**Athens Area Schools Paraprofessional Evaluation** Paraprofessional: Date:

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| **Component** | **Needs Improvement = 1** | **Basic = 2** | **Proficient = 3** | **Distinguished = 4** | **Score** |
| ***Demonstrates knowledge of content*** | Displays insufficient understanding of subjects or basic skills | Knowledge of content represents basic understanding but does not make connections between concepts. | Demonstrates solid understanding of content and its relationships between concepts | Knowledge of content is extensive, relates content to real life and is demonstrating continuing personal growth. |  |
| ***Ability to use strategies to promote student independence*** | Is unable to use strategies and best practices to promote student independence. | Under the direction of a certified educator, can implement some strategies and best practices to promote student independence | Knows and implements strategies and best practices to promote student independence | Implements and encourages collaboration of educational team on promoting student independence |  |
| ***Use of questioning and discussion*** | Has limited knowledge of questioning and discussion techniques and is unable to implement strategies that facilitate inclusion of students with disabilities with peers | Is able to use some inclusive strategies that promote student communication, language and higher order thinking skills. | Know and implements a variety of strategies that promote student communication, language and higher order thinking skills. | Implements and encourages collaboration of the team in promoting student communication, language and higher order thinking skills. |  |
| ***Engaging students in learning*** | Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities | Has limited knowledge of the process of adapting materials to student needs. Has difficulty following oral or written directions and does not seek clarification from certified teacher | Understands and demonstrates the adaptation process. Provides appropriate alternative activity. Seeks out clarification and/or direction when needed from certified teacher | Can successfully collaborate with the team in meeting student needs by adapting lesson plans specific to the curriculum |  |
| ***Creates an environment of trust and respect*** | Interactions between para and students are negative, inappropriate, sarcastic and/or not positive in nature | Interactions with students are generally appropriate but may occasionally display insensitivity | Interactions with students are consistently appropriate and respectful and reflect warmth and caring | Interactions are highly respectful and reflect genuine warmth and caring which positively affects the climate of the class |  |
| ***Managing student behavior*** | Has limited knowledge and is unable to demonstrate strategies that reinforce positive student behavior. Does not assist resolving any behavioral issues | Has some knowledge and is able to use some strategies that reinforce positive student behavior. Does not consistently use skills to manage student behavior | Uses strategies that reinforce positive student behavior. The response to student misbehavior is appropriate and respectful to students | Consistently monitors student behavior and intervenes in a positive manner before behavior escalates. Uses a variety of strategies which reinforce positive behavior. |  |
| ***Classroom procedures*** | Fails to assist the teacher in the implementation of the classroom routines and procedures | Occasionally assists the teacher in the implementation of the classroom routines and procedures | Assists the teacher in the implementation of the classroom routines and procedures that allow for increased instruction time and learning | Assist the teacher in the implementation in the seamless operation of the classroom routines and procedures thus increasing educational effectiveness |  |
| ***Documentation of student learning*** | Does not follow the protocols for documentation of student learning or functional behavioral data | Is inconsistent in following the protocols for documentation of student learning or functional behavioral data | Consistently follows the protocols for documentation of student learning or functional behavioral data | Consistently follows the protocols for documentation of student learning or functional behavioral data, Contributes to the team in sharing data and planning |  |
| ***Communication with other staff*** | Does not communicate effectively. Does not use listening skills. Communication is largely negative and complaining | Does not always communicate effectively. Does not always use listening skills. Communication is sometimes negative and complaining. | Demonstrates support and cooperation. Interaction is positive in nature and is able to work well with other staff. Is a good listener. | Demonstrates support, cooperation and collaboration. Interaction is positive in nature and is able to work well with other staff. Is a good listener. |  |
| **Subtotal** | | | | |  |
| ***Integrity and professionalism*** | Does not maintain confidentiality or has made errors in judgement and/or integrity | Makes infrequent lapses in maintaining confidentiality or in professionalism and/or integrity | Displays high standards of honesty and integrity. Maintains confidentiality. Effectively resolves conflicts with appropriate communication and follows the chain of command | Serves as a model of professionalism and integrity |  |
| ***Positive work ethic*** | Is frequently late to work and to assignments and may not be prepared to start work in an appropriate manner | Usually can be relied on to be punctual and prepared to start work in an appropriate manner | Can be relied on to be punctual and prepared to start work in an appropriate manner. Works well under pressure | Can be relied on in all circumstances. Commits themselves to tasks that involve time and personal investment |  |
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| **Subtotal from this page** | | | | |  |
| **Subtotal from first page** | | | | |  |
| **Total** | | | | |  |
| **Evaluation Score based on total divided by 11** | | | | |  |

**Rating \_\_\_\_\_\_\_ Needs Improvement = 1-1.4 Basic = 1.5-2.4 Proficient = 2.5-3.4 Distinguished = 3.5-4**

**Other comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**This evaluation is a composite of teachers and administrators.**

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**Signature of Paraprofessional**