Raymond School District Paraeducator Formative/Summative Evaluation Form

Name of Paraeducator:	Sch	iool:	Position:
Name of Evaluator:	Evaluator's Position:	Date of Evaluation:	
Domain 1: Planning and Preparation			

Component 1a: Demonstrating Knowledge of Content				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	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.
Comments/Recommendations:				

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Paraeducator Interaction with Students	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
Paraeducator Interaction with Teachers	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.
Comments/Recommendations:				

Component 2b: Establishing a Culture for Learning					
Element	Unsatisfactory	Basic	Proficient	Distinguished	
Importance of the Content	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.	
Comments/Recommendations:					
Component 2c: Managing Classroom Procedures					
Element	Unsatisfactory	Basic	Proficient	Distinguished	
Management of Instructional Groups	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.	
Comments/Recommendations:					
	Component 2d: Managing Student Behavior				
Element	Unsatisfactory	Basic	Proficient	Distinguished	
Expectations	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.	
Monitoring of Student Behavior	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.	

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Response to Student Misbehavior		araeducator responds to student nisbehavior but with uneven results.		Paraeducator response to misbehavior is highly effective and sensitive to students' individual needs.
Comments/Recommendations:				
Domain 3: Instruction				
	Comp	onent 3a: Communicating Clearly ar	nd Accurately	
Element	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	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.
Oral and Written Language	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.
Comments/Recommendations:				
	С	omponent 3b: Provide Feedback to	Students	
Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality: Substantive, Constructive, and Specific	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. Positive reinforcement continually motivates and encourages students to take risks.
Comments/Recommendations:				
Domain 4 Professional Responsibilities				
Component 4a: Maintaining Accurate Records				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Maintaining accurate records and submitting reports in a timely manner	Paraeducator's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Paraeducator's reports, records a documentation are generally accurate but are occasionally late	documentation are accurate and are	Paraeducator takes a leadership role and is capable of assisting colleagues in maintaining accurate records and completing reports in a timely manner.

Comments/Recommendations:

Raymond School District Paraeducator Formative/Summative Evaluation Form Name of Paraeducator: _____ School: _____ Position: _____ Domain 4 Professional Responsibilities Component 4b: Showing Professionalism Element Unsatisfactory Basic Proficient Distinguished Has not maintained confidentiality in Has not maintained confidentiality in Maintains confidentiality and Holds the highest standards of demonstrates professionally-sound honesty, integrity, and confidentiality Demonstrating integrity, more than one instance, and/or has one instance and/or has made an professionalism, and and takes a leadership role with made errors in judgment about how error in judgment about how to show iudament. confidentiality to show professional integrity on colleagues. Complies fully with professional integrity. school and district regulations. more than one occasion. Has a pattern of failing to be Has had few instances of failing to be Consistently relied on to be punctual, Displays the highest standards of punctuality, attendance, and Displaying a positive work ethic punctual, absent without notification, punctual, absent without notification, present, and prepared to start work. or prepared to start work on multiple preparation to start work. or prepared to start work occasions. Paraprofessional engages in **Grow and Develop Professionally** Paraprofessional engages in no Paraprofessional engages in seeking Paraprofessional engages in seeking professional development activities professional activities to a limited out professional development out opportunities for professional and/or resists feedback on opportunities, welcomes feedback on development. Paraeducator seeks extent performance performances out feedback and initiates activities to contribute to the profession. Comments/Recommendations: Commendations: Recommendations: **Paraeducator Comments:** Date Evaluator's Signature Paraeducator's Signature The signature of the paraeducator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator. Evaluator Consulted with: Principal Special Education Coordinator Special Education Teacher Classroom Teacher(s)