering and Analyzing Information	3.8	1.16	2.9	1.03
Analyzing and Solving Problems	3.3	1.18	2.9	1.15
Making Decisions and Judgments	3.4	1.40	2.6	1.22
Organizing and Planning	3.6	1.22	3.0	0.79
Using Social Skills	4.2	1.34	3.9	1.26
Adaptability	3.7	1.18	3.4	0.87
Working in Teams	4.1	1.17	3.2	1.31
Leading Others	3.1	1.39	2.8	1.11
Building Consensus	3.3	1.12	2.8	0.96
Self and Career Development	2.6	1.56	2.9	1.02

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OTKS Categories and Statements and Mastery Level Data

For CWF 11. Communicate with family about child

CWF 11: Communicate with family about child   **Mastery Level**
Data*
_OTKS Category__: Emergencies and illness_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of each child's usual physical and emotional state	3.3	0.50
2.	Skill in eliciting relevant data relating to child's condition	3.5	0.58
3.	Skill in first aid, CPR, and other emergency medical procedures	3.3	1.26
4.	Knowledge of center, state, and federal policies and procedures for emergency, injury, and illness notification	3.5	1.00
5.	Skill in completing and updating appropriate forms for the child's file	3.3	0.50
6.	Skill in dispensing medication as directed	3.8	0.96
7.	Knowledge of location of emergency phone numbers, phones, and medical facilities	3.3	1.26
8.	Knowledge of family's preferences for medical care	3.8	0.96
9.	Knowledge of laws, regulations and procedures for securing a guardian's signature when necessary	4.0	0.00
10.	Knowledge of emergency plan and procedures	3.0	2.00

CWF 11: Communicate with family about child   **Mastery Level**
Data*
OTKS Category: _Family and family-related communication_

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of different parenting styles and various cultural, ethnic, and religious customs affecting parenting styles	4.0	0.00
2.	Knowledge of individual family issues and values	3.7	0.58
3.	Knowledge of various communication media for reaching families, and their strengths and weaknesses for communicating various types of information	3.8	0.50
4.	Knowledge of what kinds of information would be important to share with families	4.0	0.00
5.	Knowledge of facility, state, and federal guidelines for posting information and otherwise communicating with families	3.8	0.50
6.	Skill in maintaining proper confidentiality while discussing information with family, between divorced parents, etc.	3.8	0.50
7.	Skill in communicating rules and regulations of facility to family	3.3	0.50
8.	Skill in communicating a balance of positive and negative information to family	3.8	0.50
9.	Knowledge of community resources for families	4.0	0.00
10.	Knowledge of each family's cultural diversity, history and background	3.8	0.50
11.	Skill in identifying "hot buttons" and areas of sensitivity of parents	4.0	1.00
12.	Skill in identifying conditions which indicate the need to have a conference with parents	3.8	0.96
13.	Knowledge of how to document discussions with parents about child's physical and emotional needs and their response to that information	4.0	1.00
14.	Knowledge of facility policies and procedures regarding documentation of communication with families	3.3	0.58

CWF 11: Communicate with family about child   **Mastery Level**
Data*

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OTKS Category: *Conferences and home visits*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of center's policies and procedures for family conferences and home visits	3.3	0.50
2. Knowledge of topics to be discussed at conference or goals of home visit	3.3	0.58
3. Knowledge of developmentally appropriate expectations for child, to share at conferences	4.0	0.00
4. Knowledge of appropriate use of documents in family conferences	4.0	0.00
5. Knowledge of confidentiality guidelines regarding family conferences and home visits	3.8	0.50
6. Skill in sharing developmental information with family	4.0	0.82
7. Knowledge of techniques for assessing a child's problems and communicating with parents in a non-judgmental way	4.0	1.00
8. Skill in identifying when a home visit and/or conference is necessary	3.5	0.58
9. Knowledge of family communication preferences	3.0	0.00
10. Knowledge of conflict resolution techniques	3.5	1.00
11. Skill in identifying "hot buttons" and areas of sensitivity to parents	4.0	1.00
12. Knowledge of resources for language translation and special needs communication	4.3	0.50
13. Knowledge of procedures for family conferences and home visits	4.0	0.00
14. Skill in communicating positively with family during conferences and home visits	3.8	0.50

CWF 11: Communicate with family about child **Mastery Level**
Data*
OTKS Category: *Drop-off and pick-up*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in appropriately greeting, acknowledging, and receiving child and family while simultaneously attending to rest of group	2.8	0.50
2. Knowledge of facility's documentation procedures for drop-off and pick-up, and their importance	3.0	0.00
3. Knowledge of names of individuals allowed to pick up child	3.7	1.15
4. Knowledge of appropriate procedure when someone other than listed party arrives to pick up child	3.5	1.00
5. Knowledge of facility's, state, and federal policies and procedures for documenting attendance and activities	4.0	0.00
6. Skill in conducting intake interviews	4.0	0.00
7. Skill in conducting exit interviews	4.0	0.00
8. Skill in completing daily check-in / check-out logs	3.3	0.50
9. Skill in determining child's emotional state when entering school	4.0	1.00
10. Skill in selecting pertinent information about child to relate to family upon pick-up	3.5	0.58
11. Skill in structuring and planning child care so provider is available to communicate with parents at pick up and drop off times	3.5	0.58

CWF 11: Communicate with family about child **Mastery Level**
Data*
OTKS Category: *Record-keeping, documentation, and routine procedures*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of daily communication procedures with family	3.0	0.00
2. Knowledge of daily routine of facility	3.0	0.00
3. Knowledge of how to schedule periodic home visits and family conferences	3.5	0.58

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The data should be considered to be of a pilot nature only. The Mastery scale referred to the amount of skill or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced; 5=Expert/Master.

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
4. Skill in completing and distributing reports, forms, records, and paperwork required by facility or government	4.0	0.00
5. Knowledge of confidentiality guidelines	3.0	0.82
6. Knowledge of rules and regulations about what must be posted	4.0	0.00
7. Knowledge of how to document discussions with parents about child's physical and emotional needs and their response to that information	3.7	0.58
8. Knowledge of how to collect and organize information for newsletters, bulletin boards, and flyers	3.3	0.96
9. Knowledge of forms which are required for compliance with laws and regulations	4.0	0.00
10. Knowledge of facility policies and procedures regarding documentation of communication with families	3.3	0.50

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CWF 12. Perform record keeping and documentation

KA 12.1 Maintain (or assist in maintaining) files on each child
Performance Indicator
12.1.1   Individual files for each child enrolled at the facility are created, stored in an organized, secure, and confidential manner, and updated whenever needed.
12.1.2   Dated copies of contracts and policies are kept in each child's file.
12.1.3   Upon child's initial enrollment at facility, appropriate forms are completed regarding address, phone numbers, emergency contacts, doctor, immunizations, transportation arrangements, drop off/ pick up authorization, food requirements and allergies, ongoing administration of medications, custody status, domestic relations orders, and any other necessary information, and these forms are entered into the child's file.
12.1.4   Written records are entered into the child's file of key milestones in the child's development as well as any notable behaviors.
12.1.5   Forms to authorize acute administration of specific medications are filled out completely, signed, and entered in the child's record as needed.
12.1.6   Documentation is made in the child's file of all conferences with the family.
12.1.7   Appropriate reports are made and filed following emergency situations.

KA 12.2 Complete required forms
Performance Indicator
12.2.1   All forms requiring family information or authorization are obtained.
12.2.2   All forms are completed accurately, legibly, clearly, concisely, and in a timely manner.
12.2.3   All applicable laws and regulations, and the facility's policies and procedures, are followed with regard to the completion of necessary forms and paperwork.
12.2.4   Forms are submitted or filed properly, following all pertinent laws, regulations, policies and procedures.

KA 12.3 Document concerns regarding abuse and neglect
Performance Indicator
12.3.1   Proper forms for reporting observations regarding suspected abuse or neglect are recorded with factual, objective data, completed in a timely manner, and filed appropriately.
12.3.2   Areas of observation include the child's behavior, speech, general demeanor, general health, physical appearance, etc.
12.3.3   Appropriate personnel and agencies are contacted regarding suspected abuse, according to all applicable laws and regulations and the facility's policies and practices.
12.3.4   All discussions about the child with other professionals, agencies, support groups, etc. are appropriately documented.
12.3.5   All applicable laws, regulations, and facility policies are followed carefully.
12.3.6   All information regarding potential abuse or neglect is treated confidentially.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 12. Perform record keeping and documentation

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	3.0	1.14	2.1	1.32
Mathematics: Geometry, Measurement, and Spatial Sense	2.3	1.42	1.7	1.34
Mathematics: Complexity of Data Analysis, Statistics, and Probability	2.4	1.22	2.0	1.25
Mathematics: Functions and Algebraic Thinking	1.5	0.69	1.7	0.89
Mathematics: Complexity of Representation and Communication	2.7	1.45	1.9	0.91
Mathematics: Mathematical Methods	2.1	1.16	1.8	0.85
Mathematics: Mathematical Reasoning	2.1	1.04	1.9	1.00
Mathematics: Mathematical Tools	2.8	1.21	2.2	1.01
Science: Design	1.9	1.18	1.9	1.16
Science: Use of Evidence	2.9	1.43	2.3	0.96
Science: Unifying Concepts and Processes	2.2	1.17	1.7	0.87
Science: Physical Science	1.6	1.07	1.7	0.95
Science: Life Science	1.5	0.82	1.7	1.12
Science: Earth and Space Science	1.3	0.75	2.0	1.00
Science: Science and Technology	2.1	1.11	2.0	0.97
Science: Science in Personal and Social Perspective	2.0	1.07	2.1	0.90
Reading	3.7	1.25	3.0	0.90
Writing	4.1	1.27	3.4	1.10
Listening	2.9	1.40	3.0	1.21
Speaking	2.7	1.58	3.2	1.08
Using Information and Communications Technology	3.2	1.20	2.8	0.95
Gathering and Analyzing Information	3.8	1.27	3.1	1.37
Analyzing and Solving Problems	2.6	1.00	2.1	0.91
Making Decisions and Judgments	3.0	1.23	2.5	0.87
Organizing and Planning	3.5	1.11	2.9	0.85
Using Social Skills	2.8	1.61	3.1	1.46
Adaptability	2.6	1.16	2.7	1.28
Working in Teams	3.3	1.51	3.0	1.31
Leading Others	2.5	1.36	2.5	1.02
Building Consensus	2.4	1.27	2.6	1.01
Self and Career Development	2.5	1.38	2.5	1.07

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data

For CWF 12. Perform record keeping and documentation

CWF 12: Perform record-keeping and documentation   **Mastery Level Data***

OTKS Category: *Abuse and neglect*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of laws and facility's procedures for documenting and reporting suspected abuse and neglect	3.5	1.29
2.	Knowledge of signs and symptoms of possible abuse and neglect	3.3	1.26
3.	Knowledge of legal definitions and boundaries of abuse and neglect	4.3	0.96
4.	Knowledge of outside resources to assist in the reporting of abuse and neglect, and pertinent contact information	4.3	0.58
5.	Knowledge of identities of those with whom it is appropriate to discuss suspected abuse and neglect	4.0	1.00
6.	Knowledge of behavior or other signs that might indicate abuse or neglect	4.0	1.00
7.	Skill in talking with parents about abuse and neglect concerns	4.0	0.82

CWF 12: Perform record-keeping and documentation   **Mastery Level Data***

OTKS Category: *Record-keeping and forms*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of which information is required in each child's file, and which types of information need to be documented	3.7	0.58
2.	Skill in accessing information on individual children when needed	3.3	0.50
3.	Knowledge of laws and regulations regarding files (e.g., confidentiality, retention, occasions warranting file access)	3.8	0.50
4.	Knowledge of facility's system for organizing and maintaining files	3.3	0.50
5.	Knowledge of regulations regarding length of time necessary to retain files	3.7	0.58
6.	Skill in observing or assessing developmental information required for the child's file	4.0	1.00
7.	Knowledge of which forms are to be completed under which circumstances	3.5	0.58
8.	Knowledge of procedures for obtaining, updating, and retaining information for child's files	3.7	0.58
9.	Skill in observing and documenting developmental milestones on individual children	3.8	1.04
10.	Knowledge of confidentiality requirements regarding records, forms, and files	3.5	0.58
11.	Knowledge of government and facility requirements for reporting, record-keeping, and forms	3.7	0.58
12.	Skill in completing required records and forms	3.5	0.58
13.	Knowledge of CPS/Licensing infractions and system	4.0	0.82
14.	Knowledge of childcare facility licensing requirements and documentation	4.3	0.50
15.	Knowledge of how to interpret documentation/observations of data (i.e. what is developmentally appropriate, when to call CPS, etc.)	4.0	0.00
16.	Knowledge of how to authenticate information from parents	3.8	0.50
17.	Knowledge of records required with respect to medication or emergency medical release information	4.0	0.82
18.	Knowledge of incident report write-ups and behavior management reports	3.0	0.00
19.	Knowledge of record keeping required with respect to immunizations	3.5	0.58

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CWF 13. Maintain a safe and healthy age-appropriate environment

KA 13.1 Sanitize equipment and environment
Performance Indicator
13.1.1   A checklist is followed for morning and/or close-of-day sanitation routines.
13.1.2   Applicable laws and regulations, professional standards, and facility guidelines are followed for ongoing sanitation of objects, environment, and caregiver's personal hygiene.
13.1.3   Written procedures for sanitation of toys, tables, restrooms, floors, equipment, and other pertinent aspects of the environment are followed closely, if outside janitorial services are not provided.
13.1.4   When a communicable disease or condition is identified, appropriate actions are taken to sanitize equipment and environment to prevent the spread of illness.
13.1.5   Sanitizing is documented when required by policies and procedures of the facility.
13.1.6   Cleaning supplies are stored safely and according to all applicable laws and regulations.

KA 13.2 Perform daily check of physical environment and correct unsafe conditions
Performance Indicator
13.2.1   Condition of toys, equipment, and environment is continually examined for instances of breakage or any other unsafe condition, and corrective action taken immediately when necessary.
13.2.2   Broken or dangerous items are disposed of safely.
13.2.3   Routine maintenance of equipment (e.g., playground, tables) is performed to minimize or prevent unsafe conditions.
13.2.4   Children's use of toys and equipment is monitored continually to detect unsafe use, and correction made immediately.
13.2.5   Department of Human Services or other standard licensing guidelines for a safe environment are followed.

KA 13.3 Report, document and follow up on communicable diseases and suspected child abuse and neglect
Performance Indicator
13.3.1   Any child identified to have a contagious disease is immediately isolated and his or her family contacted.
13.3.2   Families of healthy children are informed of the possible exposure to communicable disease, and documentation is kept of such notification.
13.3.3   Families are provided with information regarding communicable diseases and regulations regarding the return of children to the care facility after illnesses.
13.3.4   State-mandated procedures and facility guidelines for reporting and documenting potential child abuse and dealing with ill children are followed.
13.3.5   Children are monitored continually for symptoms of potential abuse or neglect, and any causes of such concern investigated or discussed with appropriate authorities.
13.3.6   Confidentiality is maintained.

KA 13.4 Implement first aid and emergency procedures and drills
Performance Indicator
13.4.1   First aid supplies are stored in an accessible, designated, well-marked area.
13.4.2   Procedures and schedules for checking the availability and state of first aid materials, fire extinguishers, and smoke detectors and batteries are followed, and replacements made when necessary.
13.4.3   Lists of current emergency phone numbers, and emergency and drill procedures are posted prominently in the facility.
13.4.4   Emergency drills are practiced regularly and are documented according to all applicable laws and regulations.
13.4.5   Any necessary training in first aid, CPR procedures, and the use of fire extinguishers is obtained and kept current.
13.4.6   First aid procedures and CPR are administered promptly and properly when needed.
13.4.7   Appropriate medical professionals are contacted promptly for first aid or emergencies beyond the worker's capability.
13.4.8   Appropriate reports are made and filed following emergency situations.

KA 13.5 Practice safe food handling
Performance Indicator
13.5.1   All applicable laws, regulations, and facility guidelines for safe food handling are followed consistently.
13.5.2   If food is prepared, it is done in a designated area to prevent contamination, and all food preparation areas are kept clean and sanitary.
13.5.3   Proper handwashing is practiced, gloves worn when necessary, and hair is pulled back when food is being handled.
13.5.4   Food is prepared and maintained at appropriate temperatures, and is properly covered and stored.
13.5.5   Ownership of food and beverage containers is made clear via the use of labeling.
13.5.6   Outdated food is discarded immediately.

KA 13.6 Evaluate toys and equipment for safety and age appropriateness
Performance Indicator
13.6.1   Appropriate resources (e.g., news media, internet, alerts from Consumer Product Safety Commission) are consulted regularly for up-to-date information on hazards and other safety considerations.
13.6.2   Environment and equipment are inspected continually for injury potential, following National Playground Safety or other guidelines.
13.6.3   Current recall notices are posted or shared with other staff members and families.
13.6.4   New toys and equipment are examined thoroughly for defects and other potential hazards before being put into use.
13.6.5   Small toys are specifically examined for potential choking hazard before use.
13.6.6   Toys and activities are chosen to be challenging but not too difficult for the age and ability of the child.
13.6.7   Toys and equipment for children's use are kept within easy reach of children.

KA 13.7 Supervise children to ensure activities are safe
Performance Indicator
13.7.1   Children are instructed in the proper use of toys and equipment, and other safe practices and self-care.
13.7.2   State or other guidelines are followed to ensure appropriate staff/child ratio.
13.7.3   Children are never left unattended.
13.7.4   Toys and equipment suitable only for older children are kept out of reach of younger children.
13.7.5   Children's activities are supervised continuously and attentively to ensure safety and age-appropriateness.
13.7.6   Child is redirected to another activity quickly when necessary.
13.7.7   Procedures for headcounts and personal identification system are followed as required by facility.
13.7.8   Transfer of supervision is clearly communicated from worker to family or family to worker.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 13. Maintain a safe and healthy age-appropriate environment

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	2.5	1.48	1.8	1.09
Mathematics: Geometry, Measurement, and Spatial Sense	2.2	1.30	2.0	1.33
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.8	1.32	1.9	1.58
Mathematics: Functions and Algebraic Thinking	1.6	1.05	1.8	0.97
Mathematics: Complexity of Representation and Communication	2.3	1.37	2.0	0.92
Mathematics: Mathematical Methods	2.2	1.30	1.7	0.89
Mathematics: Mathematical Reasoning	2.3	1.32	2.1	0.96
Mathematics: Mathematical Tools	2.4	1.40	1.9	0.88
Science: Design	2.5	1.24	2.0	0.86
Science: Use of Evidence	2.7	1.52	2.1	1.00
Science: Unifying Concepts and Processes	2.5	1.22	1.8	0.94
Science: Physical Science	2.3	1.30	1.8	0.89
Science: Life Science	2.4	1.33	2.0	0.97
Science: Earth and Space Science	1.8	0.89	1.7	0.87
Science: Science and Technology	1.8	0.90	1.7	0.96
Science: Science in Personal and Social Perspective	2.6	1.10	2.4	0.96
Reading	3.2	1.55	2.9	1.26
Writing	3.3	1.39	2.7	1.05
Listening	3.0	1.25	2.5	1.09
Speaking	3.3	1.17	2.9	1.21
Using Information and Communications Technology	2.4	0.99	2.1	0.85
Gathering and Analyzing Information	3.3	1.14	2.7	1.24
Analyzing and Solving Problems	3.0	1.13	2.2	0.79
Making Decisions and Judgments	3.1	1.44	2.5	0.93
Organizing and Planning	3.6	1.00	2.8	1.05
Using Social Skills	2.6	1.41	2.5	1.24
Adaptability	3.2	1.06	2.6	1.03
Working in Teams	3.5	1.50	3.2	1.35
Leading Others	2.6	1.33	2.9	1.21
Building Consensus	2.7	1.24	2.6	1.08
Self and Career Development	3.0	1.56	2.4	1.16

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data

For CWF 13. Maintain a safe and healthy age-appropriate environment

CWF 13: Maintain a safe and healthy age-appropriate environment **Mastery Level Data***
OTKS Category: *Safety of toys, equipment, and environment*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of age-appropriate uses, and safety guidelines, for toys and equipment	3.5	0.58
2.	Knowledge of standards for outdoor equipment and toys	4.0	0.82
3.	Skill in properly checking equipment in classroom, playground, and other areas of facility for potential safety hazards, and in recognizing unsafe toys and equipment	3.8	0.96
4.	Knowledge of procedures for correcting or reporting unsafe conditions or equipment	3.0	0.00
5.	Knowledge of playground rules	3.0	0.00
6.	Skill in introducing new toys and equipment	3.0	0.00
7.	Knowledge of procedure to follow when unauthorized person enters facility	3.3	1.53
8.	Knowledge of whereabouts of children in your care at all times	3.0	1.73
9.	Knowledge of proper routine for maintenance of toys and equipment	3.3	0.50
10.	Skill in continuously scanning a room or environment for safety and in observing active children for safety concerns	3.8	0.96
11.	Knowledge of guidelines for adult to child ratios	3.0	0.00
12.	Knowledge of federal, state, and local licensing guidelines for a safe environment	3.8	0.50
13.	Knowledge of procedure for taking headcounts and personal identification	3.0	1.00
14.	Knowledge of guidelines regarding appropriate supervision	3.0	0.82
15.	Knowledge of common misuse of toys, and skill in re-directing children from inappropriate use of toys, equipment, or environment to a more appropriate one	3.0	0.00
16.	Knowledge of techniques for monitoring and sharing information about safety recalls and other hazards concerning toys and equipment	3.5	0.58
17.	Knowledge of procedures for maintaining playground and other outside equipment	3.5	0.58
18.	Knowledge of safety issues for each developmental stage	3.7	0.58
19.	Knowledge of techniques for educating parents on toy and equipment safety	3.8	0.50
20.	Knowledge of hazardous materials handling and storage	3.3	1.26
21.	Knowledge of safety requirements with respect to transporting children	3.8	0.96
22.	Knowledge of appropriate sanitizing techniques for different materials – i.e. cloth, plastic, etc.	3.0	0.82
23.	Knowledge of how to create a safety checklist for the facility	3.8	0.50

CWF 13: Maintain a safe and healthy age-appropriate environment **Mastery Level Data***
OTKS Category: *Emergencies and first aid*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of location of first aid supplies	2.7	2.08
2.	Knowledge of fire and emergency evacuation procedures	2.7	2.08
3.	Knowledge of CPR, basic first aid procedures, location, and contents of first aid kit	3.0	1.63
4.	Skill in getting a handicapped child out of the building in emergency situations and drills	3.5	1.00
5.	Skill in conducting and participating in emergency procedures and drills	3.5	0.58
6.	Knowledge of appropriate emergency procedures for various types of emergencies	3.5	1.00
7.	Skill in operating fire extinguisher	2.8	1.71
8.	Knowledge of procedures for checking currency of safety and emergency equipment (e.g., first aid kit, fire extinguisher, smoke detector)	3.8	0.96

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
9. Knowledge of safety procedures and regulations	3.5	0.58
10. Knowledge of backup or emergency contacts for ill children (to be picked up)	3.8	0.96
11. Knowledge of policies and procedures for treating severe injuries	4.7	0.58
12. Knowledge of sources of first aid and CPR training	4.0	0.00
13. Knowledge of sources of information regarding emergency procedures	4.3	0.58

CWF 13: Maintain a safe and healthy age-appropriate environment   **Mastery Level Data***
OTKS Category: *Illness and disease   Level Data*___

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of policy for allowing children to return to facility after illness	3.3	0.50
2. Knowledge of proper notification procedures, follow-up actions, and documentation when a communicable disease is identified	3.5	0.58
3. Knowledge of proper isolation procedures when a communicable disease is identified	3.7	1.15
4. Knowledge of common childhood illnesses, contagious diseases and infections, and their symptoms	4.0	0.82
5. Knowledge of how to communicate with families regarding medical incidents and/or communicable diseases and maintain confidentiality	3.7	0.58
6. Knowledge of backup or emergency contacts for ill children (to be picked up)	4.0	1.00
7. Skill in communicating with parents regarding health and safety issues	3.8	0.50

CWF 13: Maintain a safe and healthy age-appropriate environment   **Mastery Level Data***
OTKS Category: *Sanitizing and maintaining equipment and environment*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of proper procedures and chemicals for sanitizing and disinfecting toys and equipment	3.3	0.50
2. Knowledge of safe storage and handling of cleaning supplies	3.5	1.00
3. Knowledge of proper documentation procedures for sanitation	3.3	0.50
4. Knowledge of facility's sanitation procedures upon daily opening and closing of facility	3.3	0.50
5. Knowledge of special procedures for sanitizing equipment and environment after a communicable disease is identified	3.8	0.96
6. Knowledge of diaper changing procedures	3.0	1.41

CWF 13: Maintain a safe and healthy age-appropriate environment   **Mastery Level Data***
OTKS Category: *Food handling and sanitation*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of need to identify and discard outdated food	3.0	0.82
2. Knowledge of laws, regulations and guidelines regarding safe food handling (e.g., hand washing, gloves)	3.3	1.26
3. Knowledge of proper methods for food handling, preparation, labeling, and storage	3.5	1.00
4. Knowledge of portion sizes of food for different ages	3.5	0.58
5. Knowledge of food issues for children, and techniques for educating parents with respect to those issues	4.0	0.00
6. Knowledge of common food hazards and allergies	3.5	1.29

CWF 13: Maintain a safe and healthy age-appropriate environment   **Mastery Level Data***
OTKS Category: *Safety policies and procedures*

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of facility, state, and federal policies for disposal of contaminated or soiled items	4.3	1.15
2. Knowledge of DHS (Department of Human Services) standard licensing guidelines	4.0	0.82
3. Knowledge of normal condition of individual children in your care, so as to more effectively note physical or behavior changes that may signal illness or abuse	3.3	0.58
4. Knowledge of policies and procedures regarding who can enter the family child care facility	3.5	1.29
5. Knowledge of field trip policies for child care	3.8	0.96
6. Knowledge of policies and procedures regarding confidentiality	3.7	0.58
7. Knowledge of policies and procedures regarding choosing activities which take into account developmental abilities of children	4.0	1.00
8. Knowledge of policies and procedures regarding supervising children and maintaining safe use of toys and disposal of damaged toys	3.7	1.15
9. Knowledge of facility, state, and federal policies for maintaining first aid supplies, fire extinguishers, and smoke detectors; and headcounts, transfer of supervision, and child/staff ratios	(New Stmt.)	
10. Knowledge of facility, state, and federal policies for headcounts, transfer of supervision, and child/staff ratios	(New Stmt.)	

* These Mastery Level Data are based on an N of only 4-5 (ECCE) SME's for each statement.
The data should be considered to be of a pilot nature only. The Mastery scale referred to the amount of skill or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced; 5=Expert/Master.

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CWF 14. Participate in education and professional development activities

KA 14.1 Maintain certifications required by government or employer
Performance Indicator
14.1.1   Records are kept of the expiration dates of all certifications and immunizations, and these are renewed before expiration.
14.1.2   Compulsory training (e.g., medical procedures, technical equipment, certification) is attended as required.
14.1.3   Dated records of all the worker's certifications (e.g., CPR and first aid) are provided to the facility.
14.1.4   Dated records of all the worker's immunizations are provided to the facility.

KA 14.2 Participate in continuing education programs, staff development workshops, and professional training opportunities
Performance Indicator
14.2.1   Initiative is taken to seek out professional training through relevant professional organizations, conferences, and other professional outlets and contacts.
14.2.2 A list of available professional training seminars is maintained.
14.2.3   Compulsory training (e.g., medical procedures, technical equipment, certification) is attended as required.
14.2.4   Necessary preparations are completed in advance and, if necessary, brought to training or workshop.
14.2.5   Documentation is kept for all training and workshops attended and is provided to the facility as required.
14.2.6   Appropriate notes and materials are collected and brought back from training for future use.
14.2.7   Information and skills learned in training are applied in the workplace.
14.2.8   Information gained during training is shared with colleagues upon return to the workplace.

KA 14.3 Participate in professional groups, organizations and committees
Performance Indicator
14.3.1   Membership in appropriate professional groups is kept current.
14.3.2   Professional conferences and meetings are attended regularly.
14.3.3   Where required by employer, worker has served on professional committees.
14.3.4   Knowledge gained through association with professional organizations is used in the workplace.
14.3.5   Knowledge gained through association with professional organizations is shared with others in the workplace.
14.3.6   An individual professional development plan is developed and maintained.

KA 14.4 Access and use professional resources (e.g. journals, periodicals, internet)
Performance Indicator
14.4.1   Subscriptions to professional publications and newsletters are maintained.
14.4.2   Library and/or internet is used to research information on new topics of professional interest.
14.4.3   A professional resource file is maintained.
14.4.4   Guidance of an appropriate mentor is sought when necessary.
14.4.5   Information learned is shared with co-workers.

KA 14.5 Provide mentoring for entry-level or other workers where qualified to do so and where needed
Performance Indicator
14.5.1   When applicable, training or mentoring needs of co-workers are accurately identified, assessed, and prioritized.
14.5.2   New workers are observed regularly and provided with specific feedback to enhance performance.
14.5.3   Advice is given to new and other workers in a consistent, understandable, and accurate manner.
14.5.4   Specific training is provided to other workers according to state, federal, and/or facility guidelines.
14.5.5   Where applicable, current, relevant training materials are obtained and shared with other workers as needed.
14.5.6   Training methods used are appropriate for the audience.
14.5.7   Questions are answered and assistance provided as necessary in a courteous and respectful manner.
14.5.8   Training approaches effectively achieve training goals.
14.5.9   Training outcomes (e.g., attendance, certifications, etc.) are documented.

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14.5.10 Input and feedback regarding training needs and outcomes is solicited from other workers.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 14. Participate in education and professional development activities

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	3.4	1.45	3.0	1.66
Mathematics: Geometry, Measurement, and Spatial Sense	2.8	1.54	2.4	1.65
Mathematics: Complexity of Data Analysis, Statistics, and Probability	2.9	1.31	2.4	1.50
Mathematics: Functions and Algebraic Thinking	2.4	1.41	2.4	1.60
Mathematics: Complexity of Representation and Communication	3.1	1.37	2.3	1.39
Mathematics: Mathematical Methods	2.9	1.36	2.6	1.47
Mathematics: Mathematical Reasoning	2.8	1.30	2.5	1.61
Mathematics: Mathematical Tools	3.0	1.26	2.5	1.32
Science: Design	2.7	1.36	2.4	1.38
Science: Use of Evidence	2.9	1.41	2.5	1.39
Science: Unifying Concepts and Processes	2.9	1.33	2.6	1.44
Science: Physical Science	2.3	1.39	2.4	1.69
Science: Life Science	2.6	1.41	2.4	1.60
Science: Earth and Space Science	2.4	1.40	2.6	1.65
Science: Science and Technology	2.5	1.41	2.6	1.50
Science: Science in Personal and Social Perspective	3.1	1.48	2.9	1.42
Reading	4.3	0.87	3.7	1.15
Writing	4.2	1.10	3.5	1.12
Listening	4.1	1.20	3.4	1.24
Speaking	4.2	1.26	3.8	1.17
Using Information and Communications Technology	3.7	1.27	3.1	1.03
Gathering and Analyzing Information	4.0	1.10	3.0	1.35
Analyzing and Solving Problems	3.4	1.38	3.0	1.32
Making Decisions and Judgments	2.9	1.39	2.8	1.02
Organizing and Planning	3.5	1.25	2.9	0.89
Using Social Skills	3.6	1.25	2.9	1.20
Adaptability	3.8	1.21	3.2	1.35
Working in Teams	3.9	1.30	3.0	1.32
Leading Others	3.0	1.16	2.6	1.22
Building Consensus	2.9	1.28	2.5	1.08
Self and Career Development	4.2	0.95	3.3	1.20

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data

For CWF 14. Participate in education and professional development activities

CWF 14: Participate in education and professional development activities   **Mastery Level Data***

OTKS Category: *In-house training and mentoring*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Skill in applying and sharing information from trainings in workplace	3.8	0.50
2.	Skill in locating information via internet, library, and other sources	3.8	0.50
3.	Knowledge of methods, personnel, and resources for obtaining help when needed	3.7	0.58
4.	Skill in networking	3.8	0.50
5.	Knowledge of how to find a mentor and how to identify individuals in need of mentoring	4.0	0.00
6.	Knowledge of respectful mentoring methods and techniques	4.3	0.50
7.	Skills to train new employees in policies and procedures in an encouraging and non-threatening manner	4.0	0.82
8.	Knowledge of educational resources that paraprofessionals are encouraged to review	4.0	0.00
9.	Knowledge of type of training an assistant needs to have	4.3	0.50
10.	Skill in sharing experience and encouraging staff to participate in ongoing education and training programs	4.0	0.00
11.	Skill in assessing needs of co-workers being mentored	4.5	1.00
12.	Skill in modeling workplace techniques and behavior for mentored co-workers	4.0	0.82
13.	Skill in providing a balance of positive and constructive feedback for mentored co-workers	4.0	0.82
14.	Knowledge of requirements and rules for maintaining licenses and certifications	4.3	0.50
15.	Knowledge of procedures for determining when certifications expire and what is involved with keeping them current	4.3	0.58
16.	Knowledge of types of certifications available and timelines regarding them	4.3	0.58
17.	Knowledge of channels for sharing new information from trainings with co-workers	4.0	0.00

CWF 14: Participate in education and professional development activities   **Mastery Level Data***

OTKS Category: *Self-assessment, professional development and resources, and professional organizations*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of government and employer's requirements for continuing education, certification, and professional development	3.8	0.50
2.	Knowledge of self-assessment techniques to pinpoint strengths and areas for improvement	3.8	0.50
3.	Skill in personal goal-setting	3.5	0.58
4.	Knowledge of professional training opportunities via professional conferences, educational institutions, community resources, etc.	3.8	0.50
5.	Knowledge of where and how to obtain funding for educational endeavors	3.8	1.50
6.	Knowledge of relevant professional organizations, and how to join them	4.0	1.00
7.	Knowledge of center's requirements regarding membership in professional organizations	3.8	0.96
8.	Skill in locating information via internet, library, and other sources	4.0	0.00
9.	Skill in collecting, applying and sharing relevant information from training programs in the workplace	4.0	0.00

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
10. Skill in using feedback from employer or training evaluations in the workplace	3.5	0.58
11. Knowledge of appropriate co-workers to use as professional resources and mentors	3.7	0.58
12. Skill in documenting training goals and outcomes	4.0	0.82
13. Skill in accessing funds for continuing education	3.3	1.15
14. Knowledge of training resources available	3.7	0.58
15. Knowledge of how to develop a training plan	4.3	0.96
16. Skill in identifying training needs	4.3	0.96
17. Skill in creating and maintaining a professional plan	3.8	0.50
18. Knowledge of how to join and participate in professional organizations, groups and committees	4.0	0.82
19. Knowledge of appropriate co-workers and community members to use as professional resources and mentors	3.8	0.50
20. Knowledge of issues regarding licensed programming versus unlicensed programming	4.3	0.58
21. Knowledge of how to advocate for issues in one's profession	4.3	0.96
22. Knowledge of professional journals, internet sites, and other resources for professional development	3.8	0.50
23. Skill in maintaining a resource file of professional knowledge acquired or available	3.7	0.58

CWF 14: Participate in education and professional development activities   **Mastery Level Data***
OTKS Category: _Certification and documentation_

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of government and employer's requirements for certifications (C.P.R., first aid, etc.), immunizations, and renewals	3.7	0.58
2. Skill in maintaining own immunization and certification records	3.3	0.50
3. Knowledge of expiration dates on professional certifications, memberships, and personal immunizations, and process for renewing currency in certifications and immunizations	3.7	0.58

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CWF 15. Assist teacher in the implementation of I.E.P. goals and objectives

KA 15.1 Following I.E.P., implement group instruction under direction of teacher
Performance Indicator
15.1.1 Multiple instructional methods, selected by teacher to meet different learning styles of each child, are used appropriately.
15.1.2 Delivery methods include back-up plans and additional related activities, so that lesson can continue while handling individual student issues.
15.1.3 Specific learning tasks are implemented which allow each child to demonstrate progress toward I.E.P. goals or objectives.
15.1.4 Confidentiality and sensitivity to the child's privacy needs and rights are maintained.
15.1.5 Using certified teacher's lesson plan, materials are gathered or modified and lessons implemented to achieve I.E.P. objectives.
15.1.6 Instruction meets the I.E.P. goals and objectives for each child.
15.1.7 In consultation with teacher, an effective physical and learning environment is maintained in which each child can focus clearly on his or her I.E.P. objectives.
15.1.8 Students' special needs are considered when answering questions.
15.1.9 Behavior modification plans and modeling are used to encourage effective interpersonal interactions.
15.1.10 Students are actively engaged in appropriate activities.
15.1.11 Students can demonstrate improvement as a result of instruction.
15.1.12 Student I.E.P. and behavior plan are reviewed regularly.
15.1.13 Communication between teacher and paraprofessional is ongoing and effective regarding students' instructional needs.

KA 15.2 Following I.E.P., implement individual instruction/tutoring under direction of teacher
Performance Indicator
15.2.1 Students can demonstrate improvement as a result of instruction.
15.2.2 Instruction and materials are tailored to meet the child's specific language, culture, and other special needs.
15.2.3 Delivery methods include back-up plans and additional related activities, so that lesson can continue while handling individual student issues.
15.2.4 Feedback is actively solicited from the child regarding his or her understanding of the lesson.
15.2.5 Multiple instructional methods, selected by teacher to meet different learning styles of each child, are used appropriately.
15.2.6 Confidentiality and sensitivity to the child's privacy needs are maintained.
15.2.7 Using certified teacher's lesson plan, materials are gathered or modified and lessons implemented to achieve I.E.P. objectives.
15.2.8 Instruction meets the I.E.P. goals and objectives for the child and specific tasks are implemented which allow the child to demonstrate progress toward I.E.P. goals.
15.2.9 In consultation with teacher, an effective physical and learning environment is maintained in which the child can focus clearly on his or her I.E.P. objectives.
15.2.10 Correct content is delivered, all student questions are answered, and students understand lesson delivered.
15.2.11 Behavior modification plans and modeling are used to encourage effective interpersonal interactions.
15.2.12 Students are actively engaged in appropriate activities.
15.2.13 Student I.E.P. and behavior plan are reviewed regularly.

KA 15.3 Participate in meetings regarding I.E.P. as requested by the teacher
Performance Indicator
15.3.1 Rapport is established and maintained with all meeting participants and communication is appropriate to the audience (e.g., family, teachers, students, staff).
15.3.2 Documentation and work samples regarding student performance are accurately and completely prepared prior to the meeting.
15.3.3 Confidentiality is maintained in accordance with state law.
15.3.4 Policies and common practices regarding I.E.P. meetings are followed.
15.3.5 Diverse values of all meeting participants are respected.
15.3.6 Input and suggestions regarding I.E.P. and feedback on student progress are communicated clearly.

15.3.7   Prior to meeting, input and questions are planned based on empirical data that has been gathered on student.

15.3.8   Information shared by other professionals in attendance is used to benefit student educational process.

15.3.9   Prior to meeting, teacher is consulted for input on meeting goals and issues.

KA 15.4 Monitor and document student progress toward I.E.P. goals
Performance Indicator

15.4.1   Language and terminology used in documentation are appropriate.

15.4.2   I.E.P. goals and criteria set by certified staff are used to assess student progress.

15.4.3   Observations of student progress and behavior are accurate and complete, and are reported to appropriate staff.

15.4.4   Logs, forms, and documents are updated regularly.

15.4.5   Documentation is accurate, dated, detailed, and completed using the appropriate forms.

15.4.6   Observations do not intrude on student experience or impact student performance.

15.4.7   All applicable laws and regulations are followed.

15.4.8   I.E.P. is reviewed regularly.

KA 15.5 Adapt and modify educational tools, materials, and methods to meet student needs and progress, under direction of teacher
Performance Indicator

15.5.1   Lesson plan and content are accurately and completely reflected in the adapted tools, materials and methods.

15.5.2   Curriculum standards and framework are maintained.

15.5.3   Modification / adaptation enhances safety and does not hinder the performance of each child.

15.5.4   Modification / adaptation enhances instructional method used with the child and supports goals and objectives of child's I.E.P.

15.5.5   Teacher is consulted prior to adapting materials.

15.5.6   Suggestions are made to teacher regarding adapting materials to meet student needs.

KA 15.6 Obtain training to meet needs of students as required by I.E.P.
Performance Indicator

15.6.1   Conferences, workshops and seminars are attended as required by building, department or district policy.

15.6.2   Learning is shared with fellow staff upon return to workplace.

15.6.3   Opportunities for relevant training are identified.

15.6.4   Supervisory parties are effectively informed of the worker's need for training in special education.

15.6.5   All training is documented as required.

15.6.6   Evaluations of training are completed in a timely manner.

15.6.7   Learnings from training are applied in the workplace.

15.6.8   Procedures for accessing training funds are followed.

KA 15.7 Implement behavior plan for I.E.P.
Performance Indicator

15.7.1   Consistent structure, communication, and follow through are provided to the student.

15.7.2   Coordination and communication with family, appropriate staff, and administration is provided in accordance with behavior plan.

15.7.3   Student behavior relative to behavior plan is accurately and completely documented.

15.7.4   Suggestions regarding modification of the I.E.P. and behavior plan are communicated clearly to appropriate personnel.

15.7.5   Student is informed of the elements of behavior plan, as appropriate.

15.7.6   Appropriate training in behavior management and the use of behavior plans is obtained.

KA 15.8 Supervise students and anticipate situations, student behaviors, and outcomes
Performance Indicator

15.8.1   Information regarding student behavior patterns is used to effectively supervise students and anticipate behavior.

15.8.2   Crisis intervention and redirection tactics are used when appropriate.

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15.8.3   Problematic and potentially problematic situations are appropriately de-escalated to restore order and safety for all school environments.

15.8.4   Student records, I.E.P., and behavior plan are reviewed regularly to obtain information regarding child behavior patterns.

15.8.5   Students are actively involved in appropriate activities at all times.

15.8.6   Verbal and non-verbal language and tone and student's emotional state are observed and correctly interpreted.

15.8.7   Positive reinforcement techniques are used.

15.8.8   Personal protective techniques are used.

15.8.9   Appropriate training in crisis intervention, de-escalation, and redirection techniques is obtained.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 15. Assist teacher in the implementation of I.E.P. goals and objectives

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	3.6	0.81	3.1	0.78
Mathematics: Geometry, Measurement, and Spatial Sense	3.0	0.93	2.7	0.92
Mathematics: Complexity of Data Analysis, Statistics, and Probability	2.9	0.92	2.3	0.90
Mathematics: Functions and Algebraic Thinking	2.7	1.04	2.4	0.95
Mathematics: Complexity of Representation and Communication	3.1	1.07	2.7	1.17
Mathematics: Mathematical Methods	3.1	0.94	2.7	0.94
Mathematics: Mathematical Reasoning	2.9	0.91	2.5	1.04
Mathematics: Mathematical Tools	3.6	1.04	2.9	1.01
Science: Design	3.0	0.89	2.6	0.95
Science: Use of Evidence	3.0	0.81	2.4	0.91
Science: Unifying Concepts and Processes	2.8	0.94	2.4	0.89
Science: Physical Science	2.5	0.95	2.3	0.98
Science: Life Science	2.5	0.86	2.2	0.86
Science: Earth and Space Science	2.4	0.86	2.2	1.08
Science: Science and Technology	2.8	0.77	2.2	0.99
Science: Science in Personal and Social Perspective	2.8	0.79	2.7	1.01
Reading	4.4	0.82	3.7	0.78
Writing	4.1	0.97	3.6	0.89
Listening	4.4	0.86	3.8	0.79
Speaking	4.5	0.68	3.7	0.84
Using Information and Communications Technology	3.5	0.90	3.0	0.76
Gathering and Analyzing Information	4.0	0.93	3.2	0.87
Analyzing and Solving Problems	4.0	0.76	3.5	0.90
Making Decisions and Judgments	3.9	0.84	3.3	0.88
Organizing and Planning	4.2	0.83	3.5	0.94
Using Social Skills	4.2	0.82	3.8	0.92
Adaptability	4.3	0.71	3.8	0.97
Working in Teams	4.5	0.68	3.9	0.86
Leading Others	3.6	1.04	3.1	1.12
Building Consensus	3.3	0.95	3.0	0.85
Self and Career Development	4.0	0.89	3.1	1.01

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data

For CWF 15. Assist teacher in the implementation of I.E.P. goals and objectives

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***
OTKS Category: I.E.P.

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of how to participate in I.E.P. meetings (communicate concerns, goals, details on student, etc.)	3.1	0.89
2.	Knowledge of how to modify goals	3.5	0.58
3.	Knowledge of contents of each student's I.E.P.	3.1	0.89
4.	Skill in advocating for special needs students	3.0	0.71
5.	Knowledge of various types of disabilities	3.0	0.71
6.	Knowledge of terminology used in I.E.P.'s	2.8	0.84
7.	Knowledge of laws and regulations regarding I.E.P.'s	3.2	0.57
8.	Skill in modifying tools, materials, and methods to help students meet I.E.P. goals	3.2	0.57
9.	Skill in using adaptive equipment with special education students	2.9	0.74
10.	Knowledge of how to implement a behavioral chart plan following the I.E.P.	3.0	1.00
11	Skill in tracking student progress in meeting I.E.P. behavior goals	2.6	0.89
12.	Knowledge of how to use behavior modification tracking charts	2.8	0.84
13.	Knowledge of data keeping and documentation required for I.E.P meetings	2.8	0.84
14.	Knowledge of parties participating in I.E.P. so as to coordinate implementation	3.0	0.71
15.	Knowledge of learning levels and procedures for grouping students together	3.5	0.50
16.	Knowledge of family's role in establishing and implementing I.E.P.	3.2	0.76

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***
OTKS Category: Behavior management

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of proper restraining techniques	2.8	0.84
2.	Knowledge of time-out policy	2.6	0.89
3.	Knowledge of behavioral management techniques	2.8	0.84
4.	Knowledge of each student's family situation	2.8	1.10
5.	Skill in implementing a behavior plan	3.1	0.89
6.	Knowledge of each student's behavior pattern	3.0	0.71
7.	Knowledge of behavior plan of I.E.P.	2.8	0.84
8.	Knowledge of each student's behavioral progress	3.0	0.82
9.	Knowledge of effects of various types of medications	3.1	0.55
10.	Knowledge of students' normal behavior patterns and triggers	3.0	0.71
11.	Skill in observing warning signals of potentially violent behavior	3.0	0.61
12.	Skill in diffusing conflicts and handling other problematic situations	3.1	0.55
13.	Skill in using positive reinforcement and other behavior management techniques	2.9	0.74
14.	Knowledge of emergency contact procedures for disruptive students and situations	2.8	0.84
15.	Skill in using various classroom management techniques	2.9	0.74

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***
OTKS Category: Policies, guidelines, and documentation

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Skill in keeping confidentiality according to state law	2.8	0.84
2.	Knowledge of disabled students' educational rights	3.3	0.67

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5=Expert/Master.

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
3. Knowledge of laws and regulations regarding I.E.P.'s and CST's	3.5	0.50
4. Knowledge of which trainings are mandatory	2.6	0.55
5. Knowledge of laws and regulations for working with special education students	2.9	0.74
6. Knowledge of safety procedures and rules regarding the classroom, equipment, and students	2.4	1.14
7. Knowledge of terminology governing special education	2.6	0.89
8. Skill in documenting student behavior and progress	2.6	0.89
9. Skill in keeping logs, updating forms and other student records and documents	2.8	1.10
10. Skill in documenting student progress toward meeting I.E.P. goals	2.8	1.10
11. Knowledge of how to perform documentation on student charts, computer software, and other records	2.6	0.89
12. Knowledge of available training opportunities in building, district, department, etc., and application procedures	2.6	0.89
13. Knowledge of how to properly document training obtained	2.6	0.89
14. Knowledge of terminology used in documentation and procedures for completing required documentation	2.6	0.89

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***
OTKS Category: Scheduling

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of special needs students' and staff schedules	2.8	1.10
2. Skill in preparing schedules for individual students	3.1	0.89
3. Knowledge of procedures for creating a visual schedule	2.8	1.10
4. Knowledge of procedures for scheduling individual students' activities	3.0	1.00
5. Knowledge of verbal prompts for schedule changes, especially for children with autism	2.8	0.84
6. Knowledge of procedures for scheduling special ed students to receive services	2.8	0.84

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***
OTKS Category: Individual students

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of each student's specific disability	3.1	0.55
2. Knowledge of the physical capabilities of each student	3.1	0.55
3. Knowledge of each student's character traits, strengths, and weaknesses	3.1	0.55
4. Knowledge of each student's medical needs	3.1	0.55
5. Knowledge of each student's values and culture	3.0	0.71
6. Knowledge of each student's learning goals	3.0	0.71
7. Knowledge of each student's educational and behavioral progress and record of achievements	3.0	1.00
8. Knowledge of each student's I.E.P. and behavior plan	2.8	0.84
9. Knowledge of each disabled student's normal behavior and behavior patterns so as to detect signs of abnormalities	3.0	0.71
10. Knowledge of assistive technology and learning aids needed for each student	2.9	0.25
11. Knowledge of appropriate educational activities and games for each student's cognitive and developmental age	3.1	0.55
12. Knowledge of student's family background and family situation	2.6	0.89
13. Knowledge of positive reinforcement and other behavior management techniques for each individual student	2.9	0.74

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***

* These Mastery Level Data are based on an N of only 4-5 (SES) SME's for each statement.
The data should be considered to be of a pilot nature only. The Mastery scale referred to the amount of skill or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced; 5=Expert/Master.

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OTKS Category: *Staff development*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of procedure to obtain training for understanding and implementing I.E.P.'s	3.1	1.14
2. Knowledge of where relevant course and class offerings are listed	2.7	0.84
3. Knowledge of chain of command to request training	2.5	0.50
4. Knowledge of staff development requirements and mandatory trainings	2.6	0.89
5. Knowledge of process to document professional training attended	2.4	0.55
6. Skill in implementing and sharing new-found knowledge from training with other staff members	2.9	0.22

CWF 15: Assist teacher with implementation of I.E.P. goals and objectives   **Mastery Level Data***
OTKS Category: *Delivering instruction*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of instructional and delivery methods suitable for use with specific individuals	3.2	0.57
2. Skill in communicating feedback to special needs students	3.1	0.55
3. Knowledge of contents of daily lesson plan	2.8	0.84
4. Knowledge of how to teach groups according to grade level	3.4	0.65
5. Skill in implementing individual instructional methods for students with special needs	3.3	0.67
6. Knowledge of different teaching methods to teach children with different learning styles	3.2	0.57
7. Knowledge of various physical therapy and other modified educational tools for delivering student learning activities (e.g., balls, computer programs, manipulatives)	3.1	0.55
8. Skill in choosing appropriate teaching methods and tools for various types of learners and learning situations	3.3	0.67
9. Skill in delivering group instruction using teacher's prepared lesson plan	2.9	0.22
10. Skill in assessment and monitoring of progress	2.9	0.22
11. Skill in modifying the curriculum to accommodate individual student needs (under teacher direction)	3.4	0.65
12. Skill in adapting activities and materials for special education students	3.3	0.67
13. Skill in using adaptive devices	2.7	0.45

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CWF 16. Ensure safety and respond to physical needs of students

KA 16.1 Respond to medically related needs of students
Performance Indicator
16.1.1   Students' health care plans are reviewed thoroughly and regularly to maintain familiarity with student medical needs.
16.1.2   Any required training or certifications for CPR, first aid, and other medical needs and equipment is obtained and kept current.
16.1.3   Medical procedures are accurately documented in a timely manner.
16.1.4   All medically related incidents are promptly reported to staff and family as required.
16.1.5   Personal protective gear and all safety procedures are followed to protect the student and the worker.
16.1.6   Students are assisted with their medical equipment as appropriate and in a manner which respects their dignity.
16.1.7   When appropriate and required, medications are administered according to documented instructions.
16.1.8   Medication, schedule and dosage information are kept in the proper locations.

KA 16.2 Perform emergency procedures and participate in safety drills
Performance Indicator
16.2.1   Emergency procedures and evacuation plans are implemented correctly for each emergency.
16.2.2   All emergency situations are reported to appropriate personnel in a timely manner and are documented in accordance with school procedures.
16.2.3   Calm demeanor is maintained at all times during emergencies.
16.2.4   Current student data sheets regarding emergency contacts, medications, etc. are accurately maintained.
16.2.5   Appropriate terminology and codes are used during emergencies.
16.2.6   Training regarding emergency procedures is obtained.
16.2.7   Assigned emergency duties are performed in accordance with emergency procedures.

KA 16.3 Provide personal physical care to students
Performance Indicator
16.3.1   Training in the personal care of special needs students is obtained.
16.3.2   Schedule of personal care is followed for each student who requires it.
16.3.3   Proper lifting and other techniques which protect the health and safety of the worker are used.
16.3.4   Compliance and non-compliance with the Americans with Disabilities Act (ADA) is noted and reported to appropriate personnel in a timely manner.
16.3.5   As required by the I.E.P., proper equipment is made available to students so that they can function in school.
16.3.6   No student is left unattended or unsupervised.
16.3.7   Updated lists regarding who can pick student up are maintained, and identification is checked, as appropriate.
16.3.8   Toilet, feeding, transportation, and other physical needs of the student are met safely and in a manner which respects his or her dignity and privacy needs.
16.3.9   Professional staff is consulted as needed.
16.3.10 All required documentations are completed accurately.
16.3.11 Safety equipment, and restraints which ensure safety while transporting students, are used properly according to the I.E.P. and all applicable laws and regulations.

KA 16.4 Instruct students in personal hygiene and safety practices
Performance Indicator
16.4.1   Appropriate personal hygiene and safety practices are modeled for the student.
16.4.2   Appropriate supplies are made available to students and they are instructed in their proper use.
16.4.3   Time for personal hygiene activities is scheduled for each student as determined by the teacher or I.E.P.
16.4.4   Instruction is age-appropriate, conducted in an appropriate location, and addresses multiple learning styles.

16.4.5   Consistent feedback, suggestions, and positive reinforcement regarding student hygiene are communicated to the student in a manner which respects his or her dignity.

16.4.6   Instructional plan regarding personal physical hygiene and safety practices is implemented based on I.E.P.

16.4.7   Student demonstrates improvement as a result of instruction.

KA 16.5 Monitor students' environment for safety and correct unsafe conditions where possible
Performance Indicator

16.5.1   Observations and reports of unsafe conditions are accurate and detailed.

16.5.2   Students are supervised at all times in all environments including buses, lunch area, and playground.

16.5.3   Safety guidelines are followed while correcting unsafe conditions.

16.5.4   Safe and secure conditions for appropriate activities or age groups are maintained.

16.5.5   Unsafe conditions are reported to appropriate persons and are thoroughly followed up on to ensure they are corrected.

16.5.6   Actions to correct unsafe conditions are taken immediately.

16.5.7   Learning environment is inspected to ensure that obstructions are removed.

16.5.8   Learning environment is monitored to ensure that only appropriate individuals are present.

16.5.9   Learning environment is continuously monitored to ensure objects which may be dangerous to students are removed and all safety precautions are maintained.

KA 16.6 Complete required safety documentation
Performance Indicator

16.6.1   Forms are completed accurately, legibly, and in a timely manner.

16.6.2   Documentation is distributed to appropriate personnel.

16.6.3   Correct information is entered onto the forms using the proper terminology and language.

16.6.4   All pertinent emergency and safety information is posted in a prominent location according to applicable laws and regulations.

16.6.5   Proper documentation is maintained for all accidents and incidents.

KA 16.7 Report suspected abuse or neglect
Performance Indicator

16.7.1   Suspected abuse and neglect are reported promptly and accurately according to applicable laws, regulations, and building policy.

16.7.2   Confidentiality is maintained with regard to all observations of suspected abuse or neglect.

16.7.3   Information regarding potential symptoms of abuse and neglect is accurately and thoroughly documented using proper terminology.

16.7.4   Appropriate training is obtained regarding the indicators of abuse and neglect, as well as terminology, laws, and reporting procedures.

KA 16.8 Report suspected threats, hazardous conditions and unauthorized persons
Performance Indicator

16.8.1   Any potential threat to safety is immediately and accurately reported to the proper personnel.

16.8.2   All appropriate measures, procedures, and terminology regarding threats, hazards, and unauthorized persons are used properly.

16.8.3   Appropriate procedures are followed to account for children and protect them from further danger in the case of threats, hazards, or unauthorized persons within school property.

KA 16.9 Inform staff regarding mental and emotional needs of students
Performance Indicator

16.9.1   Confidentiality and student dignity are maintained when discussing student's mental and emotional needs.

16.9.2   Ongoing and accurate communications are carried on with staff regarding mental and emotional needs of students.

16.9.3   Where applicable, communications are made in writing and delivered to appropriate staff.

16.9.4   Student's personal history and culture are considered when addressing student mental and emotional needs.

16.9.5   Appropriate staff are informed of special needs and conditions, and where necessary, their signatures are obtained.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 16. Ensure safety and respond to physical needs of students

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	2.2	1.20	2.4	1.12
Mathematics: Geometry, Measurement, and Spatial Sense	2.0	1.25	2.2	1.15
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.8	1.10	2.0	0.82
Mathematics: Functions and Algebraic Thinking	1.8	1.00	2.5	0.90
Mathematics: Complexity of Representation and Communication	2.1	1.16	2.4	0.79
Mathematics: Mathematical Methods	2.1	1.16	2.1	1.02
Mathematics: Mathematical Reasoning	2.2	1.18	2.2	1.18
Mathematics: Mathematical Tools	1.9	1.04	2.1	0.96
Science: Design	2.0	1.10	2.6	0.51
Science: Use of Evidence	2.0	1.03	2.4	0.78
Science: Unifying Concepts and Processes	1.8	1.02	2.3	0.88
Science: Physical Science	1.8	0.95	2.1	1.14
Science: Life Science	2.0	1.16	2.3	1.18
Science: Earth and Space Science	1.5	0.73	1.8	0.93
Science: Science and Technology	2.0	1.10	2.2	1.03
Science: Science in Personal and Social Perspective	2.7	1.21	2.9	1.25
Reading	3.9	0.96	3.4	1.06
Writing	3.6	1.19	3.0	1.02
Listening	4.4	0.90	4.0	0.86
Speaking	4.2	0.94	3.9	0.90
Using Information and Communications Technology	2.9	1.20	2.8	0.94
Gathering and Analyzing Information	3.4	1.07	3.0	1.04
Analyzing and Solving Problems	3.7	1.14	3.5	0.96
Making Decisions and Judgments	4.1	1.13	3.4	1.09
Organizing and Planning	3.5	1.11	3.1	0.94
Using Social Skills	3.9	1.23	3.8	1.03
Adaptability	3.9	1.14	3.6	0.92
Working in Teams	4.0	1.16	3.7	1.04
Leading Others	3.4	1.25	3.1	0.99
Building Consensus	2.8	1.19	2.8	0.78
Self and Career Development	3.4	1.21	2.8	0.91

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data
For CWF 16. Ensure safety and respond to physical needs of students

CWF 16: Ensure safety and respond to physical needs of students   **Mastery Level Data***
OTKS Category: Safety

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of policies and procedures related to the use of restraints	2.6	0.89
2.	Skill in monitoring safety of student environment (e.g., observation of potential safety problems, unauthorized presence, wandering children, air quality issues)	3.0	0.71
3.	Knowledge of safe lifting techniques and of how to safely use a lift	2.8	0.84
4.	Knowledge of classroom rules for preventing accidents	2.6	0.89
5.	Knowledge of how to dispose of bloody materials	2.8	0.84
6.	Knowledge of school safety procedures for emergencies and drills	2.5	1.12
7.	Knowledge of school safety guidelines and procedures for school bus, lunch area, playground, and other school areas	2.9	0.74
8.	Knowledge of specific "alerts" (dangers that need to be corrected), precautions for avoiding them, and procedures to follow when they are noticed	2.9	0.74
9.	Knowledge of procedures to be followed in the cases of threats, hazardous conditions, and unauthorized persons	2.9	0.74
10.	Knowledge of safety equipment and gear used by students with disabilities	2.7	0.45
11.	Knowledge of specific safety precautions needed when working with students with disabilities	2.9	0.74
12	Knowledge of ADA requirements in school settings	3.2	1.10
13.	Knowledge of OSHA regulations relative to school settings	2.6	0.55
14.	Knowledge of documentation and reporting procedures for unsafe or hazardous conditions, injuries and accidents, threats, and unauthorized persons	2.8	0.84
15.	Knowledge of limits and conditions of students' physical capabilities	3.1	0.74
16.	Knowledge of unique hazards in school district area (e.g., environmental hazards)	3.2	1.30
17.	Knowledge of what adaptive equipment each child needs to use for safety, and how to use it	3.1	0.55
18.	Knowledge of procedures for determining who is allowed to pick up students, and how to check for proper ID	2.8	1.30
19.	Knowledge of procedures for sanitation and disinfectant clean up	2.6	1.14
20.	Knowledge of transportation adaptations (seat belts, wheel chair fastening, etc.)	2.8	0.84
21.	Knowledge of student's personal safety procedures and triggers for potentially unsafe behavior	3.0	0.71
22	Knowledge of how to locate and use medical protection/safety kits	2.9	0.74
23.	Knowledge of first aid and CPR	3.0	0.71
24.	Knowledge of condition of school environment, i.e. playground, equipment, stairs, etc.	3.1	0.89

CWF 16: Ensure safety and respond to physical needs of students   **Mastery Level Data***
OTKS Category: Emergencies

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1.	Knowledge of when and where emergency training is held	2.4	0.55
2.	Knowledge of facility's protocols, assigned duties, and terminology for emergencies and drills (evacuation, fire, etc.)	2.4	1.14
3.	Skill in handling disabled children during fire or other drills	3.1	0.74
4.	Knowledge of location of emergency resources, facilities, and numbers	2.8	1.30
5.	Knowledge of appropriate documentation procedures following an emergency or	2.5	0.87

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
accident		
6. Knowledge of safe techniques for moving (transferring) students with disabilities	2.9	0.74
7. Knowledge of emergency contacts' names and phone numbers	3.0	1.00
8. Knowledge of school district's emergency plans	3.0	1.22

CWF 16: Ensure safety and respond to physical needs of students **Mastery Level Data***
OTKS Category: Hygiene

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of guidelines for physical contact with students	2.9	0.74
2. Knowledge of age-appropriate hygiene practices	2.5	0.50
3. Skill in teaching personal hygiene at an age-appropriate level	2.6	0.55
4. Skill in administering personal care in a professional manner	2.7	0.84
5. Skill in approaching and talking to a child with hygiene issues	2.8	0.27
6. Skill in observing students' personal hygiene habits	2.6	0.55
7. Knowledge of appropriate personal hygiene practices so as to be able to model them for students	2.4	1.14
8. Knowledge of proper sanitation procedures regarding the physical environment	2.4	0.89
9. Knowledge of available training supplies for instruction of hygiene practices	2.6	1.14
10. Knowledge of toilet training procedures	2.6	0.55
11. Knowledge of procedures for changing diapers	2.6	0.55
12. Knowledge of procedures and techniques for maintaining the student's dignity and confidentiality with respect to hygiene	2.9	0.74

CWF 16: Ensure safety and respond to physical needs of students **Mastery Level Data***
OTKS Category: Medical and emotional needs

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of how to obtain mental help for students	3.0	0.82
2. Skill in assisting physically disabled students	2.9	0.74
3. Knowledge of mental ability of each student	3.1	0.74
4. Knowledge of emotional characteristics and needs of individual students	3.1	0.74
5. Skill in administering basic CPR, first aid, Heimlich maneuver, and other common medical procedures	3.1	0.55
6. Knowledge of each student's health history and medical needs	3.4	1.14
7. Knowledge of who is permitted to administer medication	2.8	0.84
8. Knowledge of warning signs of medical problems	3.4	1.14
9. Knowledge of each student's medication schedule	2.8	0.84
10. Knowledge of common medical conditions (epilepsy, hemophilia, asthma, severe allergies, etc.)	2.8	0.50
11. Knowledge of each student's health care plan	3.2	1.10
12. Knowledge of various types of disabilities	3.1	0.74
13. Knowledge of proper sanitation procedures	2.5	0.58
14. Knowledge of how to administer medication properly	3.4	1.14
15. Knowledge of how to respond to common medical conditions affecting students with disabilities	3.0	0.82
16. Skill in documenting observed outcomes of medical procedures, as directed by medical staff	3.0	0.82
17. Knowledge of universal precautions for administering medical care	2.8	0.96
18 Knowledge of where to obtain and how to store medical supplies	2.6	0.55
19. Knowledge of individual students' medical and personal care conditions and needs	3.4	1.14
20. Knowledge of individual students' personal histories and culture	3.1	0.85

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or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced;
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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
21. Knowledge of when and where to obtain, and how to use, personal protective gear	2.6	0.55
22. Knowledge of operation of common medical devices (e.g., inhalers for asthmatics), including those used by students with disabilities	3.3	1.20
23. Knowledge of how to properly contact a child's family about medical issues	3.4	0.89
24. Skill in communicating students' medical needs to other staff members (selecting proper information, terminology, confidentiality, etc.)	3.6	0.96
25. Knowledge of medical conditions that may cause safety hazard (e.g., seizures)	3.0	0.71
26. Skill in recognizing signs of abuse or neglect	3.0	0.71
27. Knowledge of laws and procedures for reporting abuse and neglect	3.0	0.71
28. Knowledge of how to deal with a child who's been physically abused (e.g., how to approach, how to show affection appropriately)	3.3	0.67
29. Knowledge of confidentiality and communication channel guidelines regarding sharing information about suspected threats, abuse, or neglect	3.2	0.84

CWF 16: Ensure safety and respond to physical needs of students   **Mastery Level Data***
OTKS Category: *Policies, guidelines, and documentation*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of procedure for dismissing students from school	2.6	0.89
2. Knowledge of student's parental or guardian status	2.8	0.84
3. Knowledge of legal guidelines for reporting suspected child abuse	2.8	0.84
4. Knowledge of confidentiality policies and laws	3.2	1.30
5. Skill in maintaining confidentiality while communicating with support staff	3.5	1.12
6. Knowledge of policies and procedures related to the use of restraints	2.9	0.74
7. Knowledge of how to fill out accident reports and other safety documentation	2.6	0.55
8. Knowledge of guidelines for physical contact with students	3.0	0.71
9. Knowledge of laws and procedures for reporting abuse and neglect, including confidentiality issues	3.2	0.84
10. Knowledge of confidentiality and communication channel guidelines regarding sharing information about suspected abuse and neglect	3.1	0.74
11. Knowledge of district's discipline policy	3.0	1.00
12. Knowledge of which forms to complete for which situations (to report medical incidents, to inform/update staff of changes in mental and emotional status of special education students, etc.), and where forms are kept	3.2	1.30

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or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced;
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CWF 17. Advocate for students with special needs

KA 17.1 Communicate with family regarding student needs and resources under direction of teacher
Performance Indicator
17.1.1   Respect for each family's culture and values is demonstrated in all meetings and communications.
17.1.2   Communication recognizes parental efforts and abilities, as appropriate.
17.1.3   Communications with family are effective, maintained on an ongoing basis, and supportive of family needs.
17.1.4   Confidentiality requirements and standards are met regarding information shared by family during communications.

KA 17.2 Educate and collaborate with others regarding special education issues
Performance Indicator
17.2.1   Communication regarding special education issues is delivered to all appropriate parties in the school and community effectively and in a timely manner.
17.22   In coordination with teachers, activities are developed for general education students to interact with special education students.
17.2.3   School and community members are directed to appropriate special education service groups and meetings.

KA 17.3 Mediate between students and between students and staff
Performance Indicator
17.3.1   Information regarding each student's patterns of inappropriate behavior is obtained from appropriate sources.
17.3.2   Mediation effectively de-escalates situation, restoring order and safety for all school environments.
17.3.3   Correct and appropriate conflict resolution, crisis intervention, de-escalation, and mediation techniques are used.
17.3.4   Appropriate training in conflict resolution, crisis intervention, de-escalation, and mediation techniques is obtained.

KA 17.4 Under teacher's direction, consult with relevant professionals and facilitate acquisition of approved services for students
Performance Indicator
17.4.1   Required documentation is accurate and complete.
17.4.2   Students are accompanied to appointments as needed.
17.4.3   Students are provided with information regarding what to expect from services.
17.4.4   Advocacy of special needs is presented to the service provider on behalf of the student.
17.4.5   Communications are effective and use correct terminology.

KA 17.5 Act as liaison among teachers, staff, and administration
Performance Indicator
17.5.1   Communications with teachers, staff, and administration are clear, concise, accurate, and contain appropriate information.
17.5.2   Confidentiality regarding student information is maintained at all times.
17.5.3   An "advocate for the student" perspective is maintained and communicated to teachers, staff, and administration.
17.5.4   Information regarding students and student needs is relayed to appropriate staff in a timely manner.
17.5.5   Communications are followed up where necessary.
17.5.6   Suggestions for solving student problems are effectively made to appropriate personnel.

Summary of Academic and Employability Ratings for Critical Work Function:

CWF 17. Advocate for students with special needs

Academic and Employability Knowledge or Skill Category	Importance		Complexity	
	Mean	SD	Mean	SD
Mathematics: Number Sense and Computation	1.7	0.66	2.0	0.71
Mathematics: Geometry, Measurement, and Spatial Sense	1.8	0.92	2.1	0.74
Mathematics: Complexity of Data Analysis, Statistics, and Probability	1.7	0.91	1.9	0.74
Mathematics: Functions and Algebraic Thinking	1.7	0.90	2.2	0.72
Mathematics: Complexity of Representation and Communication	2.0	1.19	2.3	1.08
Mathematics: Mathematical Methods	2.0	1.05	2.1	0.75
Mathematics: Mathematical Reasoning	2.0	1.07	2.2	0.90
Mathematics: Mathematical Tools	1.8	1.04	2.1	1.12
Science: Design	1.8	1.05	2.3	0.99
Science: Use of Evidence	1.7	0.92	1.9	0.86
Science: Unifying Concepts and Processes	1.7	0.84	1.9	1.03
Science: Physical Science	1.4	0.78	1.9	1.05
Science: Life Science	1.6	1.00	2.3	1.27
Science: Earth and Space Science	1.4	0.72	1.8	0.97
Science: Science and Technology	1.7	0.78	1.7	0.77
Science: Science in Personal and Social Perspective	2.1	1.23	2.5	1.18
Reading	3.3	1.09	3.0	0.84
Writing	3.4	1.16	3.1	1.04
Listening	4.0	1.10	3.9	0.98
Speaking	4.2	0.96	4.0	0.91
Using Information and Communications Technology	2.6	1.22	2.4	0.92
Gathering and Analyzing Information	3.1	1.20	2.9	1.14
Analyzing and Solving Problems	3.4	1.19	3.2	1.07
Making Decisions and Judgments	3.6	1.13	3.1	0.83
Organizing and Planning	3.3	1.02	2.9	0.85
Using Social Skills	4.2	1.21	4.1	0.95
Adaptability	3.7	1.15	3.3	0.93
Working in Teams	4.0	1.17	3.6	0.99
Leading Others	3.4	1.25	3.3	0.98
Building Consensus	3.4	1.22	3.1	0.91
Self and Career Development	3.1	0.96	2.8	0.85

Note: All scales shown in grey are those for which the importance rating is more than 3.0 (moderately important), and are considered to be of sufficient importance to be included in the standards. Unshaded cells represent knowledge or skill categories that did not meet this criterion and are not part of the final standards. They are shown here for completeness only.

OTKS Categories and Statements and Mastery Level Data

For CWF 17. Advocate for students with special needs

CWF 17: Advocate for students with special needs   **Mastery Level Data***
OTKS Category: *Professional and community resources and support services*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of how to organize disability reference materials for staff	2.8	1.30
2.	Knowledge of current special ed issues and pending legislation	3.2	1.30
3.	Knowledge of how to set up an information table on disabilities for families	3.0	1.22
4.	Knowledge of workshops, classes, conferences, and trainings available regarding special ed	3.2	1.30
5.	Knowledge of how to obtain equipment and services for students	3.0	1.22
6.	Knowledge of different types of disabilities	3.1	0.74
7.	Knowledge of special ed support services and resources available through own school or facility (e.g., speech, physical therapy, social workers)	2.7	0.84
8.	Knowledge of community and professional agencies, support groups, and resources available to help special ed students, families, and staff	3.0	1.17
9.	Knowledge of functions and working procedures of community agencies, community partners and businesses in order to advance special ed concerns, schedule appointments, obtain funding and other support	2.7	1.30
10.	Knowledge of procedures and regulations related to gaining services	3.2	1.30
11.	Knowledge of where to obtain adequate translation help	2.7	1.30
12.	Knowledge of special events and extra-curricular activities geared towards the disabled, e.g., Special Olympics	2.9	1.02
13.	Knowledge of job shadowing and internship opportunities in the business community	3.3	1.20
14.	Knowledge of medical facilities and services available in community	3.1	1.34
15.	Knowledge of non-instructional staff roles and areas of expertise and procedures for obtaining help with behavioral or physical problems	3.0	1.22
16.	Knowledge of procedures for organizing a peer tutoring program	3.0	1.27

CWF 17: Advocate for students with special needs   **Mastery Level Data***
OTKS Category: *Special communication skills*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of how to keep daily journals for parents and prepare weekly letters to home	3.2	0.84
2.	Skill in explaining child's training, needs, and other special education issues to family	3.4	0.65
3.	Knowledge of different cultures, values, and diversity issues	3.1	0.74
4.	Knowledge of individual family's issues (problems, efforts, relevant circumstances, etc.) with regard to their special ed student	3.2	0.84
5.	Skill in explaining special education issues, laws, procedures, etc. to other parties in the school and community	3.6	0.96
6.	Skill in preparing newsletters, letters, and notes to inform others of special ed issues	3.0	1.17
7.	Skill in de-escalating conflicts, conflict management, and mediation	3.3	0.67
8.	Knowledge of appropriate professional resources to consult (e.g., when entrusted with information by a parent or in need of help for others' benefit)	3.4	1.14
9.	Knowledge of appropriate special ed terminology	3.0	0.71
10.	Knowledge of confidentiality guidelines in regard to sharing information about	3.0	0.71

* These Mastery Level Data are based on an N of only 4-5 (SES) SME's for each statement.
The data should be considered to be of a pilot nature only. The Mastery scale referred to the amount of skill or knowledge required, as follows: 1=Limited; 2=Basic; 3=Working or Operational; 4=Advanced; 5=Expert/Master.

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Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
students		
11. Knowledge of procedures for advising/educating teachers, students, staff, and members of the public regarding special needs students	3.3	1.10
12. Knowledge of policies regarding lines of communications and procedures	3.2	1.30
13. Knowledge of procedures for following up on communications when necessary	3.2	1.30

CWF 17: Advocate for students with special needs   **Mastery Level Data***
OTKS Category: *Policies, guidelines, and documentation*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Knowledge of Corey H Settlement	3.0	1.22
2. Knowledge of current education issues and pending legislation	3.1	1.24
3. Knowledge of guidelines and proper terminology for sharing information with families and others	3.1	1.02
4. Knowledge of confidentiality laws and procedures for sharing information with teachers, staff, family, and others	3.4	1.14
5. Knowledge of Americans with Disabilities Act (ADA)	3.4	1.14
6. Knowledge of reporting procedures for suspected problems, e.g., abuse, drug abuse, neglect	3.0	0.71
7. Knowledge of the Mandt system	3.3	0.97
8. Knowledge of accessibility of various community facilities for disabled students during field trips	3.0	1.00
9. Knowledge of proper documentation procedures for obtaining professional services	2.8	0.76
10. Knowledge of confidentiality guidelines in regard to sharing information about students	3.0	0.71
11. Knowledge of discipline procedures and reporting procedures of the classroom, school and district	3.0	0.71
12. Knowledge of procedures for documenting services rendered – respite care, on the job training, OT/PT/Speech, etc.	3.4	1.14
13. Knowledge of different types of documentation – e.g., checklist, narrative, progress, daily log – and their uses	3.2	0.76

CWF 17: Advocate for students with special needs   **Mastery Level Data***
OTKS Category: *Behavior management*

Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	Mean	S.D.
1. Skill in mediating conflicts between regular and special ed students and between students and staff	3.6	0.96
2. Skill in advocating on behalf of students with teacher	3.4	0.96
3. Knowledge of conflict resolution, de-escalation, and peer mediation techniques	2.9	0.22
4. Knowledge of contingency plan for safety of other children when behavior of an individual special education student has escalated	3.1	0.63
5. Knowledge of procedures for maintaining the safety of staff working with violent students	3.5	1.00
6. Skill in identifying inappropriate behavior based on the behavior plan	3.0	0.71
7. Skill in explaining behavior of individual students to others	3.1	0.74
8. Knowledge of each student's discipline history and discipline plan	3.2	0.84
9. Knowledge of discipline procedures and reporting procedures of the classroom, school and district	3.0	0.71
10. Knowledge of basic principles of behavior management, including positive reinforcement techniques and procedures for redirecting student behavior	3.1	0.55

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CWF 17: Advocate for students with special needs   **Mastery Level Data***
OTKS Category: *Individual students*

	Specific Occupational or Technical Knowledge or Skill (OTKS) Statement	**Mean**	**S.D.**
1.	Knowledge of each student's abilities, to inform decisions about inclusion	3.3	0.84
2.	Knowledge of each student's I.E.P. goals	3.2	0.84
3.	Skill in managing situations to simultaneously meet the needs of both individual students and the general student population	3.6	0.96
4.	Knowledge of each student's schedules, teachers and lesson plans	3.1	1.14
5.	Knowledge of adaptations and accommodations needed by individual students	2.9	0.74
6.	Knowledge of family's goals and desires for each student	2.8	0.84
7.	Knowledge of family history, cultural traditions and background	2.8	0.84
8.	Knowledge of individual students' normal patterns of behavior	2.8	0.84
9.	Knowledge of each student's discipline history and discipline plan	3.0	1.00

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The data should be considered to be of a pilot nature only. The Mastery scale referred to the amount of skill or knowledge required, as follows: 1=Limited;2=Basic; 3=Working or Operational; 4=Advanced; 5=Expert/Master.

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