

**Chapter 179-17 WAC**  
**ADVANCED PARAEDUCATOR CERTIFICATE**

Last Update: 1/18/23

**WAC**

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**WAC 179-17-010 Purpose.** (1) The purpose of this chapter is to define a paraeducator's minimum requirements and process to attain, and the validity period for, the advanced paraeducator certificate;

(2) The advanced paraeducator certificate provides further training to paraeducators interested in expanding the duties of their role; and

(3) Provided that the advanced paraeducator certificate is not a prerequisite for a paraeducator working in any program.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-010, filed 8/2/18, effective 9/2/18.]

**WAC 179-17-020 Definitions.** "Advanced paraeducator certificate" means a credential earned by a paraeducator who may have the following duties:

(1) Assisting in highly impacted classrooms;

(2) Assisting in specialized instructional support and instructional technology applications;

(3) Mentoring and coaching other paraeducators; and

(4) Acting as a short-term emergency substitute teacher only after the school district has consulted with the paraeducator and applied for the emergency substitute certificate as required in chapter 181-79A WAC.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-020, filed 8/2/18, effective 9/2/18.]

***(Effective until September 1, 2023)***

**WAC 179-17-030 Minimum requirements.** Prior to completing continuing education credit hours for the advanced paraeducator certificate, the paraeducator must meet requirements and apply for the general paraeducator certificate.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-030, filed 8/2/18, effective 9/2/18.]

***(Effective September 1, 2023)***

**WAC 179-17-030 Minimum requirements.** Before completing continuing education credit hours for the advanced paraeducator certificate, the paraeducator must be issued the general paraeducator certificate by the Washington office of the superintendent of public instruction.

[Statutory Authority: Chapter 28A.413 RCW. WSR 23-03-113, § 179-17-030, filed 1/18/23, effective 9/1/23; WSR 18-17-012, § 179-17-030, filed 8/2/18, effective 9/2/18.]

**WAC 179-17-040 Process.** (1) To attain the advanced paraeducator certificate, the paraeducator must complete seventy-five continuing education credit hours of training in topics related to the duties of an advanced paraeducator;

(2) Professional growth plans may be completed towards the attainment or renewal of the advanced paraeducator certificate; and

(3) The paraeducator shall be responsible for completing filing requirements with the superintendent of public instruction, in accordance with WAC 179-01-020, the completion of the advanced paraeducator certificate.

[Statutory Authority: Chapter 28A.413 RCW. WSR 19-05-025, § 179-17-040, filed 2/12/19, effective 3/15/19; WSR 18-17-012, § 179-17-040, filed 8/2/18, effective 9/2/18.]

**WAC 179-17-050 Validity period.** The advanced paraeducator certificate expires after five years, and as follows:

(1) A certificate issued prior to June 30th of a calendar year shall have the expiration date of the certificate calculated on the basis such certificate was completed on June 30th of the same calendar year regardless of the date of issuance; and

(2) A certificate issued July 1st or later in the calendar year shall have the expiration date of the certificate calculated on the basis that such certificate was completed on June 30th of the next calendar year regardless of the date of issuance.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-050, filed 8/2/18, effective 9/2/18.]

**WAC 179-17-060 Knowledge and skill competencies for the advanced paraeducator standards of practice.** The knowledge and skill competencies describe the learning objectives paraeducators should exhibit when working with students. Competencies are associated with each of the standards written in WAC 179-07-030 and are in addition to the knowledge and skill competencies written in WAC 179-07-040:

(1) Supporting instructional opportunities:

(a) Knowledge competencies:

(i) Expanded knowledge of reading, writing, and math skills;

(ii) Expanded knowledge of computer applications to support K-12;

(iii) Staying current on the knowledge of district standards, curriculum, instruction and assessment;

(iv) Awareness of district policies and initiatives;

(v) Expanded knowledge of one's own cultural identity and how it influences perceptions, values, and practices;

(vi) Expanded knowledge of recording and supporting student data in order to accurately maintain databases as directed by certificated/licensed staff; and

(vii) Knowledge of effective mentoring and coaching strategies and practices.

(b) Skill competencies:

(i) Seeks opportunities to learn about perceptions, values and practices of culture and races different from their own;

(ii) Demonstrate advanced ability to assist in implementing district/school/classroom instructional outcomes as directed by certificated/licensed staff;

(iii) Demonstrate advanced ability to utilize technology to support educational and safety outcomes as directed by certificated/licensed staff;

(iv) Demonstrate advanced ability to assist in administration of assessments and monitoring student progress as directed by certificated/licensed staff;

(v) Ability to assess effectiveness of mentoring program with each mentee and adapt for the mentee's strengths and weaknesses; and

(vi) Ability to pursue feedback from mentee's team in order to develop and provide ongoing support of educational outcomes.

(2) Demonstrating professionalism and ethical practices:

(a) Knowledge competencies:

(i) Knowledge of the distinctions in the roles and responsibilities of teachers, paraeducators, advanced paraeducators, administrators, families, and other team members;

(ii) Knowledge of state and federal special education laws and laws that apply to English language learners, educational staff associate, Americans with Disabilities Act, Section 504, and Every Student Succeeds Act;

(iii) Knowledge of district use of observational tools to promote connection-making between instructional practices and student data; and

(iv) Knowledge of ongoing reflective inquiry to improve, inform, and refine instructional practice.

(b) Skill competencies:

(i) Ability to observe and gather data to provide specific, timely, actionable and nonevaluative feedback to build reflective capacity in mentees;

(ii) Ability to foster a growth mindset to engage mentees in continuous improvement; and

(iii) Ability to guide mentees in setting measurable goals that are timely and appropriate.

(3) Supporting a positive and safe learning environment:

(a) Knowledge competencies:

(i) Expanded knowledge of child and adolescent development (academic progress, ages, stages of development, and stages of language acquisition);

(ii) Expanded knowledge in strategies to create an equitable learning environment which fosters unique strengths and abilities of students being served;

(iii) Knowledge of creating a school culture that fosters leadership, growth, and integration of all colleagues including an understanding of each role and appropriate supports to ensure student success; and

(iv) Knowledge of differing approaches to positive and safe learning environments and how to support those established by certificated/licensed staff and administrators.

(b) Skill competencies:

Identifies student developmental stages and collaborates with certificated staff on strategies to address concerns and risk factors as determined by the instructional team.

- (4) Communicating effectively and participating in the team process:
- (a) Knowledge competencies:
    - (i) Awareness of interpersonal communication skills (pausing, paraphrasing, and skilled questioning);
    - (ii) Awareness of team building and collaboration strategies;
    - (iii) Knowledge of strategies to give and receive constructive feedback;
    - (iv) Aware of skills to facilitate conflict resolution; and
    - (v) Knowledge of how to build trusting relationships and open communication with colleagues.
  - (b) Skill competencies:
    - (i) Uses communication skills (e.g., paraphrasing, pausing, questioning) to support learning;
    - (ii) Uses strategies to build trusting, respectful, and confidential relationships through open, honest, and authentic communication with colleagues; and
    - (iii) Approaches difficult conversations in a proactive, supportive, and genuine manner.
- (5) Demonstrating cultural competency aligned with standards developed by the professional educator standards board under RCW 28A.410.270:
- (a) Knowledge competencies:
    - (i) Proficient in strategies to support and maintain a culturally inclusive learning environment;
    - (ii) Understanding of how a person's own cultural identity and biases can have possible impacts on the learning environment; and
    - (iii) Broaden understanding of student cultural histories and contexts, as well as family norms and values in different cultures.
  - (b) Skill competencies:
    - (i) Proficient implementation of educational material which represents and supports various cultures and abilities of students being served as directed by certificated/licensed staff;
    - (ii) Ability to provide research-based resources and reflective practices to assist mentee in developing and providing an inclusive learning environment; and
    - (iii) Ability to help others identify their own biases utilizing research-based practices.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-060, filed 8/2/18, effective 9/2/18.]

**WAC 179-17-070 Suggested courses for the advanced paraeducator certificate.** Suggested courses published by the professional educator standards board.

[Statutory Authority: Chapter 28A.413 RCW. WSR 18-17-012, § 179-17-070, filed 8/2/18, effective 9/2/18.]