

**Harvey County Special Education**

# **Para-Educator Evaluation**



**2010**

## **PARAEDUCATOR EVALUATION COMMITTEE MEMBERS**

**Evaluation created August 2010**

Many thanks to the educators and paraeducators who devoted many hours to the development of the new evaluation system and tools. The committee was chaired by Mary Ellen Hodge, special education teacher and administrative intern for the 2009-2010 school year.

Others who provided input and expertise include:

Melissa Sullivan	Santa Fe Special Education Teacher
Vickie Dyck	Newton High School Paraeducator
Julie Stockton	Halstead Middle School Special Education Teacher
Jan Plummer	South Breeze Principal
Ashley Beardslee	Early Childhood Teacher
Dianna Miller	Early Childhood Special Education Paraeducator
Kathy Archer	Santa Fe Special Education Teacher
Jerry Krehbiel	Newton High School Special Education Teacher

## Instructions for Paraeducator Evaluation

1. Paraeducator evaluations will be completed twice a year for the first year (or as needed) that a paraeducator is a part of a classroom. This includes all new paraeducators to the district and all transfer paraeducators. Evaluations will be completed in October or (at the end of the 40 day probationary period) and March (at the end of the 3<sup>rd</sup> quarter).
2. Paraeducators who have been part of a classroom for more than one year will be evaluated once a year, in October (or as needed).
3. Paraeducators who have been part of a classroom for more than 5 years will be evaluated every other year, in October (or as needed). A personal goal will be written by the paraeducator every year.
4. Each paraeducator should receive a copy of the evaluation at the start of the school year. It is recommended that supervising teachers review the evaluation with all paraeducators at the start of each school year. This will allow paraeducators to understand supervising teacher expectations in each of the categories listed on the evaluation.
5. A **Performance Assessment sheet** will be filled out by the supervising teacher during each evaluation period. This will give an overall performance rating in each of the following categories: Attitude, Initiative, Quality of Work, Efficiency, Interactions with Students and Staff, Instructional Support, and Community Relations. A **rubric** has been provided for supervising teachers use when evaluating. The supervising teacher will highlight areas of strength/weakness in each column. All ratings on the evaluation translate to the lowest box highlighted on the rubric. If a section is highlighted that needs improvement, that is the rating received. Both the rubric and performance assessment sheet will be shared with the paraeducator at the evaluation. The supervising teacher will go over the evaluation, along with the improvement form, at the time of evaluation.

### Self-Monitoring Sheet and Improvement Form:

1. The **Self-monitoring sheet and Improvement form** will be completed during the October evaluation. Paraeducators will write one personal goal for themselves to monitor throughout the school year. The self-monitoring sheet is part of the evaluation and must be signed and turned in with the performance assessment. The **Improvement form** will be filled out by the supervising teacher should a paraeducator receive a “needs improvement” or “unsatisfactory” score in any section of the evaluation.
2. The improvement form will be copied and turned in after the third quarter, however, progress will be monitored until the end of the 4<sup>th</sup> quarter. Paraeducators will turn in the **self-monitoring sheet** at the end of the third quarter to share personal achievement with the District Office. The self-monitoring sheet and improvement forms must be signed by the paraeducator, supervising teacher, and principal.

\*THIS PROCESS IN NO WAY CHANGES THE AT-WILL STATUS OF A PARAEDUCATOR.

# **Paraeducator Evaluation**

## **ATTITUDE**

### **EXCEEDS STANDARDS**

1. Others enjoy working with employee.
2. Shows interest in entire program.
3. Takes pride in own work.
4. Affirmatively seeks ways to improve job performance.

### **MEETS STANDARDS**

1. Is viewed as a positive person.
2. Makes improvements when given suggestions for growth.
3. Refrains from negative judgments.
4. Is flexible-adjusts to new or different situations.
5. Is tactful and courteous with students, staff, and public.
6. Shows an interest in his/her position.
7. Accepts authority of teacher.

### **NEEDS IMPROVEMENT**

1. Is not consistently tactful or courteous when dealing with staff, students, and public.
2. Disregards suggested areas of growth.
3. Reacts negatively to change.
4. Lacks flexibility.

### **UNSATISFACTORY**

1. Others avoid working with this employee when possible.
2. Employee is unreasonably critical of others and program.
3. Appears unhappy at work.

## **INITIATIVE**

### **EXCEEDS STANDARDS**

1. Motivates others.
2. Readily accepts new challenges.
3. Looks for areas of need and offers suggestions on improvement when appropriate.
4. Applies required training to work situations.

### **MEETS STANDARDS**

1. Self-motivated.
2. Follows assigned job procedures and schedules.
3. Independently completes assigned tasks.
4. Attends required training without reminders.

### **NEEDS IMPROVEMENT**

1. Has to be reminded of expectations.
2. Does not see obvious needs.
3. Satisfied with minimal effort (e.g. looks only in one place for something).
4. Needs occasional reminders to attend required training.

### **UNSATISFACTORY**

1. Does not follow procedures or adhere to schedules.
2. Frequently has to be reminded of expectations.
3. Requires supervision and assistance to complete or stay on task.
4. Does not attend required training.

## **QUALITY OF WORK**

### **EXCEEDS STANDARDS**

1. Reinforces desired student behavior.
2. Offers meaningful suggestions on procedures and students to help with classroom management.
3. Anticipates student needs and reacts accordingly.
4. Quality of work is consistently high (neatness, creativity, accuracy, timeliness).
5. Is consistent with data collection and documentation while pushing students to achieve to their best potential.

### **MEETS STANDARDS**

1. Consistently follows supervisor's directions.
2. Properly operates and cares for equipment and materials.
3. Performs paperwork in an accurate manner.
4. Shares with teacher all relevant information concerning students in a timely manner.
5. Follows established discipline and reinforcement procedures (including individual behavior/health plans).
6. Is consistent with data collection and documents data appropriately.

### **NEEDS IMPROVEMENT**

1. Requires reminding to ensure compliance with procedures, policies, schedules, directions, and duty assignments.
2. Paperwork frequently has errors.
3. Discipline is conducted without regard for student self-esteem or individual behavior plans.
4. Is inconsistent with data collection and does not always document data appropriately.

### **UNSATISFACTORY**

1. Fails to adhere to procedures, policies, schedules, directions, and duty assignments.
2. Often repeats mistakes even though previously corrected.
3. Students frequently disruptive when working with a Paraeducator.
4. Behavior or health plan is not followed.
5. Does not collect or document any data.

## **EFFICIENCY**

### **EXCEEDS STANDARDS**

1. Often finishes tasks ahead of schedule without sacrificing quality.
2. Frequently takes on and completes additional tasks.
3. Is well organized (e.g. materials readily accessible).

### **MEETS STANDARDS**

1. Arrives on job at required time throughout the day and stays on job for the prescribed amount of time.
2. Completes assigned tasks in a timely manner.
3. If requested, able to complete additional unanticipated tasks.
4. Effectively prioritizes.

### **NEEDS IMPROVEMENT**

1. Occasionally arrives late or leaves early from assigned locations without permission.
2. Often needs assistance completing assigned tasks in a timely manner.
3. Efficiency suffers because of lack of organization (e.g. preparing one item at a time, when, with organization, more than one could be prepared).

### **UNSATISFACTORY**

1. Frequently arrives late for job or leaves early without permission.
2. Valid complaints are received regarding productivity.
3. Does not follow-through on recommendation for increasing productivity.
4. Frequently or deliberately leaves tasks undone.

## **INTERACTION WITH STUDENTS AND STAFF**

### **EXCEEDS STANDARDS**

1. Consistently uses specific meaningful positive reinforcement (e.g. I like the way you...).
2. Makes self available to students during school hours.
3. Students and staff enjoy interacting with Paraeducator.
4. During school hours, participates in and attends optional school events which promote positive school climate.

### **MEETS STANDARDS**

1. Is sensitive to individual differences.
2. Treats students with courtesy, tact, and respect (e.g., hygiene, discipline, academics).
3. Provides positive reinforcement.
4. Maintains student confidentiality.
5. Communicates concerns in a forthright manner with appropriate professionals.

### **NEEDS IMPROVEMENT**

1. Reacts judgmentally/subjectively to situations involving staff and students (e.g. fails to obtain necessary facts before reaching conclusions).
2. Is unduly critical of students when discussing them with staff.
3. Fails to consider known individual needs of students when working with them.
4. Focuses more on negative student behavior rather than positive.
5. Does not make an effort to positively interact with co-workers.

### **UNSATISFACTORY**

1. Does not show interest in students.
2. Inhibits student communication through sarcasm or negative feedback.
3. Exhibits bias/stereotyping.
4. Paraeducator acts without regard for students' self-esteem.
5. Is rude or discourteous to others.

## **INSTRUCTIONAL SUPPORT**

### **EXCEEDS STANDARDS**

1. Keeps students motivated and engaged in learning objective.
2. Effectively redirects students who are losing focus.
3. Provides support that encourages students to think for themselves.
4. Proactive in managing individual student needs and escalating (anecdotal) behaviors.

### **MEETS STANDARDS**

1. Provides appropriate prompts to help students succeed as independently as possible.
2. Is able to correctly explain academic concepts.
3. Effectively implements student management system designed by professional staff.
4. Models appropriate communication and behavior (e.g., proper grammar, spelling, and manners).

### **NEEDS IMPROVEMENT**

1. Not consistently prepared for learning sessions.
2. Occasionally models inappropriate communication.
3. Places emphasis on controlling behavior rather than motivating students.
4. Occasionally struggles with academic concepts.

### **UNSATISFACTORY**

1. Does not understand basic academic concepts.
2. Frequently models inappropriate communication or behavior.
3. Disrupts student learning or classroom instruction.
4. Unknowingly escalates student behavior.

## **COMMUNITY RELATIONS**

### **MEETS STANDARDS**

1. Relates the concerns of the community to the supervising professional.
2. Maintains confidentiality at the work place.
3. Exercises tact and consideration in working with others.
4. Supports educational programs within the community.
5. Displays positive attitude and work ethic (e.g., on time, supervising students)
6. Works directly with students and staff to promote student independence in the workplace.

### **UNSATISFACTORY**

1. Engages in inappropriate behaviors and activities while on-site (e.g., cell phones, books).
2. Does not interact with students or staff appropriately.
3. Responds inappropriately to student needs.
4. Discusses inappropriate or confidential matters at the workplace.
5. Rude or discourteous to students, staff, or public.
6. Frequently arrives late for job or leaves early without permission.

<b>HARVEY COUNTY SPECIAL EDUCATION          COOPERATIVE PARA EDUCATOR PERFORMANCE ASSESSMENT</b>
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EMPLOYEE: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

Type of Evaluation:    \_\_\_ bi-annual    \_\_\_ annual    \_\_\_ twice a year    \_\_\_ as needed

Key: ES = EXCEEDS STANDARDS  
 MS = MEETS STANDARDS

NI = NEEDS IMPROVEMENT  
 UNSAT = UNSATISFACTORY  
 NA = NOT APPLICABLE

**I. ATTITUDE**

NA	UNSAT	NI	MS	ES

Comments/Recommendations: \_\_\_\_\_

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**II. INITIATIVE**

NA	UNSAT	NI	MS	ES

Comments/Recommendations: \_\_\_\_\_

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**III. QUALITY OF WORK**

NA	UNSAT	NI	MS	ES

Comments/Recommendations: \_\_\_\_\_

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**IV. EFFICIENCY**

NA	UNSAT	NI	MS	ES

Comments/Recommendations: \_\_\_\_\_

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**V. INTERACTIONS WITH STUDENTS AND STAFF**

NA	UNSAT	NI	MS	ES

Comments/Recommendations: \_\_\_\_\_

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**VI. INSTRUCTIONAL SUPPORT**

NA	UNSAT	NI	MS	ES

Comments/Recommendations: \_\_\_\_\_

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**VII. COMMUNITY RELATIONS**

NA	UNSAT		MS	

Comments/Recommendations: \_\_\_\_\_

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THE FOLLOWING AREAS ARE STRENGTHS OF THIS INDIVIDUAL: \_\_\_\_\_

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EMPLOYEE COMMENTS: \_\_\_\_\_

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Paraeducator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Harvey County Special Education Cooperative Paraeducator Evaluation

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paraeducator Name: \_\_\_\_\_

Building: \_\_\_\_\_

CATEGORY	Unsatisfactory	Needs Improvement	Meets Standard	Exceeds Standard	Comments
<b>Attitude</b>	<ul style="list-style-type: none"> <li>*Others avoid working with this employee when possible.</li> <li>*Employee is unreasonably critical of others and program.</li> <li>*Appears unhappy at work.</li> </ul>	<ul style="list-style-type: none"> <li>*Is not consistently tactful or courteous when dealing with staff, students, and public.</li> <li>*Disregards suggested areas of growth.</li> <li>*Reacts negatively to change.</li> <li>*Lacks flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>*Is viewed as a positive person.</li> <li>*Makes improvements when given suggestions for growth.</li> <li>*Refrains from negative judgments.</li> <li>*Is flexible-adjusts to new or different situations.</li> <li>*Is tactful and courteous with students, staff, and public.</li> <li>*Shows an interest in his/her position.</li> <li>*Accepts authority of teacher.</li> </ul>	<ul style="list-style-type: none"> <li>*Others enjoy working with employee.</li> <li>*Shows interest in entire program.</li> <li>*Takes pride in own work.</li> <li>*Affirmatively seeks ways to improve job performance.</li> </ul>	
<b>Initiative</b>	<ul style="list-style-type: none"> <li>*Does not follow procedures or adhere to schedules.</li> <li>*Frequently has to be reminded of expectations.</li> <li>*Requires supervision and assistance to complete or stay on task.</li> <li>*Does not attend required training.</li> </ul>	<ul style="list-style-type: none"> <li>*Has to be reminded of expectations.</li> <li>*Does not see obvious needs.</li> <li>*Satisfied with minimal effort (e.g. looks only in one place for something).</li> <li>*Needs occasional reminders to attend required training.</li> </ul>	<ul style="list-style-type: none"> <li>*Self-motivated.</li> <li>*Follows assigned job procedures and schedules.</li> <li>*Independently completes assigned tasks.</li> <li>*Attends required training without reminders.</li> </ul>	<ul style="list-style-type: none"> <li>*Motivates others.</li> <li>*Readily accepts new challenges.</li> <li>*Looks for areas of need and offers suggestions on improvement when appropriate.</li> <li>*Applies required training to work situations.</li> </ul>	
<b>Quality of Work</b>	<ul style="list-style-type: none"> <li>*Fails to adhere to procedures, policies, schedules, directions, and duty assignments.</li> <li>*Often repeats mistakes even though previously corrected.</li> <li>*Students frequently disruptive when working with a Paraeducator.</li> <li>*Behavior or health plan is not followed.</li> <li>*Does not collect data or document.</li> </ul>	<ul style="list-style-type: none"> <li>*Requires reminding to ensure compliance with procedures, policies, schedules, directions, and duty assignments.</li> <li>*Paperwork frequently has errors.</li> <li>*Discipline is conducted without regard for student self-esteem or individual behavior plans.</li> <li>*Is inconsistent with data collection and does not always document data appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently follows supervisor's directions.</li> <li>*Properly operates and cares for equipment and materials.</li> <li>*Performs paperwork in an accurate manner.</li> <li>*Shares with teacher all relevant information concerning students in a timely manner.</li> <li>*Follows established discipline and reinforcement procedures (including behavior /health plans).</li> <li>*Is consistent with data collection and documents appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>*Reinforces desired student behavior.</li> <li>*Offers meaningful suggestions on procedures and students to help with classroom management.</li> <li>*Anticipates student needs and reacts accordingly.</li> <li>*Quality of work is consistently high (neatness, creativity, accuracy, timeliness).</li> <li>*Is consistent with data collection and documentation while pushing students to achieve to their best potential.</li> </ul>	

Teacher Name: \_\_\_\_\_  
 Paraeducator Name: \_\_\_\_\_

Date: \_\_\_\_\_  
 Building: \_\_\_\_\_

CATEGORY	Unsatisfactory	Needs Improvement	Meets Standard	Exceeds Standard	Comments
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>*Frequently arrives late for job or leaves early without permission.</li> <li>*Valid complaints are received regarding productivity.</li> <li>*Does not follow-through on recommendation for increasing productivity.</li> <li>*Frequently or deliberately leaves tasks undone.</li> </ul>	<ul style="list-style-type: none"> <li>*Occasionally arrives late or leaves early from assigned locations without permission.</li> <li>*Often needs assistance completing assigned tasks in a timely manner.</li> <li>*Efficiency suffers because of lack of organization (e.g. preparing one item at a time, when, with organization, more than one could be prepared).</li> </ul>	<ul style="list-style-type: none"> <li>*Arrives on job at required time throughout the day and stays on job for the prescribed amount of time.</li> <li>*Completes assigned tasks in a timely manner.</li> <li>*If requested, able to complete additional unanticipated tasks.</li> <li>*Effectively prioritizes.</li> </ul>	<ul style="list-style-type: none"> <li>*Often finishes tasks ahead of schedule without sacrificing quality.</li> <li>*Frequently takes on and completes additional tasks.</li> <li>*Is well-organized (e.g. materials readily accessible).</li> </ul>	
<b>Interactions with Students and Staff</b>	<ul style="list-style-type: none"> <li>*Does not show interest in students.</li> <li>*Inhibits student communication through sarcasm or negative feedback.</li> <li>*Exhibits bias/stereotyping.</li> <li>*Acts without regard for students self-esteem.</li> <li>*Is rude or discourteous to others.</li> </ul>	<ul style="list-style-type: none"> <li>*Reacts judgmentally/subjectively to situations involving staff and students (e.g. fails to obtain necessary facts before reaching conclusions).</li> <li>*Is unduly critical of students when discussing them with staff.</li> <li>*Fails to consider known individual needs of students when working with them.</li> <li>*Focuses more on negative student behavior rather than positive.</li> <li>*Does not make an effort to positively interact with co-workers.</li> </ul>	<ul style="list-style-type: none"> <li>*Is sensitive to individual differences.</li> <li>*Treats students with courtesy, tact, and respect (e.g., hygiene, discipline, academics).</li> <li>*Provides positive reinforcement.</li> <li>*Maintains student confidentiality.</li> <li>*Communicates concerns in a forthright manner with appropriate professionals.</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently uses specific meaningful positive reinforcement (e.g. I like the way you).</li> <li>*Makes self available to students during school hours.</li> <li>*Students and staff enjoy interacting with Paraeducator.</li> <li>*During school hours, participates in and attends optional school events which promote positive school climate.</li> </ul>	
<b>Instructional Support</b>	<ul style="list-style-type: none"> <li>*Does not understand basic academic concepts.</li> <li>*Frequently models inappropriate communication or behavior. *Disrupts student learning or classroom instruction.</li> <li>*Unknowingly escalates student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>*Not consistently prepared for learning sessions.</li> <li>*Occasionally models inappropriate communication.</li> <li>*Places emphasis on controlling behavior rather than motivating students.</li> <li>*Occasionally struggles with academic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>*Provides appropriate prompts to help students succeed as independently as possible. *Is able to correctly explain academic concepts.</li> <li>*Effectively implements student management system designed by professional staff.</li> <li>*Models appropriate communication and behavior (e.g., proper grammar, spelling, and manners).</li> </ul>	<ul style="list-style-type: none"> <li>*Keeps students motivated and engaged in learning objective.</li> <li>*Effectively redirects students who are losing focus.</li> <li>*Provides support that encourages students to think for themselves.</li> <li>*Proactive in managing individual student needs and escalating (anecdotal) behaviors.</li> </ul>	

This page to be completed only for paraeducators supervising students off-site.

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paraeducator Name: \_\_\_\_\_

Building: \_\_\_\_\_

CATEGORY	Unsatisfactory	Needs Improvement	Meets Standard	Exceeds Standard	Comments
<b>Community Relations</b>	<ul style="list-style-type: none"> <li>*Engages in inappropriate behaviors and activities while on-site (e.g., cell phones, books).</li> <li>*Does not interact with students or staff appropriately.</li> <li>*Responds inappropriately to student needs.</li> <li>*Discusses inappropriate or confidential matters at the workplace.</li> <li>*Rude or discourteous to students, staff, or public.</li> <li>*Frequently arrives late for job or leaves early without permission.</li> </ul>		<ul style="list-style-type: none"> <li>*Relates the concerns of the community to the supervising professional.</li> <li>*Maintains confidentiality at the work place.</li> <li>*Exercises tact and consideration in working with others.</li> <li>*Supports educational programs within the community.</li> <li>*Displays positive attitude and work ethic (e.g., on time, supervising students)</li> <li>*Works directly with students and staff to promote student independence in the workplace.</li> </ul>		

Date Created: Jun 11, 2010 03:55 pm (UTC)

## PARAEDUCATOR IMPROVEMENT FORM

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paraeducator Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervising teacher and paraeducator initial on lines in progress box.

	Goal identified in October	2 <sup>nd</sup> quarter progress	3rd quarter progress	4 <sup>th</sup> quarter progress
Goal 1		1 2 3 4 5  _____	1 2 3 4 5  _____	1 2 3 4 5  _____
Goal 2		1 2 3 4 5  _____	1 2 3 4 5  _____	1 2 3 4 5  _____

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Paraeducator Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

1—exceeded goal    2—met goal    3—shows progress    4—little progress    5—no progress

