



Paraprofessional Name _____ Location: _____

Date of Self-Evaluation: _____ (Must be completed and submitted to teacher and supervisor by Oct. 31st of current school year)

Teacher Name _____ Title: _____

This tool is to be used over a period of time. Observation notes and evidence must accompany the tool for review.

- Teacher Evaluation must be finalized and reviewed with paraprofessional by February 15th of the current school year
- Both Self Evaluation and Teacher Evaluation must be submitted to the program supervisor (information below) by February 5th of current school year.

Supervisor Evaluation (Please √):

- Contract Year-Ending – Required
- 2 Year Cycle (Continuing Contract)
 - Supervisor Initials for review
- Unless:
 - Gaps in evaluation results (self & teacher)
 - On Improvement Plan
- PRESCHOOL – ANNUALLY

PARAPROFESSIONAL DUE DATES: (INITIAL YEAR)

- Job Description (signed) by 8/31 or at employee hiring
- Sub Folder (1 copy at site, 1 copy supervisor) by 9/15 or 30 days after employment
- Self-Evaluation by 10/31 **12/31**
- Teacher Evaluation by 1/30
- Supervisor Final Review by 5/10
- Contract recommendation to Superintendent 5/30

Program Supervisor Contact Information:

Section 1: Job Performance

Highlight Area or **circle area** that best describes the skill set of the Paraprofessional. Please highlight each section that is reflective of the individual skill outlined. You may have highlighted areas in each of the levels. If using one tool to capture the self and teacher evaluation – use different color highlighter or ink to demonstrate the evaluator role.

1 Job Performance	Unsatisfactory	Basic	Skilled	Accomplished
<p>Skill Set: ✓ Role ✓ Responsibilities</p> <p style="text-align: center;">Teacher</p> <p>Supports/Evidence: Provided outline of role, creates schedule, prepares written directions when verbal has failed</p> <p>Other:</p>	<ul style="list-style-type: none"> Does not understand role of position within the classroom and/or program Needs continual guidance and/or supervision Unwilling or unable to follow directions Fails to demonstrate flexibility or prioritize to meet deadlines Procedures are inefficient and do not lead to desired results 	<ul style="list-style-type: none"> Can articulate basic level of knowledge of job/role Needs redirected often/ongoing supervision Follows directions with prompting Usually prioritizes responsibilities appropriately Procedures are evident but function unevenly or inconsistently with only minimal desired results 	<ul style="list-style-type: none"> Articulates and Demonstrates role of job in class/program Understands and follows procedures and performs with minimal to no prompting Follows both verbal and written directions Work output is of high quality Procedures are consistent and efficient, leading to desired results 	<ul style="list-style-type: none"> Anticipates evolving requirements of position/role Understands job responsibilities and can adapt without prompting Follows directions, anticipates needs both verbal and written Goes beyond what task is required Procedures are consistent and efficient and exceed desired results
Overall Rating:	Para: U B S A	Teacher: U B S A	Supervisor: U B S A Or Initials _____	Final Section Rating:
Comments:				

Section 1: Job Performance

2.0 Team Facilitation & Student Interactions	Unsatisfactory	Basic	Skilled	Accomplished
<p>Skill Set:</p> <ul style="list-style-type: none"> ✓ Work Quality ✓ Job Performance <p>*i.e. procedural guidance on self-help, adaptive and related service goals.</p> <p>Teacher Supports/Evidence: collects data, provides positive feedback, employs good behavior modifications, Reports information to teacher/supervisor</p> <p>Other:</p>	<ul style="list-style-type: none"> • Unable to work as an effective team member to deliver instructional expectations as outlined by teacher • Does not place high priority on the supervision of student(s) and may risk the safety of student(s) • *Does not carry out team decisions as assigned by teacher, provider or related service personnel. • Does not use knowledge of individual's strength and interests to encourage engagement in varied school activities – does not share or use this knowledge to engage with student • Does not facilitate the integration of individuals with exceptionalities into various settings as determined by the instructional team • Does not use strategies that promote successful transitions as determined by the instructional team 	<ul style="list-style-type: none"> • Needs prompted to deliver or how to deliver instructional plans designed by the teacher • Supervises student(s), but needs reminded of its importance • *Needs prompted to deliver directives for individual needs as directed by teacher, provider or related service personnel. • May know the student's strengths and weaknesses, but does not apply that knowledge to various settings and instructional/behavioral opportunities • Supports the integration of student(s) in various settings with prompting and direction • Uses strategies as outlines, but does so on a minimal basis 	<ul style="list-style-type: none"> • Delivers the instructional plans of the teachers, but often needs reminded of the next step. • Supervises the students and understands the importance of the safety and well-being of students under their care. • *Supports and executes the guidance as written or verbalized by the teacher, provider or related service personnel. • Does use knowledge of individual's strength and interests to encourage engagement in varied school activities; <i>however</i>, does not always share or use this knowledge to engage with student • Is aware of the student's strengths and weaknesses and applies this knowledge into various settings and opportunities • Supports the integration of student(s) and uses the knowledge of the student to work in various settings with fidelity. • Uses the strategies outlined by the team to support the student in transitions 	<ul style="list-style-type: none"> • Participates in team planning or assists in the planning of instructional needs of student. Has a true understanding of the progress & needs of the students and shares that information with the teacher • Supervises the student(s) and engages with students under care. Has an understanding of proximity without being reminded • *Supports and executes the plans of the teacher, provider or related service personnel. The paraprofessional collects data, asks questions and offers suggestions as a team member. • Employs, speaks and engages with students in and around their strengths, weaknesses, interests – takes time to know the student. • Supports and carries out the plans for integration in all settings and interacts positively with building staff • Uses the strategies, as well as, collect and share valuable information to the team.

Overall Rating:	Para: U B S A	Teacher: U B S A	Supervisor: U B S A Or Initials _____	Final Section Rating:
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Comments:

Section 2: Professional Conduct

Place ✖ to indicate performance of unsatisfactory or satisfactory. Please use comment section to provide detail (may attach evidence to support detail).

Professional Behavior	Action	Unsatisfactory	Satisfactory	Comments
Skill Set: ✓ Confidentiality ✓ Work Relationships ✓ Professional Growth ✓ Attendance ✓ Professional Dress ✓ Positive Interactions Teacher Supports/Evidence: Attends trainings, Attendance report Adheres to dress code Other:	<ul style="list-style-type: none"> • Uses ethical behavior in all settings • Uses local policies for confidential communication about team practices • Dresses appropriately for position • Good attendance (96% or higher – do not include extended medical leave), is punctual & ready to work • Communicates and prepares for absence • Does not use cell phone or computer for personal use during the day (except on breaks and emergencies) • Uses good judgment and has good decision making skills • Has initiative and works at appropriate pace • Willing to assist colleagues with assignments outside of individual job responsibilities • Good written and verbal communication with team and with building staff • Willing to learn new skills and grow as a professional • Able to use technology as needed in the position 			
<u>Supervisor Comments:</u>		<u>Total</u>	<u>Total</u>	<u>Overall Section Rating:</u>
				<u>FINAL SUMMATIVE:</u>

SECTION 3: Goal Setting

SELF-DIRECTED GOALS
 GOAL COLLABORATION
 IMPROVEMENT PLAN – SEE ATTACHED
 *should be reflective of evaluation results

INDIVIDUAL GOAL(S):	PLANNED STRATEGIES & ACTIVITIES:	PROJECTED TIMELINE :	EVIDENCE OF OUTCOME:
1.			
2.			

Section 4: EVALUATION SUMMARY

SATISFACTORY
 Skilled & Distinguished

COMMENTS:

UNSATISFACTORY
 Basic and Unsatisfactory

COMMENTS:

TEACHER SIGNATURE _____ DATE _____ PARAPRO SIGNATURE _____ DATE _____

SUPERVISOR SIGNATURE _____ DATE: _____ (Circle) REVIEW or FULL EVALUATION