

UNSATISFACTORY	STANDARD	EXCELLENT
<p>A1. Interactions with students are demeaning or negative. The paraprofessional does not support the idea that the environment should reflect the culture, interests and talents of the students.</p> <p>A2. Safety rules are not known or not followed. The environment is not kept neat or is allowed to remain dirty. Environmental accommodations or adjustments needed by students are ignored.</p> <p>A3. There is little attempt to assist the teacher to keep materials and equipment in place. They are inaccessible to the students. Expressed needs for special resources or equipment are ignored.</p>	<p>Interaction between students and the paraprofessional are appropriate and supportive. The paraprofessional is aware of student interest and needs. The paraprofessional assists in displaying student work in the classroom and identifies work to be placed in the student portfolio or record.</p> <p>Safety rules are known and followed. The environment is kept clean and neat. Any special environmental accommodations or adjustments needed by students are expedited and maintained.</p> <p>The paraprofessional assists the teacher in organizing materials and equipment so they are easy to locate and maintain. Special resources and/or equipment are monitored and kept in working order. Physical accommodations and adjustments are made for the students who are unable to care for themselves.</p>	<p>Interactions reflect genuine caring and respect for the students, their culture, interests and talents. Creative ways to display student work are suggested. The portfolio or record is valued and the students are encouraged to gather their work. The paraprofessional seeks out ways for students to demonstrate their accomplishments.</p> <p>The students are assisted in maintaining an environment that is safe and clean. The paraprofessional listens to the environmental supports that the student indicates they need and expedites them in conjunction with the student. This knowledge of needed environmental supports extends beyond the classroom.</p> <p>The paraprofessional provided input into the routines established to locate and access materials and equipment. He/she is quick to discover the adaptations needed by the student's disability and locates the needed resources and equipment. He/she assists the students in maintaining their equipment.</p>

Assessment, Planning and Development

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<p>B1. The paraprofessional does not collect or record the assessment data that is requested or misses opportunities to record assessment data.</p> <p>B2. The paraprofessional cannot or does not document and/or provide, per educational team request, student performance descriptions. He/she cannot accurately describe what the student does.</p> <p>B3. The work standard set by the educational team is not kept or is challenged.</p>	<p>The paraprofessional systemically and accurately collects and records assessment data required by regulatory statute and/or the educational team.</p> <p>The paraprofessional records and reports student performance to the educational team. He/she can assess when a student’s performance requires change. The descriptions of student performance are accurate and shared within context.</p> <p>The work standard is understood and communicated clearly and consistently to the students. The paraprofessional knows when standards have to be discussed with the teacher and/or the educational team.</p>	<p>Assessment records are systematically and accurately kept. The paraprofessional contributes ideas and methods to improve the collection of assessment data. There is an understanding of the relevancy of assessment data and the planning and development of the IEP.</p> <p>Recording of student performance is accurate, timely and within context. The paraprofessional knows when the student’s performance is such that it should be reported to the educational team. The paraprofessional can assess the student’s performance and suggest changing the direction of instruction, keeping the educational team informed.</p> <p>The paraprofessional has the ability to clearly understand and communicate expected work standards set by the educational team. He/she utilizes the students to gain their support of the standard to the parents or other pertinent parties. He/she encourages student independence.</p>

Management of Instructional Time

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<p>C1. The paraprofessional is often not on time for the beginning of the work day, meetings and other assignments. He/she does not adhere to the student schedule.</p> <p>C2. Student attention is not maintained. Time on task is inadequate or is too long. There is little understanding of the attention capability of the student.</p> <p>C3. Initial startup and time between tasks are too long in duration. There is little attempt to take advantage of time between tasks. There is not consideration for a student's disability in the process of transitioning.</p>	<p>The paraprofessional is punctual about being at work on time and for meetings. He/she returns assignments, given by the educator and/or educational team, in on time. The student scheduled is followed.</p> <p>Time on task is appropriate for the student's age, resources, needs, interests and disability. The paraprofessional knows when to seek assistance from the educational team when time on task needs to be adjusted.</p> <p>Transition within the school environment occur smoothly and are on time. Adaptations to lessen transition time are identified and shared with the educational team. The student's disability is taken into consideration when transitioning.</p>	<p>The paraprofessional is punctual for all occasions. Assignments are on time or early. He/she adheres to the student schedule and is able to guide students in self-monitoring of on time behaviors.</p> <p>Time on task expectations is appropriate for the resources, age and interest of the students. The paraprofessional often offers suggestions regarding increasing time on task. He/she assists students in utilizing strategies needed to maximize time on task.</p> <p>The paraprofessional is able to involve students in facilitating smooth and quick transitions. The paraprofessional understands the adaptations that an individual student may need due to his/her disability. Transition needs and supports beyond school are identified and shared with the educational team.</p>

Management of Student Behavior

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<p>D1. The paraprofessional does not know nor does not consistently follow classroom rules and procedures. He/she does not carry out the student consequences if a rule or procedure is broken.</p> <p>D2. Student behaviors are seldom monitored and are not recorded. The paraprofessional seems to be unaware of any individual behavioral programs.</p> <p>D3. The responses to a student's behaviors are negative or inappropriate. Behavioral intervention is inconsistent.</p>	<p>The rules and procedures of behavior are understood by the paraprofessional. The paraprofessional is consistent in applying the consequences for certain behaviors.</p> <p>The paraprofessional is alert to student behaviors. The behaviors are monitored, promptly recorded, and shared with the educational team. The paraprofessional can articulate a student's individual behavioral program.</p> <p>The paraprofessional's responses to behaviors are prompt, appropriate and effective. He/she contributes ideas to the educational team for changes in behavioral plans. The student's dignity is maintained.</p>	<p>The paraprofessional includes students in the facilitation of classroom rules and procedures. He/she encourages students to know the reason for certain consequences and to monitor themselves. The paraprofessional is able to articulate the rules to pertinent persons beyond the classroom.</p> <p>The paraprofessional monitors and records student behaviors, sharing the information with the teacher and/or the full educational team. He/she subtly integrates this monitoring process into instruction. The paraprofessional includes the student in the monitoring of his/her own behaviors. The paraprofessional finds ways, when appropriate, to extend the monitoring outside the classroom.</p> <p>Responses to behaviors are consistent, prompt and highly sensitive to the student's uniqueness. Responses are reported to the educational team. Behavior controls include a preventative component. Students are encouraged to demonstrate how interventions can be removed.</p>

Instructional Presentation and Feedback

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<p>E1. Spoken language is inaudible and/or vague. Written language is illegible and/or misspellings occur. There are grammar and syntax errors. Vocabulary is not at instructional level.</p>	<p>Spoken and written language is clear and precise. The speech and language used is appropriate to students' ages and interests.</p>	<p>Spoken and written language is correct, precise and very expressive. The speech and language of the paraprofessional enriches the learning experience.</p>
<p>E2. Student feedback is missing. Questions are missing or are of one kind. Open ended questioning is not used.</p>	<p>Continual student feedback is evident, with successful strategies shared with the educator. Questions asked by the paraprofessional are varies and relevant. Cues are offered whenever necessary.</p>	<p>Continual and systematic feedback is an integral part of the instruction. Questions are of uniformly high quality, and there is adequate time allotted for student response. Cues, per established student strategies needs, are offered. Students formulate their own questions.</p>
<p>E3. The paraprofessional does not allow the students to discuss lesson content. He/she usually does all the talking.</p>	<p>Student interaction and discussion at the student level occurs often. Turn taking during the communication process is stressed. Interactions occur during learning and free times.</p>	<p>Quality student/paraprofessional interactions occur continuously. The paraprofessional models for the student the rules for discourse, initiates topics, and contributes unsolicited and appropriate responses. Interactions occur during learning and free times. The paraprofessional can identify other times for interactions.</p>
<p>E4. Illustrations of concepts/content are inappropriate and unclear. Skill demonstration is generally not done. The paraprofessional uses poor examples and analogies.</p>	<p>Illustrations of concepts/content are appropriate. Demonstrations of a need skill are readily offered. Examples and analogies are linked to student knowledge and experience.</p>	<p>Illustrations of concepts/content and skill demonstrations add to student knowledge and experience. The student encouraged to participate in demonstrations. They contribute examples and analogies.</p>
<p>E5. The paraprofessional does not seem to regard student interests. The lesson is presented too fast or too slow to maintain attention.</p>	<p>The paraprofessional takes advantage of student interests. The lesson maintains the teacher directed structure. The activities occur at a rate appropriate to the student's age, experience and capability.</p>	<p>The lesson maintains the attention of the student and most lessons are successfully completed. The paraprofessional responds to the pace set by the student; he/she maximizes participation. The student has time to reflect and give input about what comes next.</p>
<p>E6. There generally is not time allotted for review or summarization of the lesson.</p>	<p>Review of lesson concepts occurs throughout the session with at least one opportunity for the students to summarize.</p>	<p>Review and lesson summary is ongoing and individualized. There is time for reflection and closure within the educator directed lesson plan. The students can tell what the next step will be.</p>
<p>E7. Positive feedback and reinforcement is not provided in a timely manner and/or is inconsistent.</p>	<p>Positive feedback and effective reinforcement in consistent and provided in a timely manner. All students are included.</p>	<p>Consistent and timely feedback and reinforcement is every present. Provision is made for students to use feedback as a learning strategy,</p>
<p>E8. Students are engaged in lesson/activities as a group with no apparent individualization. Any lack of student success is blamed on student inability. The paraprofessional is unaware of content of the IEP.</p>	<p>Individualization needed by the student's disability is readily accommodated within the group. Individualization of instruction supports the educational team decisions of the IEP.</p>	<p>The paraprofessional continually makes teaching strategy adjustments to enhance learning and shares these ideas with the education team.</p>
<p>E9. The paraprofessional does not demonstrate enthusiasm regarding student achievement. Students are not proud of their work. There are only modest expectations for achievement.</p>	<p>The paraprofessional encourages and expects each student to achieve at the highest possible level. The paraprofessional shows enthusiasm when a student is successful. The paraprofessional motivates the student to excel.</p>	<p>The paraprofessional and the students take obvious pride in their work. With paraprofessional prompting, the students motivate each other to excel. The paraprofessional encourages students to suggest ways they will improve.</p>

Communication and Professional Responsibilities

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F1. The paraprofessional provides little information for families. He/she is insensitive to parental needs and concerns.	Under educator directions the paraprofessional provides feedback to families regarding student participation. He/she is able to share to goals of the learning activities with family members. He/she responds to parent inquiries.	Under educator directions, parental needs and concerns are answered immediately and with sensitivity. The paraprofessional is able to communicate ways the family members can be supportive of the student. He/she goes out of the way to accommodate and meet with families.
F1b. Staff relationships with peers, with other educational team members and with administration are negative and self-serving. He/she does not ask questions of the educational team when necessary.	The paraprofessional maintains cooperative relationships with peers, with other educational team members and with administration. He/she knows when to ask questions to enhance the service to the student.	The paraprofessional contributes considerable towards maintaining positive staff relationships. He/she goes out of his/her way to provide a transdisciplinary approach to service delivery. He/she contributes ideas to enhance communication within the organization.
F1c. The paraprofessional does not positively represent the students and the organization outside the classroom.	The paraprofessional positively represents the students and the organization outside the classroom.	The paraprofessional positively represents the students and the organization outside the classroom. He/she finds ways to enhance communication between the organization and the community and shares these ideas.
F2. Professional development to enhance skills and/or knowledge is seldom pursued.	The paraprofessional willingly participates in opportunities to enhance professional knowledge and skills.	The paraprofessional seeks out and participates in professional growth opportunities. He/she identifies own needs for improvement and reports these supervision. He/she shares newly gained information with others.
F3. The paraprofessional makes little or no attempt to be a role model for others. He/she is unable to accept criticism to improve. Professionalism is not always exhibited.	The paraprofessional understands the impact and work of being a role model and acts accordingly. He/she accepts criticism geared toward professional improvement. The paraprofessional acts in a professional way at all times.	The paraprofessional is accepted by others as a role model. He/she understands the far reaching effects of being a model for others. He/she takes the time to mentor for others. He/she seeks out criticism that will enhance his/her professional skills.
F4. The paraprofessional avoids attending school events and meetings or avoids participating when in attendance.	The paraprofessional willingly participates in school committees, events and meetings. He/she contributes in a positive way.	The paraprofessional often takes a leadership role in school committees, events and meetings. He/she contributes ideas that enhance the activities.
F5. Rules, regulations, procedures and policies are often ignored.	The paraprofessional follows all established policies, procedures rules and regulations and asks questions about them whenever necessary.	The paraprofessional keeps track of and follows all policies, procedures, rules and regulations. He/she offers suggestions for improving procedures and/or operational policies.