



Orange Board of Education Paraprofessional Evaluation: School Year: 2015-2016

Name _____ Evaluator _____

Contributing Evaluator _____

Program _____ Grade _____ Site _____

Observation Date _____ Post-Conference Date _____

Additional Observation Date-As Needed _____ Post-Conference Date _____

Additional Observation Date--As Needed _____ Post-Conference Date _____

Domain 1 - Planning and Preparation

Knowledge of Content

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4	Score
Para conveys knowledge of content that is inaccurate and out of date, does not correct errors made by students. Does not access resources available to increase knowledge of content	Para conveys knowledge of content that is accurate and current, correct errors made by students. Does not have a broad base of knowledge to answer questions. Occasionally accessed resources available to increase knowledge of content.	Para conveys knowledge that is accurate and current, corrects errors made by students. Does have a broad base of knowledge to answer questions. Makes real-life connections with curriculum.	Para conveys knowledge that is accurate and current, corrects errors made by students. Does have a broad base of knowledge to answer questions. Makes real-life connections with curriculum as well as interdisciplinary connections.	

Instructional Technology

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para has limited awareness of the definition of instructional and assistive technology, where appropriate.	Para, through collaboration with educational team, is able to define instructional and assistive technology, where appropriate, and identify the differences between the two, give examples of instructional technology and suggest ways in which technology	Para brings observations and concerns to the educational team where technology, instructional and assistive, where appropriate, may be beneficial.	Para stays current on best practices for instructional and assistive technology, where appropriate and shares knowledge with educational team.	

Inclusion and Best Practices

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para has no understanding of inclusion as it relates to the students in various educational settings.	Para knows and can identify: What is meant by inclusion, laws and purpose, best practices and strategies to facilitate inclusion of students with disabilities.	Para can implement best practices and strategies to facilitate inclusion of students with disabilities.	Para can serve as a resource and model what encourages collaboration when including students in general education classrooms.	

Promoting Student Independence

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para is unable to use best practices and/or inclusive strategies that promote student independence.	Para knows best practices and/or inclusive strategies which can promote student independence.	Para knows and implements best practices and/or inclusive strategies which can promote student independence.	Para can implement and encourage collaboration of educational team on promoting student independence.	

Instructional Planning

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para has limited knowledge and understanding of the roles and responsibilities of preparing, implementing, and evaluating the instructional plan	Para has knowledge and understanding of the roles and responsibilities of preparing, implementing, and evaluating the instructional plan	Para has knowledge and understanding of the roles and responsibilities of preparing, implementing, and evaluating the instructional plan, and can monitor and adjust the instructional plan based on student needs.	Para seeks out additional information and resources to provide training and support to others as it relates to the instructional process.	

Domain 2 - Supports Classroom Environment

Environment: Respect and Rapport	Domain 2 - Supports Classroom Environment				Score
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
	Interactions, both between the Para and the students, and among students, are negative, inappropriate, or insensitive to the students' cultural backgrounds, and/or characterized by sarcasm, putdowns, or conflict.	Interactions, both between the Para and the students, and among 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, both between the Para and the students, and among students, reflect general warmth and caring, and are polite and respectful of the cultural and developmental differences among groups of students.	Interactions, both between the Para and the students, and among students, are highly respectful, and reflect genuine warmth/caring toward individual. As a result of the direct support from the Para, students maintain high levels of civility among themselves.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
	Para contributes to a negative culture for learning, characterized by a low commitment to content, low expectations for student achievement, and little or no student pride in work. Para does not engage the students in work.	Para assists the teacher's attempts to create a culture of learning with partial success, characterized by little interaction with students. Para has limited knowledge of materials or content and modest reinforcement of expectation for student achievement and pride.	Para has an understanding and is able to assist in the implementation of a variety of strategies that reinforces a culture of high expectations and genuine commitment to content, with students demonstrating pride in their work.	Para supports high levels of student engagement by demonstrating passion for content & reinforcing a culture of learning in which all share a belief of the importance of learning.	
A Culture of Learning	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
	Para fails to assist the teacher and students in the implementation of the classroom routines and procedures.	Para occasionally assists the teacher and students with implementing classroom routines and procedures.	Para assists the teacher and student with implementing classroom routines and procedures that allow for little instructional time to be lost.	Para assists the teacher and student with the seamless operation of classroom routines and procedures.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
	Para has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior. Para does not assist to resolve any behavioral issues which may arise.	Para has some knowledge, and with support, is able to implement some strategies that reinforce positive student behavior. While having this knowledge, the Para fails to consistently use this knowledge and these skills to manage student behavior.	Para demonstrates knowledge of strategies that reinforce positive student behavior, using a student's or a class's behavior support plan. Implements behavior plans appropriately and consistently. The Para's response to student misbehavior is appropriate and respectful to students.	Para is constantly monitoring student behavior and intervenes in a positive manner before behaviors escalate. Para's response to a student's misbehavior is sensitive to individual student needs. Para demonstrates a variety of strategies which reinforce positive student behavior. Standards of conduct are clear.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
Classroom Procedures	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
	Para has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior. Para does not assist to resolve any behavioral issues which may arise.	Para has some knowledge, and with support, is able to implement some strategies that reinforce positive student behavior. While having this knowledge, the Para fails to consistently use this knowledge and these skills to manage student behavior.	Para demonstrates knowledge of strategies that reinforce positive student behavior, using a student's or a class's behavior support plan. Implements behavior plans appropriately and consistently. The Para's response to student misbehavior is appropriate and respectful to students.	Para is constantly monitoring student behavior and intervenes in a positive manner before behaviors escalate. Para's response to a student's misbehavior is sensitive to individual student needs. Para demonstrates a variety of strategies which reinforce positive student behavior. Standards of conduct are clear.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
	Para has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior. Para does not assist to resolve any behavioral issues which may arise.	Para has some knowledge, and with support, is able to implement some strategies that reinforce positive student behavior. While having this knowledge, the Para fails to consistently use this knowledge and these skills to manage student behavior.	Para demonstrates knowledge of strategies that reinforce positive student behavior, using a student's or a class's behavior support plan. Implements behavior plans appropriately and consistently. The Para's response to student misbehavior is appropriate and respectful to students.	Para is constantly monitoring student behavior and intervenes in a positive manner before behaviors escalate. Para's response to a student's misbehavior is sensitive to individual student needs. Para demonstrates a variety of strategies which reinforce positive student behavior. Standards of conduct are clear.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
Managing Student Behavior	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
	Para has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior. Para does not assist to resolve any behavioral issues which may arise.	Para has some knowledge, and with support, is able to implement some strategies that reinforce positive student behavior. While having this knowledge, the Para fails to consistently use this knowledge and these skills to manage student behavior.	Para demonstrates knowledge of strategies that reinforce positive student behavior, using a student's or a class's behavior support plan. Implements behavior plans appropriately and consistently. The Para's response to student misbehavior is appropriate and respectful to students.	Para is constantly monitoring student behavior and intervenes in a positive manner before behaviors escalate. Para's response to a student's misbehavior is sensitive to individual student needs. Para demonstrates a variety of strategies which reinforce positive student behavior. Standards of conduct are clear.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	
	Para has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior. Para does not assist to resolve any behavioral issues which may arise.	Para has some knowledge, and with support, is able to implement some strategies that reinforce positive student behavior. While having this knowledge, the Para fails to consistently use this knowledge and these skills to manage student behavior.	Para demonstrates knowledge of strategies that reinforce positive student behavior, using a student's or a class's behavior support plan. Implements behavior plans appropriately and consistently. The Para's response to student misbehavior is appropriate and respectful to students.	Para is constantly monitoring student behavior and intervenes in a positive manner before behaviors escalate. Para's response to a student's misbehavior is sensitive to individual student needs. Para demonstrates a variety of strategies which reinforce positive student behavior. Standards of conduct are clear.	
	Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	

Domain 3 - Instruction

f Assessment

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para does not utilize assessment in assisting instruction. Does not monitor student process. Does not ensure that students are aware of assessment criteria used to evaluate their work. Does not check for understanding when working with students.	Para assists the teacher occasionally in monitoring students' progress and providing students with feedback. Occasionally, checks for student understanding when they work with students using basic "yes/no" questions.	Para is fully aware of students' assessment criteria and ensures that students are fully aware. Para frequently monitors students' understanding by collecting and utilizing assessment data to enhance student learning.	Para facilitates students' self-monitoring and self-assessment of their own learning. Para provides students and teachers with high quality feedback from a variety of sources.	

Instructional
Delivery

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para has limited knowledge and understanding of roles and responsibility of implementing the instructional plan.	Para has basic knowledge and understanding of roles and responsibility of implementing the instructional plan.	Para is clear about the purpose of the lesson or unit, implements it effectively and collaborates with the teacher to implement the instructional plan. Students demonstrate understanding of the instructional purpose of the lesson.	Para makes the purpose of the lesson or unit clear, implements it effectively, and collaborates with the teacher to implement and enhance the instructional plan. Students are able to identify and articulate the instructional purpose and how it is applicable to the real world.	

Instructional
Techniques

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para does not vary instructional techniques to accommodate the variety of student learning styles.	Para offers minimal variation in instructional techniques to accommodate the variety of student learning styles.	Para consistently varies instructional techniques to accommodate the variety of student learning styles. Instructional delivery is differentiated for students.	Para varies instructional techniques, materials, and/or resources to best meet all student learning styles. Instructional delivery is differentiated for students. Para uses an extensive repertoire of strategies and seeks additional resources from the school.	

oral & Written
Language

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para's spoken and written language is not clear and concise. Spoken or written language may contain grammar errors. Vocabulary is not appropriate to student's ages.	Para's spoken and written language is not always clear and concise. Vocabulary is not always appropriate to students' ages.	Para's spoken and written language is clear and concise. Vocabulary is appropriate to student's ages and interests.	Para's spoken and written language is concise and expressive, with well-chosen vocabulary that enriches the lesson.	

Domain 4 - Professionalism and Self Reflection

Professional Relationships

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para's professional relationships with colleagues and administration are negative or self-serving.	Para maintains basic relationships with colleagues and administrations in order to fulfill required duties.	Para's professional relationships with colleagues and administration are characterized by mutual support and cooperation to meet the needs of the students.	Para's professional relationships with colleagues and administration are characterized by mutual support and cooperation. Para takes initiative in assuming a supportive and leadership role among faculty.	

Participation in School Activities

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para avoids participation in school based projects and activities. Para refuses or is unable to perform the duties and responsibility for which he/she was originally hired based on program needs.	Para participates in school based projects and activities when specifically asked. Para minimally performs the duties and responsibility for which he/she was originally hired based on program needs.	Para demonstrates a desire to participate in school projects and activities, including school based professional development opportunities. Para willingly performs the duties and responsibility for which he/she was originally hired based on program needs.	Para takes a leadership role in school projects and activities and school based professional development and makes a substantial contribution in the development and outcome of these activities. Para willingly and successfully performs the duties and responsibility for which he/she was originally hired based on program needs.	

Integrity and Ethical Conduct

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para does not display appropriate standards of ethical behavior in interactions with colleagues, students, administration, and community. Disregards confidentiality requirements.	Para displays appropriate standards of ethical behavior in interactions with colleagues, students, administration, and community. Is aware of confidentiality requirements.	Para displays high standards of ethical behavior in interactions with colleagues, students, administration, and community and remains confidential at all times.	Para takes a leadership role in the maintenance of the highest standards of ethical behavior in interactions with colleagues, students, administration and community.	

Knowledge of Educational State & District Regulations & Policies

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para is unable to explain various laws and relevant district policies and relate it to the everyday aspects of the position.	Para understands and can explain the importance of various laws and relevant district policies, and the responsibilities that come with each and using examples from the day-to-day practice of the position.	Para knows, understands, and can explain the guidelines of the law and the responsibilities of each of them relate to their everyday experiences as a paraprofessional. Para is a model for other team members.	Para is very knowledgeable about the laws and relevant district policies and the responsibilities as a paraprofessional.	

Reflection & Professional Development

Unsatisfactory - 1	Basic-2	Proficient - 3	Distinguished - 4	Score
Para does not reflect on their own professional practice and resists feedback regarding performance. Does not participate in District Professional Development opportunities.	Para reflects on their own professional practice and does participate in District Professional Development opportunities. Reluctantly accepts feedback regarding performance.	Para documents reflection on their own professional practice and maintains all mandated District Documentation. Welcomes feedback from others and uses such feedback to modify instruction.	Para documents reflection on their own professional practice and maintains all mandated District Documentation. Seeks professional development opportunities independently to enhance their own learning and to stay abreast of trends in education. Seeks out feedback from a variety of sources, uses the information to improve instruction, and provides information on the effectiveness of the changes.	

Evaluation 1 - Summative Score

Your Summative Rating

Domain 1 #DIV/0!
Domain 2 #DIV/0!
Domain 3 #DIV/0!
Domain 4 #DIV/0!



Summative Rating #DIV/0!

Evaluator Comments
(Optional)

Practitioner Comments
(Optional)

Evaluator Signature

Practitioner Signature

Evaluator Date

Practitioner Date