

Noon Duty Aide

Domain 1: Planning and Preparation

Element:

Use of Resources

Unsatisfactory

Frequent misuse or wasteful use of available resources.

Satisfactory

Some knowledge of and proper use of appropriate resources.

Proficient

Effectively utilizes available resources for task completion.

Distinguished

Creative and resourceful in using appropriate materials and resources.

Appropriate Attire

Doesn't dress appropriately for the weather. Is ill-prepared to deal with changing weather.

Usually dressed appropriately for the weather. May be missing key pieces of gear on occasion.

Consistently anticipates weather conditions and dresses appropriately. Is then prepared to be active and visible on the playground.

Exceptionally well-prepared for any weather. Ensures students are as well. Talks with students about appropriate attire, and models it.

Domain 2: Environment

Component 1: Creating an Environment of Respect and Rapport

Element:

Interaction With Students

Unsatisfactory

Interactions with some students are negative, sarcastic, or inappropriate. May attempt to intimidate students.

Satisfactory

Student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism.

Proficient

Student interactions are friendly and demonstrate warmth and respect. Students show respect for the noon aide.

Distinguished

Consistently models respect and caring for all students. Actions show genuine interest in students and their welfare.

Interaction With Staff

Does not demonstrate respect toward others, gossips and belittles others. Makes little attempt to establish harmonious relationships.

Interactions with other staff members are usually respectful but may have difficulty working with some individuals.

Interactions with staff are friendly; attempts to work through differences and is sensitive to the feelings of others.

Genuinely respects and understands others and deservedly earns the respect of fellow staff members. Recognizes that "staff" includes all others in district.

Interaction With Administrator/Supervisor

Does not demonstrate respect or support. Interactions are often negative. Views constructive feedback as negative.

Noon Aide is generally respectful and supportive. Communicates openly with administrator. Accepts feedback and requests advice when in doubt.

Consistently demonstrates cooperative work and collegial respect. Communicates appropriately over student and campus issues. Seeks feedback from administrator to learn and improve skills.

Consistently demonstrates thorough cooperation, support, and respect. Can constructively disagree. Knows when/how to involve administrator. Views supervision as an excellent opportunity for growth..

Component 2: Organizing Physical Space

Element:

Playground Balls/Equipment

Playground materials are often missing or damaged.

Playground materials are generally put away and in working order. An occasional item may be missed.

Playground materials consistently put away. Works with students to take responsibility.

Playground materials are always put away. Sets expectations and models behavior so students take initiative.

Domain 3: Service Delivery

Component One: Student Supervision

Element:

Directions and Procedures

Unsatisfactory

Gives directions or procedures to students that are unclear or confusing.

Satisfactory

Generally gives clear directions/procedures to students. Provides clarification as needed.

Proficient

Consistently gives clear directions/procedures to students that contain an appropriate level of detail.

Distinguished

Anticipates possible student misunderstandings and adjusts directions and procedures to ensure smooth operation.

Oral and Written Language

Spoken and/or written language is inappropriate and may contain many grammar and syntax errors.

Spoken and written language skills are adequate. Vocabulary and grammar are correct, but may be limited or inappropriate at times.

Spoken and written language is clear and correct. Written referrals to the Office are timely, thorough, and complete.

Spoken and written language is correct and expressive. Vocabulary is appropriate to age and interests of students. Written referrals consistently contain everything administrator needs to follow up.

Knowledge of Age Group

Displays minimal understanding of developmental characteristics of age group.

Displays generally accurate understanding of the pertinent age group.

Displays effective understanding of the characteristics of each pertinent age group of students.

Displays understanding of the developmental characteristics of each pertinent age group as well as exceptions to general patterns.

Component Two: Managing Student Behavior

Element:

Setting Expectations

Has not set or is unable to establish standards of conduct for students.

Standards of conduct appear to have been established for most situations and most students seem to

Standards of conduct are clear to all students.

Standards of conduct are clear to all. Situations requiring flexibility and individual expectations are handled well.

understand them.

Monitoring Behavior

Appears unaware of what students are doing.

Is generally aware of student behavior but may miss the activities of some students.

Is alert to student behavior at all times.

Monitoring of student behavior is preventative.

Response To Student Misbehavior

Does not respond to misbehavior, or the response is inconsistent, overly harsh, or disrespectful.

Attempts to respond to student misbehavior but with uneven results.

Response to student misbehavior is consistent and appropriate resulting in few behavioral problems.

Response to student misbehavior is effective and sensitive to students' individual needs.

Component Three: Providing Student And Staff Protection

Element:

Safety

Does not demonstrate awareness or follow safety procedures.

Is aware of safety procedures and reports any unsafe conditions to administrator.

Follows all safety and security policies and procedures. Increases safety awareness among students and staff.

Is proactive in managing safety. Provides input to make school environment safer and more secure. Monitors playground for possible hazards.

Supervision Of Students In Transition

Students become disorganized or out of control when transitioning to or in different parts of the building/campus.

Generally manages student transitions well. May struggle with managing conflicts, or knowing what/when to report to other staff.

Consistently ensures the quiet, safe, and orderly movement of students. Anticipates student needs and provides appropriate guidance.

Effectively manages students in all situations. Is proactive in providing guidance, and recognizes what to handle on their own and what to report.

Minor Injuries

Is unable or unwillingly to provide basic care.

Handles minor injuries effectively. May be unsure or unaware of what to report to nurse's office.

Handles minor injuries appropriately. Recognizes when an injury may be serious and provides appropriate information to nurse's office.

Handles all injuries, reports and referrals effectively. Is proactive in working with students during play to minimize injuries.

Domain 4: Professional Responsibilities

Component 1: Contribution to School/District

Element:

Punctuality

Unsatisfactory

Frequently late, and not dependable.

Satisfactory

Arrives on time and leaves at end of work

Proficient

Arrives early and is ready at his/her

Distinguished

Arrives early to be ready at his/her post and has

		day.	designated time.	prepared for next day's activities before departure.
Professional Appearance	Presents an inappropriate appearance; does not look presentable.	Is occasionally careless or inappropriate in appearance.	Consistently presents an appropriate, well-groomed appearance.	Always presents an excellent example of appropriate, professional appearance.
Outlook/Resiliency	Displays lack of enthusiasm. Is critical and negative.	Usually demonstrates a positive outlook.	Consistently displays considerable enthusiasm and a positive approach.	Manifests an uncommonly positive attitude which gives others an uplift.
Flexibility/Adaptability	Finds it difficult to be receptive to new ideas, tasks, or procedures.	Generally open to new ideas and will change his/her approach if asked.	Typically receptive to new ideas and tasks; deals with new information and situations well.	Consistently demonstrates flexibility to handle new situations and will adapt approach to meet a need.
Teamwork	Is reluctant or unwillingly to be part of a team. Mocks the team process or is insensitive to effect of their actions on others.	Generally recognizes the need for teamwork in the building. Tries to be sensitive to others.	Builds productive work relationships with others. Supports others' efforts to be successful.	Consistently contributes to or leads efforts to create a strong, effective, smoothly running team.

Component 2: Professional Growth Element:

Acceptance of New Responsibilities	Unwilling to accept new or different responsibilities.	Occasionally accepts new responsibilities and attempts to follow through to best of ability.	Typically receptive to new responsibilities and willingly implements to best of ability.	Eagerly seeks opportunities to broaden field of responsibilities and skills.
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Domain 5: Technology

Element:

Computer Operations/Productivity (Lunch Computers/Skyward)

Unsatisfactory Is lacking in basic computer skills. Struggles to use technology effectively.	Satisfactory Displays acceptable computer skills. Attempts to use technology to improve workflow.	Proficient Has solid computer skills. Eagerly looks for ways to utilize technology in streamlining work.	Distinguished Is viewed as a computer expert. Offers frequent suggestions in applying computer tools to increase productivity.
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