

PARAEDUCATOR EVALUATION

Paraeducator _____ Evaluator _____ Date of Eval _____

SECTION I. COMMUNICATION

	Unsatisfactory 0	Needs Improvement 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	N/A
1	Does not use appropriate & clear language or grammar. Difficult to understand	Occasionally uses appropriate & clear language or grammar	Usually uses appropriate & clear language or grammar	Consistently uses appropriate & clear language	Always uses appropriate & clear language & encourages other to do the same	
2	Rarely responds appropriately to difficulties or seeks help from appropriate individuals	Occasionally responds appropriately to difficulties & seeks help from appropriate individuals	Usually responds appropriately to difficulties & seeks help from appropriate individuals	Consistently responds to difficulties & seeks help from appropriate individuals	Always responds to difficulties & actively seeks help from appropriate individuals	
3	Rarely communicates student needs or concerns to appropriate persons	Occasionally communicates student needs or concerns to appropriate persons	Usually communicates student needs or concerns to appropriate persons	Consistently communicates student needs or concerns to appropriate persons	Always communicates student needs or concerns regularly to appropriate persons	
4	Documented breaches of confidentiality have occurred	Needs regular reminders to handle confidential matters professionally & in accordance with legal requirements	Usually handles confidential matters professionally & in accordance with legal requirements	Handles confidential matters professionally & in accordance with legal requirements	Handles confidential matters professionally & in accordance with legal requirements	
5	Does not maintain records as instructed by supervisor	Some components of the required documentation are missing, incomplete or illegible	Most components of the required documentation are present	Required documentation is consistently maintained as instructed and is legible	All required documentation is present, clearly written, legible and completed as instructed	
6	Engages in arguing & power struggles with students.	Communicates & works with students in a manner that inconsistently fosters positive & productive relationships	Communicates & works with students in a manner that usually fosters positive & productive relationships	Communicates & works with students in a manner that fosters positive & productive relationships	Goes above & beyond communicating & working with students fostering positive & productive relationships	
7	Communicates & works with co-workers in a manner that rarely fosters positive and productive relationships. Is involved in gossiping, negative talk regarding teacher, administrators &/or District	Communicates & works with co-workers in a manner that inconsistently fosters positive and productive relationships.	Communicates & works with co-workers in a manner that usually fosters positive and productive relationships.	Communicates & works with co-workers in a manner that fosters positive and productive relationships	Understands the unique perspectives & philosophies of people they work with and responds in a manner that is sensitive to varying views.	

COMMENTS:

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SECTION II. RESPONSIVENESS TO STUDENT NEEDS

	Unsatisfactory 0	Needs Improvement 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	N/A
1	Unable to adjust management style in response to student needs, ability levels & maturity levels	With great difficulty is able to occasionally adjust management style in response to student needs, ability levels & maturity levels	Is able but inconsistently attempts to adjust management style in response to student needs, ability levels & maturity levels	Quickly able to gage management style required in response to student needs, ability levels & maturity levels	Always able to easily adjust management style in response to student needs, ability levels & maturity levels	
2	Rarely responds appropriately to difficulties or seeks help from appropriate individuals	Sometimes responds appropriately to difficulties or seeks help from appropriate individuals	Is able but inconsistently responds appropriately to difficulties or seeks help from appropriate individuals	Responds appropriately to difficulties or seeks help from appropriate individuals	Consistently responds appropriately to difficulties or seeks help from appropriate individuals	
3	Never attempts to adapt instructional activities & materials according to learner needs & individualized program	Rarely attempts & does not exhibit an interest or ability to adapt instructional activities & materials according to learner needs and individual programs	Inconsistently adapts instructional activities & materials according to learner needs & individual programs	Adapts instructional activities & materials according to learner needs & individual programs	Regularly adapts instructional activities & materials according to learner needs & individualized program	
4	Does not recognize strengths of student. Provides excessive help, completes assignments for student or gives them answers	Rarely recognizes strengths of student & provide with excessive help or does not know when to provide assistance	Usually recognizes strengths of student & provides the appropriate amount of support & assistance	Is able to recognize strengths of student & exhibits awareness of student needs	Always able to recognize student strengths. Challenges them.	
5	Fosters student dependency. Does not encourage socialization and self-esteem. Talks down or disrespectfully to students.	Does not encourage students to be independent learners or engage with their peers.	Encourages students to be independent learners in some situations throughout instructional time. Supportive of socialization with peers & fosters self-esteem	Encourages students to be independent learners throughout instructional time. Supportive of socialization with peers & fosters self-esteem	Always encourages student independence, socialization & self-esteem. Shows he respects & accepts student as they are	
6	Never suggests ideas for changes to student support	Rarely offers suggestions or ideas for changes in student support	Occasionally offers suggestions or ideas for changes in student support	Regularly shares suggestions to support students & better meet their needs	Consistently shares suggestions to support students & better meet their needs	
7	Never demonstrates interest or enthusiasm. Always has to be given instruction of what to do. Rarely interacts with students in the classroom unless asked	Rarely demonstrates interest or enthusiasm.	Occasionally demonstrates interest or enthusiasm	Consistently demonstrates positive attitude.	Always demonstrates positive attitude and willing to do anything asked. Appears to enjoy work.	
8	Always has to be asked to help out during down time. Sits in the back of the room, reads, visits or uses phone.	Rarely shows initiative	Occasionally shows initiative	Regularly shows initiative	Consistently finds tasks to be completed without prompting	

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9	Does not demonstrate the ability to work independently. Is not where he is supposed be. Does not follow schedule	Rarely demonstrates ability to work independently. Has difficulty following schedule & being on time for class	Occasionally demonstrates the ability to work independently. Follows schedule and on time more often than not	Demonstrates the ability to work independently. Follows schedules and is on time to class	Is always where he is supposed to be. Carries out needed tasks without being asked or told.
10	Unable to demonstrate effective strategies for management of student behavior. Student's behavior is disruptive Does not follow BIP.	Addresses student behaviors inconsistently & the techniques used frequently do not result in positive outcomes. Occasionally follows BIP	Demonstrates effective strategies to manage student behavior, many of which end with a positive outcome.	Quickly & positively addresses student behaviors, resulting in consistently positive outcomes.	Readily uses multiple positive behavior support strategies to address student behaviors & actively teaches students to self-regulate behaviors, resulting in positive outcomes. Always follows BIP

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SECTION III. WORKING RELATIONSHIPS

	Unsatisfactory 0	Needs Improvement 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	N/A
1	Does not follow written or oral plans & instructions or seek help when needed	Rarely follows written or oral plans & instructions or seeks help when needed	Occasionally follows written or oral plans & instructions or seeks help when needed	Follows written or oral plans & instructions or seeks help when needed.	Always follows written or oral plans/instructions given by teacher. Will actively seek out help or clarification if needed	
2	Does not demonstrate flexibility to changes in schedules, plans &/or assignments	Rarely demonstrates flexibility to changes in schedules, plans &/or assignments	Occasionally demonstrates flexibility to changes in schedules, plans &/or assignments	Demonstrates flexibility to changes in schedules, plans &/or assignments	Is always flexible to changes in schedules, plans &/or assignments. Willing to work with any student or wherever most needed.	
3	Does not participate effectively as a team member. Critical of other team members & gossips	Rarely participates effectively as a team member. Does not engage with other team members	Occasionally participates effectively as a team member	Participates effectively as a team member	Always makes an effort to contribute to the team in a positive & helpful manner	
4	Does not respond appropriately to input or direction from teachers/other team members. Is resistant to change & does not acknowledge need for improvement	Rarely responds appropriately to input/direction from teachers/other team members. Is usually defensive, argumentative & requires repeated guidance to implement suggested improvements	Occasionally responds appropriately to input/direction from teachers/other team members. Listens & accepts feedback over time &/or through a variety of communication attempts.	Regularly seeks feedback from teachers or other team members. Readily engages in implementing or trying suggestions	Recognizes areas where improvement is needed and independently initiates professional growth activities on an ongoing basis	
5	Does not contribute or attend scheduled team meetings.	Has poor attendance at scheduled team meetings	Occasionally attends scheduled team meetings	Attends scheduled team meetings as instructed.	Always attends scheduled team meetings and makes significant & innovative contributions	
6	Does not maintain composure under pressure	Rarely maintains composure under pressure. Very easily flustered and frustrated	Occasionally able to maintain composure under pressure.	Able to maintain composure under pressure	Always handles stressful events & negative behavior in a positive, professional manner	
7	Does not demonstrate an understanding of the subjects or concepts covered in classes.	Demonstrates poor understanding of the subjects or concepts covered in classes	Demonstrates an understanding of most subjects or concepts covered in classes	Demonstrates an understanding of the subjects or concepts covered in classes. Actively seeks materials or learning opportunities to increase understanding of subject	Clearly demonstrates an understanding of the subjects or concepts covered in class	

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SECTION IV. RESPONSIBILITY

	Unsatisfactory	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations	
	0	1	2	3	4	N/A
1	Does not follow through on directions & student program requirements outlined on the IEP on a consistent basis	Rarely follows through on directions & student program requirements as outlined on the IEP	Regularly attempts to follow through on directions & student program requirements as outlined on the IEP	Follows through on directions & student program requirements outlined on the IEP	Always follows through on directions & student program requirements as outlined on the IEP	
2	Angry & argumentative when given constructive feedback	Defensive & has great difficulty accepting constructive feedback	Able to listen & recognize needed improvements/changes after a period of time & multiple reminders	Accepts and acts on constructive feedback	Able to recognize areas of need and readily implements changes when given constructive feedback	
3	Does not follow classroom, school or District policies or procedures	Rarely follows classroom, school or District policies even after reminding	Occasionally follows classroom, school or District policies when it suits them	Follows classroom, school or District policies or procedures	Demonstrates a clear understanding & always follows classroom, school & District policies. Is a role model for others	
4	Consistently absent, tardy or leaves early	Regularly absent and tardy	Present & on time more days than not	Usually present & on time	Always present & on time.	

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Add totals for each section & place in TOTALS box. Divide that number by the number of questions under each subject (DO NOT include any questions rated N/A) & put that number in the AVERAGE RATING box. Add all of the AVERAGE RATING boxes & divide by 4. This is the OVERALL rating for the para..

Should the evaluation reveal performance concerns (a rating of "0" or "1" on any item), a re-evaluation of those specific items shall be completed within a month. If improvements do not occur, the supervisor may contact the Para Facilitator to request a Plan of Improvement be implemented.

A copy of the evaluation will be provided to the employee, the supervisor will keep a copy and a copy will be kept in the employee's personnel file at the SCAESIC office.

	COMMUNICATION	RESPONSIVENESS TO STUDENT NEEDS	WORKING RELATIONSHIPS	RESPONSIBILITY	TOTAL
TOTALS					
AVERAGE RATING OF EACH SECTION					____/4

OVERALL RATING _____

EVALUATOR COMMENTS:

GOALS FOR NEXT EVALUATION:

- 1.
- 2.

PARAEDUCATOR COMMENTS:

Evaluator's signature _____ Date _____

Paraeducator's signature _____ Date _____

The paraeducator's signature indicates that this evaluation was reviewed and does not necessarily imply agreement with the evaluation.

Adapted from: "the Classroom Teacher's Guide for Working with Paraeducators", Master Teacher, 2000, Revised 1/2009