

PARAEDUCATOR PERFORMANCE APPRAISAL

Ratings:

Unsatisfactory – Staff member has not demonstrated adequate growth toward achieving WBSD standards during the period of performance.

Needs Improvement – Staff member has demonstrated growth but the level of achievement has not yet achieved WBSD standards during the period of performance.

Satisfactory – Staff member has demonstrated essential competence on identified WBSD standards during the period of performance.

Outstanding – Staff member has consistently and significantly exceeded competence on standards of WBSD performance during the period of performance.

1: Instructional Effectiveness

Domain 1:

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Outstanding</i>
<i>1a: Knowledge and Application of Instructional Methods.</i>	Does not implement effective lessons, or use strategies that provide for multiple paths to learning.	Lacks consistency but can implement unit, weekly, and daily lessons based on effective strategies and techniques. The paraeducator typically relies on just a few instructional strategies.	Consistently implements unit, weekly, and daily lessons based on effective strategies and techniques. The paraeducator works effectively with small groups of students.	In addition to District Standards, consistently demonstrates creativity and flexibility in the use of instructional strategies and techniques to provide high quality instruction. Can individualize instruction to a high degree on a regular basis.
<i>1b: Accommodates student academic and cultural diversity.</i>	Does not adjust strategies to meet the varying learning styles of students from a wide variety of backgrounds and academic proficiencies.	Inconsistently adjusts strategies.	Consistently adjusts strategies to meet the varying learning styles of students from a wide variety of backgrounds and academic proficiencies.	Creatively adjusts instructional strategies.
<i>1c: Use of Technology as an Instructional Tool.</i>	Does not integrate technology into the curriculum when appropriate or planned.	Inconsistently uses technology even when part of a lesson plan.	Consistently integrates technology as included in lesson plans.	In addition to meeting District Standards, consistently integrates technology into instruction and searches for new ways to use this tool.
<i>1d: Inclusion and Best Practices.</i>	Has no understanding of inclusion as it relates to the students in various educational settings.	Inconsistently implements best practices and strategies to facilitate inclusion of students with disabilities.	Consistently implements best practices and strategies to facilitate inclusion of students with disabilities.	Can serve as a resource and model that encourages collaboration when including students in general education classrooms.

1e: <i>Promoting Student Independence.</i>	Is unable to use best practices and/or inclusive strategies that promote student independence.	Inconsistently implements best practices and/or inclusive strategies which can promote student independence.	Implements best practices and/or inclusive strategies which can promote student independence.	Implements and encourages collaboration of educational team on promoting student independence.
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OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

2: Student Management & Climate

Domain 2:

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Outstanding</i>
2a: <i>Time Management.</i>	Time is used inefficiently, transitions are handled ineffectively, and students are rarely engaged.	Time is not always used efficiently, transitions are sometimes slow or ineffective, and periods of low student engagement exist.	Time is used efficiently, transitions are handled effectively, and students are actively engaged.	In addition to meeting the District Standards, students are encouraged to become self-responsible and peer responsible for effective use of time.
2b: <i>Management of Student Behavior.</i>	Standards for behavior are not clear and consistent. Student behavior interferes with student engagement, and the paraeducator lacks effective methods for dealing with disruptive or non-compliant students. Respect and dignity are lacking, and the paraeducator does not follow the school-wide expectations for discipline and behavior.	Standards for behavior could be made more clear or consistent. Student behavior at times interferes with student engagement, and the paraeducator has only one or two methods and is not always effective in dealing with disruptive or non-compliant students. The paraeducator ensures dignity and respect is maintained at all times. The paraeducator follows the school-wide expectations for discipline and behavior.	Standards for behavior are enforced clearly and consistently. Student behavior does not interfere with student engagement, and the paraeducator is skilled in managing disruptive or non-compliant students. The paraeducator ensures that the dignity and respect of all students is maintained at all times. The paraeducator follows the school-wide expectations for discipline and behavior.	In addition to meeting the District Standards, the paraeducator creates an environment where students self-monitor and take ownership of their behavior. The paraeducator's response to misbehavior is highly effective and sensitive to students' individual needs.
2c: <i>Management of Student Plans.</i>	Rarely follows students plans.	Inconsistently follows students plans.	Consistently follows students plans.	Consistently follows students plans, and shares appropriate feedback.
2d: <i>Understanding of Student Diversity.</i>	Does not demonstrate an understanding of individual student differences and/or has little concern for the students' health and safety.	Has concern for students' health and safety but exhibits limited understanding of diverse student backgrounds, experiences, ability, gender or maturity.	Understands and respects that students come from diverse backgrounds, experiences, ability, gender, physical and cognitive abilities, and maturity. The paraeducator has a concern for students' health, safety and emotional well being.	In addition to meeting District Standards, creates an environment whereby differences are respected and valued (cultural, social, economic, language, gender, etc.), and develops student independent life skills.

2e: <i>Environment Respect and Rapport.</i>	Interactions between the paraeducator and the students are negative, inappropriate, or insensitive to the students' cultural backgrounds, and/or characterized by sarcasm, putdowns, or conflict.	Interactions between the paraeducator and the students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural backgrounds.	Interactions between the paraeducator and the students reflect general warmth and caring, and are polite and respectful of the cultural and developmental differences among groups of students.	Interactions between the paraeducator and the students are highly respectful, and reflect genuine warmth/caring toward individual. As a result of the direct support from the paraeducator, students maintain high levels of civility among themselves.
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OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

3: Professionalism

Domain 3:

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Outstanding</i>
3a: <i>Dependability</i>	Frequently not ready to begin work at the assigned location/time, and fails to follow through on assignments and projects in a timely manner.	Inconsistently begins work at the assigned location/time, and fails to follow through on assignments and projects in a timely manner.	Begins work at the assigned location/time, and is dependable in following through on assignments and projects in a timely manner.	Begins work at the assigned location/time, and is dependable in following through on assignments and projects in a timely manner, and assists others in meeting these expectations.
3b: <i>Complying with procedures</i>	Struggles to comply with district/school rules, procedures, and regulations including maintaining appropriate records and confidentiality.	Inconsistently complies with district/school rules, procedures, and regulations including maintaining appropriate records and confidentiality.	Complies with district/school rules, procedures, and regulations including maintaining appropriate records and confidentiality.	Not only does the paraeducator comply with district/school rules, procedures, and regulations including maintaining appropriate records and confidentiality, but assists others in meeting these expectations.
3c: <i>Ability to perform the job requirements.</i>	Fails to execute job requirements, or have the ability to be flexible and prioritize responsibilities.	Inconsistently executes job requirements, and needs more time/training to be completely proficient.	Executes job requirements. These include building procedures, job responsibilities & limitations. Demonstrates flexibility and prioritizes responsibilities as appropriate.	Executes job requirements. Often assist in training new paraprofessionals, and are flexible and adjust quickly to changing conditions and situations.
3d: <i>Maintains effective relationships with school/district officials and parents.</i>	Interacts with staff and/or public in a negative manner.	Demonstrates difficulty interacting with staff and/or public in a positive manner.	Consistently communicates/interacts with staff and/or public in a positive manner.	Demonstrates excellent communication and relationship skills in communicating positively with staff

				and/or public at all times.
3e: <i>Enhancement of Skills.</i>	Avoids professional development and does not increase their job skills.	Participates in professional development opportunities but does not fully implement the learning.	Participates in professional development opportunities and implements the acquired skills.	In addition to meeting District Standards, actively implements new skills and helps others to learn and implement skills from district professional development.
3f: <i>Use of Professional Judgement.</i>	Acts outside the scope of assigned duties, does not ask for input consistently, and/or does not follow chain of command.	Inconsistently acts within the scope of assigned duties, inconsistently knows when to ask for input from supervisors, and/or inconsistently follows the chain of command.	Acts within the scope of assigned duties, knows when to ask for input from supervisors, and follows the chain of command.	Consistently makes rational decisions and solves problems within the scope of assigned duties. Assists other staff with problem solving frequently.
3g: <i>Safety.</i>	Does not comply with safety procedures.	Inconsistently complies with safety procedures.	Consistently complies with safety procedures.	Consistently complies with safety procedures. Proactively spots problems and bring them to the attention of the supervisor.
3h: <i>Attendance.</i>	7+ absences (two partial day absences count as one absence).	5-6 absences (two partial day absences count as one absence).	3-4 absences (two partial day absences count as one absence).	0-2 absences (two partial day absences count as one absence).

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

SUMMARY

EVALUATOR'S NARRATIVE REMARKS:

OVERALL PERFORMANCE RATING:

<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Outstanding</i>
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Signatures will be handled electronically as part of the process.