

**Special Ed Para-Professionals**

**Domain 1: Planning and Preparation**

**Element:**

Task Completion

**Unsatisfactory**

Inefficient and undependable in task completion.

**Satisfactory**

Usually completes work according to timelines/directives.

**Proficient**

Completes work efficiently and accurately according to timeline/directives provided.

**Distinguished**

Exceptionally dependable and conscientious in all tasks assigned; finds value-added tasks to do without being assigned.

Task Transitions

Much time is lost transitioning from one task to another.

Task transitions are sometimes inefficient resulting in loss of productive time.

Transitions occur smoothly with little loss of productive time.

Excellent in transitioning from task to task without loss of focus. Able to plan in advance for transition.

Use of Resources

Frequent misuse or wasteful use of available resources.

Some knowledge of and proper use of appropriate resources.

Effectively utilizes available resources for task completion.

Creative and resourceful in using appropriate materials and resources.

Task Priority

Is unable to prioritize tasks, or set daily agenda. Needs reminders to prioritize tasks.

Regularly prioritizes tasks and sets daily agenda.

Prioritizes tasks for short and long term goals. Determines needs daily and sets priorities for the future.

Efficiently prioritizes tasks for daily, weekly, and monthly responsibilities. Reviews priorities daily.

**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 para-educator.

**Distinguished**

Consistently models respect and caring for all students; volunteers to work with students outside regular job.

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 Parents/Community	Interactions with parents and community are negative, tactless, and/or non-supportive of administrator, teachers or school district.	Interactions are generally respectful and appropriate but are limited to providing basic information.	Interactions demonstrate warmth and respect. Provides appropriate assistance for parents and community.	Interactions with parents and community convey strong customer service orientation. Is viewed as a valued ambassador for the school/district.
Interaction With Classroom Teachers	Has difficulty providing consistent support to teacher(s). Is unclear or unsure of role.	Completes tasks as assigned by the classroom teacher(s). Asks questions when needed.	Effectively supports teacher(s) in their preparations and interactions with students. Can anticipate needs.	Can multi-task to provide quality materials; effectively uses time to meet others' needs. Is respected for constructive problem solving ideas.
Interaction With Administrator/Supervisor	Does not demonstrate respect or support. Interactions are often negative. Views constructive feedback as negative.	Para-educator is generally respectful and supportive. Accepts feedback and requests advice when in doubt.	Consistently demonstrates cooperative work and collegial respect. Seeks feedback from administrator to learn and improve skills.	Consistently demonstrates thorough cooperation, support, and respect. Can constructively disagree. Views supervision as an excellent opportunity for growth.

**Component 2: Organizing  
Physical Space  
Element:**

Materials and Supplies	Materials are often handled inefficiently resulting in waste of resources.	Routines for handling materials and supplies are followed moderately well.	Routines for handling materials and supplies are followed without any difficulty.	Offers constructive and useful input to improve efficiency in routines for handling materials/supplies.
Work Area	Work area is generally disorganized and untidy.	Work area is clean.	Work area is organized and presentable.	Work area is exceptionally well-organized and aesthetically pleasing.
Equipment Operation	Does not understand how to operate standard office equipment properly.	Operates office equipment safely and properly.	Sees potential problems and corrects ahead of time.	Uses various office equipment to improve efficiency in task completion.

**Domain 3: Service Delivery  
Component One: Assisting Student Instruction  
Element:**

Directions and Procedures	<b>Unsatisfactory</b> Gives directions or	<b>Satisfactory</b> Generally gives clear	<b>Proficient</b> Consistently gives clear	<b>Distinguished</b> Anticipates possible
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	procedures to students that are unclear or confusing.	directions/procedures to students. Provides clarification as needed.	directions/procedures to students that contain an appropriate level of detail.	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. Vocabulary is appropriate to age and interests of students.	Spoken and written language is correct and expressive with well-chosen and appropriate vocabulary for students' age and interests.
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.
Knowledge of Special Needs	Displays minimal understanding of special needs students.	Displays generally accurate understanding of special needs students.	Displays effective understanding of the characteristics of special needs students.	Displays understanding of the developmental characteristics of special needs students, especially as it ties to instruction.
Lesson Adjustment	Adheres rigidly to a lesson plan even when it is not going well.	Recognizes when an activity or lesson is not working and attempts to adjust it.	Successfully makes minor adjustments in lessons or activities when appropriate.	Correctly anticipates possible student difficulty and successfully makes minor adjustments as appropriate.
Correcting Student Work	Frequent errors and/or sloppiness is noted when correcting student work.	Generally accurate when correcting student work.	Dependable and accurate in correcting student work.	Displays initiative and is consistently conscientious in handling student work.
<b>Component Two: Managing Student Behavior</b>				
<b>Element:</b>				
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 understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all. Situations requiring flexibility and individual expectations are handled well.

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.
Time Out/Behavior Management	Is unwilling or unable to follow specified behavior management plans, or appears unaware of appropriate time out procedures.	Is generally aware of specified behavior management plans, and tries to follow them. Knows and tries to follow time out procedures.	Consistently follows specified behavior management plans and time out procedures.	Proactively seeks to ensure compliance with specified behavior management plans. Can explain and teach time out procedures to others.

**Component Three: Providing Student And Staff Protection  
Element:**

Knowledge of Emergency Procedures	Has minimal knowledge of emergency procedures for building.	Has knowledge and provides information on emergency procedures to others.	Reviews procedures regularly. Works effectively with students and staff during emergency drills and situations.	Coordinates and reviews procedures. Offers alternative suggestions to assist in emergency. Suggests additional emergency procedures.
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.
Supervision Of Students Outside Of Classroom	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.

**Domain 4: Professional Responsibilities**  
**Component 1: Contribution to School/District**  
**Element:**

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Distinguished</b>
Punctuality	Frequently late, and often late for meetings.	Arrives on time and leaves at end of work day. Attends meetings on time.	Arrives early and is ready at his/her designated time. Is timely and prepared for meetings.	Arrives early to be ready at his/her post and has prepared for next day's activities before departure. Arrives early for meetings and has prepared for meeting in advance.
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.
Confidentiality	Frequently fails to respect confidentiality of issues that have occurred. Takes advantage of position to be "in the know."	Usually respects confidentiality issues.	Understands and follows standards for confidentiality; corrects others who may violate confidentiality.	Demonstrates a high degree of confidentiality for students, parents, and all staff. Does not tolerate an environment lacking in confidentiality.
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.
Service To School	Avoids becoming involved in school events.	Participates in school events when specifically asked.	Regularly volunteers to participate in school events.	Volunteers to participate in school events and makes a substantial contribution or takes a leadership role.
Legal Issues/IEP's	Is unaware of legal	Generally aware of legal	Thoroughly and	Thoroughly understands

issues regarding special needs students and the IEP process.	implications when working with special needs students and IEP's.	consistently manages legal responsibilities when working with students/IEP's.	legal responsibilities and proactively seeks updates and information to remain current.
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**Component 2: Professional Growth Element:**

Goal Setting	Has made no attempts to set or work toward individual goals for growth.	Has demonstrated some difficulties focusing on goals for growth.	Demonstrates positive effort to set and plan implementation steps in meeting goals for growth.	Uses goal setting and implementation as an excellent opportunity for growth.
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.
Alignment	Focuses efforts only on own needs or needs of only the classroom(s) they serve.	Generally focuses on building goals while advancing personal goals.	Displays initiative while ensuring efforts align with their school and with district goals/initiatives.	Develops personal and unit goals out of district initiatives. Looks to district initiatives to guide and shape goals/efforts.

**Domain 5: Technology Element:**

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Distinguished</b>
Computer Operations/Productivity	Is lacking in basic computer skills. Struggles to use technology effectively.	Displays acceptable computer skills. Attempts to use technology to improve workflow.	Has solid computer skills. Eagerly looks for ways to utilize technology in streamlining work.	Is viewed as a computer expert. Offers frequent suggestions in applying computer tools to increase productivity.
Use Of Technology In Instruction	Unable to use computer or technology materials with students.	Can use technology based materials with students when supervision is provided.	Can work independently with students when using technology based materials.	Effectively integrates computers and technology into student learning activities. Looks for opportunities to leverage technology.
Assistive Technology	Appears unaware or struggles to appropriately use assistive technology	Can use assistive technology with students when supervision is provided.	Can work independently and successfully with students when using assistive technology.	Eagerly seeks out opportunities to learn and use assistive technology with students.

with students.

Data Collection/Information Management

Is unable or unwilling to use or correctly use district programs.

Appropriately uses district programs. Enters data accurately and according to district guidelines.

Successfully uses computer-based information sources as needed.

Leverages information within district programs. Demonstrates use of online data services, electronic resources, and school system data as appropriate.