**Epping School District**

**ESOL, Kindergarten, RTI, and Special Education Paraprofessional Evaluation**

**Paraprofessional: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Definition of ratings:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exceeds Standard** | **Meets** | **Needs Improvement \*** | **Does not meet standard \*** |
| **The “exceeds standard” level is reserved for truly exceptional performance.** | **Independently performs assigned duties at an expected level.** | **The” needs improvement” level is indicative of performance that clearly needs to change.** | **This rating denotes unacceptable performance that will result in job action if it does not improve.** |

 **\*Written comments must be submitted for any area marked “Needs Improvement” and/or “Does not meet standard”**

**Meeting the needs of students:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceeds Standard** | **Meets** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet Standard** |
|  |  | Treats students in pleasant, positive manner. |  |  |
|  |  | Treats students impartially yet is aware of individual needs. |  |  |
|  |  | Listens to and communicates with students. |  |  |
|  |  | Demonstrates knowledge of student’s IEP, RTI, and/or other individualized learning plan/services. |  |  |
|  |  | Implements student IEP, RTI, and/or other individualized learning plan/services. |  |  |
|  |  | Reinforces teacher instructional strategies and techniques. |  |  |
|  |  | Prepares and organizes materials and instructional space to manage behavior and support learning. |  |  |
|  |  | Fosters student independence. |  |  |
|  |  | Reinforces teacher reading, writing, math, and other concepts and skills. |  |  |
|  |  | Recognizes when to give help, and when to encourage self-help and problem-solving skills. |  |  |
|  |  | Reinforces study skills strategies. |  |  |
|  |  | Takes actions when needed to support student success. |  |  |
|  |  | Assists in review and evaluation of students’ work. |  |  |
|  |  | Follows individualized instructions related to student assessment and data collection. |  |  |
|  |  | Assists with developing, evaluating, and updating student IEP, RTI, and/or other individualized plan/services. |  |  |
|  |  | Maintains student records using school system as authorized. |  |  |
|  |  | Reinforces school expectations, uses a positive approach in behavior management, using behavior management strategies and emphasizing redirection to promote independence.  |  |  |
|  |  | Implements behavior plans as written and/or directed including data collection. |  |  |
|  |  | Implements district or building behavior and bullying prevention programs. |  |  |
|  |  | Demonstrates appropriate use of materials and equipment for students. |  |  |
|  |  | Appropriately uses assistive or other educational technology.  |  |  |
|  |  | Follows written and/or directed individualized instructions including, but not limited to life skills, hygiene, toileting/ daily living, discrete trials, SGD, AT, PECS, and parallel/alternative curriculum. |  |  |
|  |  | Learns and implements additional skills related to specific assignments for integration of individuals with learning needs into various settings.  |  |  |
|  |  | Monitors the environment to maintain overall safety. |  |  |
|  |  | Demonstrates the physical ability to safely assist students with disabilities or other learning needs.  |  |  |
|  |  | Attends IEP and/or other parent and/or staff meetings as requested. |  |  |

**Comments:**

**Assisting in the classroom:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceeds Standard** | **Meets** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet Standard** |
|  |  | Helps maintain positive and safe learning environment and standards. |  |  |
|  |  | Assists teacher(s) as needed to implement academic and/or behavior program. |  |  |
|  |  | Demonstrates knowledge in the areas of reading, writing, math, and other concepts and skills that are required to support the learning environment.  |  |  |
|  |  | Assists case managers, classroom, and/or support teachers preparing, organizing, implementing, and reviewing lesson plans. |  |  |
|  |  | Reinforces academic skills presented by the teacher in small groups or in 1:1 setting. |  |  |

**Comments:**

**Work habits and behavior:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceeds Standard** | **Meets** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet Standard** |
|  |  | Follows the Epping School District dress policy. |  |  |
|  |  | Complies with assigned working schedule. |  |  |
|  |  | Maintains professional responsibility with attendance record. |  |  |
|  |  | Follows school policy for absences or tardiness by calling at earliest opportunity. |  |  |
|  |  | Handles stressful situations professionally. |  |  |
|  |  | Demonstrates organizational skills related to job performance.  |  |  |
|  |  | Demonstrates adaptability and flexibility in work situations. |  |  |
|  |  | Demonstrates professional self-advocacy skills and seeks help as needed.  |  |  |
|  |  | Able to analyze one’s own personal strengths and preferences.  |  |  |
|  |  | Engages in mutual problem-solving discussions to support student success.  |  |  |
|  |  | Professionally demonstrates willingness to accept suggestions and/or direction in the performance of tasks. |  |  |
|  |  | Functions in a manner that serves as a role model to students in one’s choice and actions. |  |  |

**Comments:**

**Work relationships:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceeds Standard** | **Meets** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet Standard** |
|  |  | Collaborates effectively as a team member to support student/classroom learning and activities. |  |  |
|  |  | Communicates and works effectively with peers in the form of both written and verbal communication.  |  |  |
|  |  | Communicates and works effectively with special education teacher/case managers in the form of both written and verbal communication.  |  |  |
|  |  | Communicates and works effectively with classroom teacher in the form of both written and verbal communication.  |  |  |
|  |  | Communicates and works effectively with administration in the form of both written and verbal communication.  |  |  |
|  |  | Demonstrates courtesy and patience. |  |  |

**Comments:**

**Contribution to school environment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceeds Standard** | **Meets** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet Standard** |
|  |  | Participates in meetings and professional development activities. |  |  |
|  |  | Maintains confidentiality in all settings relating to student and staff issues.  |  |  |
|  |  | Adheres to and demonstrates knowledge of classroom, school, and district policies and procedures in maintaining a safe, healthy learning environment.  |  |  |
|  |  | Maintains professional boundaries with parents/guardians including, but not limited to home communication books and in person and/or electronic meetings and/or communications in and out of school. |  |  |
|  |  | Maintain professional boundaries with students including, but not limited to in person and/or electronic meetings and/or communications in and out of school.  |  |  |

**Comments:**

Note to Staff Member: This report was prepared and discussed with you to keep you informed of your supervisor’s appraisal of your work. We ask you to sign this form which indicates that you have read it, though you may or may not agree with the content, and that you understand what it says. The space below is provided for any written comments that you may wish to make. You may respond in more detail if you wish and the response will be attached to this form.

Signature of Evaluatee: Date:

Signature of Evaluator: Date:

Employee’s Comments:

Original copy of this report is to be filed in employee’s personnel file. One copy must be given to the employee and one copy must be given to the evaluator.