

# Wamego Special Services Paraeducator Evaluation

**Due Date:** \_\_\_\_\_

*Paraeducator:* \_\_\_\_\_

*Supervising Teacher:* \_\_\_\_\_

*General Education Teachers:* \_\_\_\_\_

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*Has the paraeducator completed a self-evaluation?* \_\_\_\_\_ Yes \_\_\_\_\_ No

\*\* The self-evaluation document is a copy of this document and should be attached, if completed.

## Wamego Special Services Paraeducator Evaluation

### Domain 1: Planning and Preparation

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<b>1a. Demonstrating knowledge of content</b>	Displays little understanding of the subject or basic skill areas taught.	Knowledge of content area represents basic understanding, makes little connection with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Knowledge of the content is extensive, showing evidence of continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.
<b>1b. Demonstrating knowledge of students</b>	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates knowledge of students' background, skills, and interests, and attempts to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with individual students.
<b>1c. Planning and preparing for coherent instruction w/ supervision by a licensed educator</b>	Shows little or no evidence of following directions or planning or preparing the structured lessons as assigned. Unwilling and/or unable to collaborate or show initiative.	Follows directions in implementing planned or prepared structured lessons as assigned. The para engages students in meaningful learning.	Can independently follow directions in planned or prepared lessons as assigned. Collaborates with licensed educators to share ideas and strategies to aid in meaningful learning for students.	Collaborates with the licensed educator by contributing ideas, showing initiative in planning or preparing lessons. Is able to plan and prepare for differentiated instructional strategies for individual students.

Teacher Feedback: \_\_\_\_\_

## Wamego Special Services Paraeducator Evaluation

### Domain 2: Supports the Classroom Environment

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<b>2a. Creates an environment of trust and respect</b>	Interactions between the employee and students are negative, inappropriate and/or characterized by sarcasm, put-downs, or conflict.	Interactions are appropriate and free from conflict.	Interactions reflect general warmth and caring, and respectful of the cultural and developmental differences among the students.	Interactions are highly respectful, and reflect genuine warmth and caring, and respectful of the cultural and developmental differences among the students.
<b>2b. Ability to use strategies to promote student independence</b>	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator, can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting student independence.
<b>2c. Ability to effectively employ a variety of strategies that reinforce positive behavior</b>	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior. Knows and understands what positive behavioral supports are.	Demonstrates a variety of strategies that reinforce positive behavior using a student's behavior plan. Implements positive behavioral supports. Appropriately collects objective, accurate information on student behavior.
<b>2d. Responsible for assisting with the health, safety and welfare of students and the classroom environment</b>	Limited awareness of health/ safety factors that affect student health and school safety.	Identifies factors that affect student health and school safety.	Examines and implements ways to improve the learning environment.	Proactive about problem solving factors and ways to improve the learning environment.

Teacher Feedback: \_\_\_\_\_

## Wamego Special Services Paraeducator Evaluation

### Domain 3: Delivery of Services/Accommodations

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<b>3a. Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community</b>	Written or oral communications are absent, poorly organized, vague, or incomplete; causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with students, staff and families.	Written and oral communications are generally clear, concise, and well organized. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with students, staff and families.	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Accomplished in the presentation/understanding of written documents. Mentors team members on effective communication and conflict resolution strategies.
<b>3b. Engaging students in learning</b>	Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities.	Has knowledge of the process of adapting materials according to student needs. Follows oral and written directions.	Understands and demonstrates the adaptation process when looking at students. Provides appropriate accommodations. Seeks out clarification and/or directions when needed.	Can successfully collaborate with educational team in meeting student needs by appropriately using accommodations.

Teacher Feedback: \_\_\_\_\_

## Wamego Special Services Paraeducator Evaluation

### Domain 4: Professional Responsibilities and Development

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<b>4a. Reflective on Practice</b>	Shows little or no evidence of thinking about the programs, practices or students.	Shows evidence of thinking about supporting students. Contributes little insight and suggestions on supporting students.	Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program could be improved.	Reflections on practices and programs are a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.
<b>4b. Relationships with colleagues</b>	Employee's relationships with colleagues are negative or self-serving.	Employee maintains cordial relationships with colleagues to fulfill the duties that the school district requires.	Support and cooperation characterizes relationships with colleagues.	Support and cooperation characterizes relationships with colleagues. Staff member takes initiative in assuming leadership among colleagues.
<b>4c. Participating in professional learning opportunities</b>	Avoids professional learning opportunities; has not participated in learning opportunities during this year.	Participates in professional learning opportunities. Shows evidence of applying new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcomes of his/her learning opportunities, and assumes a leadership role to help others.
<b>4d. Showing integrity, professionalism and confidentiality</b>	Has trouble maintaining confidentiality; or has made errors in judgement about how to show professional integrity.	Acts with professional integrity; knows, understands and maintains confidentiality.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communications, follows district chain-of-command.	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.
<b>4e. Displaying a positive work ethic</b>	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.	Can be relied on daily to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, or prepared to start work in an appropriate manner. Works well under pressure.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.

Teacher Feedback: \_\_\_\_\_

### Wamego Special Services Paraeducator Evaluation

TEACHER COMMENTS:

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PARAEDUCATOR COMMENTS:

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BUILDING ADMINISTRATOR COMMENTS:

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TEACHER SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

PARAEDUCATOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

BLDG ADMINISTRATOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_