## PARAEDUCATOR EVALUATION FORM

| Paraeducator:  | Evaluator:   |
|--|--|
| Date:  | Paraeducator's assignment:   |
| The paraeducator's   | performance is rated on each of the items based on the following scale:  |
| <ul><li>P - Performs</li><li>D - Developin</li><li>N - Needs im satisfacto</li></ul> | onsistently met to an outstanding level.) well (Consistently met to an acceptable and satisfactory degree.) Meets expectations ng (Shows evidence of developing to an acceptable or satisfactory level.) provement (Requires improvement if performance is to become acceptable or ry.) ctory (Requires immediate improvement) |
|  | ved (Does not apply to this specific assignment.)  |
| Rating Criteri   | a Comments   |
| Communication  |  |
| 1. Uses app  | ropriate and clear language  |
| 2. Respond   | s appropriately to difficulties and seeks help   |
| =  | opriate individuals.   |
| 3. Commur  | icates student needs or concerns to appropriate persons.   |
| 4. Respects  | confidentiality and demonstrates discretion.   |
| 5. Maintain  | s clear and accurate records.  |
| 6. Commur  | icates appropriately and respectfully with students.   |
| 7. Commun  | nicates appropriately and respectfully with co-workers.  |
| Responsiveness to  | Student Needs  |
| •  | nanagement style in response to student needs, ls, and maturity levels.  |
| -  | s appropriately to difficulties and seeks help from e individuals.   |
| 3. Assists in  | n adapting instructional activities and materials  |
| according t  | o learner needs and individualized program.  |
| 4. Recogniz  | zes strengths and abilities of students  |
| 5. Fosters s   | tudent independence, socialization, and self-esteem  |
| accepts &  | respects students.   |
| 6. Suggests  | relevant ideas or changes to student support when  |
| appropriate  | e.   |
| 7. Demonst   | rates interest and enthusiasm.   |
| 8. Demonst   | rates initiative.  |
| 9. Demonst   | rates the ability to work independently.   |
| 10 Demonst   | rates effective strategies for management of student behavior  |

| Working Re   | lationships              |                              |                      |                |
|--------------|--------------------------|------------------------------|----------------------|----------------|
|              | -                        | lans and instructions, seek  | ting clarification   |                |
|              | eeded.                   |                              | 1                    |                |
|              | •                        | to changes in schedules, p   | lans, assignments,   |                |
|              | o forth.                 |                              |                      |                |
|              | ticipates effectively as | o input and direction fron   | a tagahara and other |                |
| team         | members.                 | -                            |                      |                |
|              |                          | am meetings (if requested    | to attend).          |                |
|              | intains composure und    | •                            |                      |                |
|              | •                        | y in academic skills, inclu  | ding oral and        |                |
| writte       | en communication.        |                              |                      |                |
| Responsibili | ty                       |                              |                      |                |
| 1. Fol       | lows through on direc    | tions and student program    | n requirements.      |                |
|              | •                        | o, and acts on, constructive | •                    |                |
|              |                          | hool, and district policies  |                      |                |
| 4. De:       | monstrates punctuality   | and regular attendance.      | •                    |                |
|              |                          |                              |                      |                |
| Overall rat  | ing: Circle one.         |                              |                      |                |
| EXCELS       | PERFORMS<br>WELL         | DEVELOPING                   | NEEDS<br>IMPROVEMENT | UNSATISFACTORY |
| Comments:    |                          |                              |                      |                |
| Plan for im  | provement:               |                              |                      |                |
| Paraeduca    | tor response:            |                              |                      |                |
| Evaluator's  | s signature:             |                              | D                    | Oate:          |
| Paraeduca    | tor's signature:         | D                            | ate:                 |                |
|              |                          |                              |                      |                |

The paraeducator's signature indicates that this evaluation was reviewed and does not necessarily imply agreement with the evaluation.

Adapted from: "The Classroom Teacher's Guide for Working with Paraeducators", Master Teacher, 2000.

| Employee<br>Name:      | School:   |   |                              |                             |            |  |  |
|------------------------|---|---|------------------------------|-----------------------------|------------|--|--|
| Date of<br>Counseling: |   |   |                              |                             |            |  |  |
| SUPER                  | RVISING TEACHE  | R'S REPORT OF O   | CIRCUMSTANCES RI             | EQUIRING CORRECT            | IVE ACTION |  |  |
| 1.                     | Describe the nature of the problem/situation: (check all that apply)  |   |                              |                             |            |  |  |
|                        | ☐Attendance/<br>Punctuality   | Not following Instructions                              | Poor Communication Skills    | ☐ Unprofessional<br>Conduct | Other:     |  |  |
|                        | Poor boundaries with students   | Noncompliant with Policies & Pro of School, District of |                              | ster Student                |            |  |  |
| 2.                     | If the employee has previously been counseled or disciplined, especially concerning similar matters, attach copies of the prior record of action taken. If these actions were not documented, describe here what the actions were, the dates or approximate dates that the incident(s) occurred, and any other pertinent facts. |   |                              |                             |            |  |  |
| 3.                     | What comments were given by the employee to explain his/her viewpoint on the problem/situation described above?   |   |                              |                             |            |  |  |
| 4.                     | Describe clearly and objectively what the employee needs to do to improve. (The employee's position description should also be reviewed with the employee.) Outline Action Plan:  |   |                              |                             |            |  |  |
|                        | Objective #1  |   |                              |                             |            |  |  |
|                        | Objective #2  |   |                              |                             |            |  |  |
|                        | Objective #3_   |   |                              |                             |            |  |  |
| 5.                     | Is there a mutual agrabove?   | regarding the steps outlined                            | d in (4)                     |                             |            |  |  |
|                        | (USE BACK OF PAGE   | E TO EXPLAIN OR HAV                                     | VE EMPLOYEE EXPLAIN H        | IS/HER VIEWPOINT)           |            |  |  |
| 6.                     | Date/time of follow-up counseling session (must be within 14 working days):   |   |                              |                             |            |  |  |
| The employee is        | hereby advised that fo  | ailure to show improv                                   | ement will result in a forn  | nal Plan of Improvement.    |            |  |  |
| Supervi                | Supervisor:   |   |                              | e:                          | _          |  |  |
| Witness                | s:  |   |                              | e:                          | _          |  |  |
|                        | (REQUIRED IF EMP  | LOYEE REFUSES TO S                                      | SIGN)                        |                             |            |  |  |
| ''I have read thi      | s report (or report has   | been read to me) and                                    | l I have discussed it with n | ny supervisor.''            |            |  |  |
| Employ                 | /ee   |   | Dat                          | e                           | _          |  |  |
| Copy given to para:    | V   | es No   |                              |                             |            |  |  |
| Circle if copy to:     |   |   |                              |                             |            |  |  |