

# Raymond School District Paraeducator Feedback Form

Paraeducator: \_\_\_\_\_ School: \_\_\_\_\_ Feedback Provided By: \_\_\_\_\_

Please provide feedback for the paraeducator that works with you. Circle the statement that most closely describes the paraeducator. Comments are optional, but are highly appreciated. Leave elements blank that do not apply. All feedback will be kept confidential as to whom provided it. The building Special Education Coordinator will summarize the information collected. The summary will be provided to the paraeducator.

Knowledge of Content				
<b>Knowledge of Content</b>	Paraeducator makes content errors or does not correct content errors students make.	Paraeducator displays basic content knowledge.	Paraeducator displays solid content knowledge and makes connections between the content and other parts of the discipline.	Paraeducator displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
Creating an Environment of Respect and Rapport				
<b>Paraeducator Interaction with Students</b>	The paraeducator is disrespectful toward students	Interactions between paraeducator and students occasional disrespect or insensitivity.	Talk between paraeducator and students and among students is uniformly respectful.	The paraeducator demonstrates knowledge and caring about individual students
<b>Paraeducator Interaction with Teachers</b>	Paraeducator and teacher interactions are negative.	Paraeducator and teacher demonstrate a cordial relationship	Paraeducator and teacher interactions are respectful	Paraeducator and teacher demonstrate genuine respect for each other.
Establishing a Culture for Learning				
<b>Importance of the Content</b>	Paraeducator or students convey a negative attitude toward the content.	Paraeducator communicates importance of the work but with little conviction	Paraeducator conveys genuine enthusiasm for the subject.	Paraeducator demonstrates through active participation, that they value the content's importance.
Managing Classroom Procedures				
<b>Management of Instructional Groups</b>	Students not working directly with the paraeducator are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior	Tasks for group work are organized, and the group is managed so most students are engaged at all times.	Group members working independently are productively engaged at all times.
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for some situations, and some students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear and students share and value them.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and the paraeducator is unaware of what students are doing.	Paraeducator is generally aware of student behavior but may miss the activities of some students.	Paraeducator is alert to student behavior at all times.	Monitoring by paraeducator is subtle and preventive, and acknowledges students' individual needs.
<b>Response to Student Misbehavior</b>	Paraeducator does not respond to misbehavior.	Paraeducator responds to student misbehavior but with uneven results.	Paraeducator response to misbehavior is appropriate and successful	Paraeducator response to misbehavior is highly effective and sensitive to students' individual needs.
Communicating Clearly and Accurately				
<b>Directions and Procedures</b>	Paraeducator directions and procedures are confusing to students.	Paraeducator directions and procedures are unclear.	Paraeducator direction and procedures are clear to students	Paraeducator directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Paraeducator's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate.	Paraeducator's spoken language and written language are unclear and/or inconsistent. Vocabulary is limited or is not appropriate to students' ages or backgrounds.	Paraeducator's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Paraeducator's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
Provide Feedback to Students				

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<b>Quality: Substantive, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Positive reinforcement continually motivates and encourages students to take risks.
<b>Maintaining Accurate Records</b>				
<b>Maintaining accurate records and submitting reports in a timely manner</b>	Paraeducator's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Paraeducator's reports, records and documentation are generally accurate but are occasionally late.	Paraeducator's reports, records, and documentation are accurate and are submitted in a timely manner.	Paraeducator takes a leadership role and is capable of assisting colleagues in maintaining accurate records and completing reports in a timely manner.
<b>Showing Professionalism</b>				
<b>Demonstrating integrity, professionalism, and confidentiality</b>	Has not maintained confidentiality in more than one instance, and/or has made errors in judgment about how to show professional integrity on more than one occasion.	Has not maintained confidentiality in one instance and/or has made an error in judgment about how to show professional integrity.	Maintains confidentiality and demonstrates professionally-sound judgment.	Holds the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Complies fully with school and district regulations.
<b>Displaying a positive work ethic</b>	Has a pattern of failing to be punctual, absent without notification, or prepared to start work on multiple occasions.	Has had few instances of failing to be punctual, absent without notification, or prepared to start work	Consistently relied on to be punctual, present, and prepared to start work.	Displays the highest standards of punctuality, attendance, and preparation to start work.
<b>Grow and Develop Professionally</b>	Paraeducator engages in no professional development activities and/or resists feedback on performance	Paraeducator engages in professional activities to a limited extent	Paraeducator engages in seeking out professional development opportunities, welcomes feedback on performances	Paraeducator engages in seeking out opportunities for professional development. Paraeducator seeks out feedback and initiates activities to contribute to the profession.

Comments: