



**Union County Educational Services Commission
Paraprofessional Annual Evaluation
2022-2023 School Year**

Staff Name: _____ **School/Department:** _____

Evaluator Name: _____ **Date:** _____

Absences as of March 1, 2023	
Personal Illness	
Personal	
Family Illness	

- ☐ Attendance is Satisfactory
☐ Attendance is Unsatisfactory

Administrative Comments:

Recommendations:

Staff Response Attached: Yes No **Conference Date:** _____

Administrator Signature

Date

Staff Signature

Date

Signature of staff member indicates that the annual summative evaluation was reviewed and a copy of the report was provided at the summary conference conducted on the date indicated. The staff member may submit a written response to this evaluation within ten (10) working days of signing this evaluation report.

Domain 2: Supporting the Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
Contributing to an Environment of Respect & Rapport	Interactions between the Para and students and/or colleagues are negative, inappropriate, insensitive to cultural backgrounds, and/or characterized by sarcasm, putdowns, or conflict.	Interactions between the Para and students and/or colleagues are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural backgrounds.	Interactions between the Para and students and/or colleagues reflect general warmth and caring, and are polite and respectful of the cultural and developmental differences.	Interactions between the Para and students and/or colleagues are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of the direct support from the Para, students maintain high levels of civility.
Contributing to a Culture for Learning	Para contributes to a negative culture for learning, characterized by a low commitment to content, low expectations for student achievement, and little or no student pride in work. Para does not engage the students in learning activities.	Para assists the teacher's attempts to create a culture of learning with only partial success due to minimal interaction with students. Para has limited knowledge of content and displays some pride in student accomplishments.	Para consistently assists in the implementation of a variety of strategies that reinforces a culture of high expectations and genuine commitment to content. Para is engaged with students for the majority of the period and displays genuine pride in their accomplishments.	Para supports high levels of student engagement by demonstrating passion for the content & reinforcing a culture which all share a belief of the importance of learning. Para works actively with the teacher and students to insure optimal learning throughout the period.
Managing Classroom Procedures	Para fails to assist the teacher and students with implementing routines and procedures.	Para occasionally assists the teacher and students with implementing routines and procedures.	Para consistently assists the teacher and students with implementing routines and procedures.	Para assists the teacher and students with the seamless operation of routines and procedures resulting in a highly efficient use of time.
Managing Student Behaviors	Para has limited knowledge and/or is unable or unwilling to implement effective strategies to teach and reinforce positive behavior.	Para has some knowledge, and with support, is able to implement some effective strategies to teach and reinforce positive behavior.	Para demonstrates good knowledge of strategies that reinforce positive behavior. Para accurately implements individual, classroom and school behavior plans.	Para is constantly monitoring student behavior and reinforces positive behavior and/or intervenes proactively before behaviors escalate by following strategies outlined in individual, classroom or school behavior plans.
Responding to Crisis Situations	Para is not calm, assist colleagues and/or does not use approved crisis management techniques to resolve behavioral episodes.	Para inconsistently remain calm, provides limited assistance to colleagues and/or inconsistently uses approved crisis management techniques to resolve behavioral episodes.	Para remains calm, typically assists colleagues and uses approved crisis management techniques to resolve behavioral episodes in a safe and respectful manner.	Para is highly controlled, readily assists colleagues and skillfully implements approved crisis management techniques to resolve behavioral episodes in a safe and respectful manner.

Domain 3: Assisting with Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Para is unable to communicate with students and/or colleagues in a clear and effective manner. Spoken or written language contains many grammatical errors and/or uses vocabulary that is not appropriate to student levels.	Para communicates with students and/or colleagues in a clear and effective manner on an inconsistent basis. Spoken or written language contains some grammatical errors and vocabulary is not always appropriate to student levels.	Para communicates with students and/or colleagues in a clear and effective manner. Spoken or written language contains no grammatical errors and vocabulary is appropriate to students development levels.	Para communicates with students and/or colleagues in a clear, concise & expressive manner. Spoken and written language enriches the lesson and vocabulary is appropriate to student cultural backgrounds and developmental levels.
Instructional Delivery	Para has limited knowledge and understanding of roles and responsibility of assisting the teacher with implementing instruction. Para does not vary instructional techniques to accommodate varied learning styles or abilities.	Para has basic knowledge and understanding of roles and responsibility of assisting the teacher with implementing instruction. Para offers minimal variation in instructional techniques to accommodate varied learning styles or abilities.	Para is clear about the purpose of the lesson and collaborates with the teacher to assist with implementing instruction. Para consistently varies instructional techniques to accommodate varied learning styles and abilities.	Para makes the purpose of the lesson or unit clear, implements it effectively, and collaborates with the teacher to implement and enhance instruction. Para varies instructional techniques, materials, and/or resources to best meet individual learning styles and abilities.. Para uses an extensive repertoire of strategies and seeks additional resources to increase impact on student achievement.
Using Assessment in Instruction	Para does not utilize assessment strategies to check for understanding or monitor student progress. Para does not ensure that students are aware of the criteria used to evaluate their work.	Para occasionally utilizes assessment strategies to check for understanding or monitor student progress. Para occasionally makes students aware of the criteria used to evaluate their work.	Para frequently monitors students' learning and utilizes assessment data to enhance student learning. Para consistently makes students aware of criteria used to evaluate their work.	Para actively facilitates students' self-monitoring and self-assessment of learning. Para provides students and with high-quality feedback from multiple sources.
Demonstrating Flexibility and Responsiveness	Para does not adapt instruction and teaching strategies despite evidence of poor student understanding or students' lack of interest. Paraprofessional does not assume responsibility for assisting teacher with addressing students' failure to understand.	Para demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and occasionally seeks to work collaboratively with the teacher to ensure the success of all students. The paraprofessional makes some attempt to adapt instruction even though the student still does not understand	Para seeks to ensure successful learning for all students in collaboration with the teacher, by monitoring and adjusting teaching strategies and lessons as needed, and responding to students' interests and questions.	Para is highly responsive to students' needs, taking the initiative to collaborate with the teacher when lesson adjustments are needed. Para takes the initiative to adjust teaching strategies or materials to optimize students' learning.

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
Professional Relationships	Para's professional relationships with colleagues and administration are negative or self-serving.	Para maintains basic relationships with colleagues and administrations in order to fulfill required duties.	Para's professional relationships with colleagues and administration are characterized by mutual support and cooperation to meet students' needs.	Para's professional relationships with colleagues and administration are characterized by high degrees of mutual support and cooperation.
Participating in the Professional Community	<p>Para refuses or is unable to perform assigned duties and responsibilities.</p> <p>Para avoids participation in school based projects and activities outside of the classroom</p>	<p>Para inconsistently performs assigned duties and responsibilities.</p> <p>Para participates in school based projects and activities outside of the classroom when specifically asked.</p>	<p>Para willingly performs assigned duties and responsibilities.</p> <p>Para consistently participates in school projects and activities outside of the classroom.</p>	<p>Para willingly and successfully performs all duties and responsibilities.</p> <p>Para demonstrates initiative in school projects and activities outside of the classroom and makes a substantial contribution in the development and outcome of activities.</p>
Integrity & Ethical Conduct	Para does not display appropriate standards of ethical behavior in interactions with colleagues, students, administration, and community. Para disregards confidentiality requirements.	Para displays appropriate standards of ethical behavior in interactions with colleagues, students, administration, and community. Para is aware of confidentiality requirements.	Para displays high standards of ethical behavior in interactions with colleagues, students, administration, parents and the local community. Para consistently adheres to confidentiality requirements.	Para takes initiative in maintaining the highest standards of ethical behavior in interactions with colleagues, students, administration, parents and the local community. Para supports others in upholding confidentiality requirements.
Attendance & Punctuality	<p>Para has poor attendance and does not use sick-time and personal leave responsibly.</p> <p>Para fails to provide adequate notice for anticipated absences.</p> <p>Para arrives late and/or leaves early on a regular basis. Takes frequent or long breaks.</p>	<p>Para has fair attendance and inconsistently uses sick-time and personal leave responsibly.</p> <p>Para sometimes gives adequate notice for anticipate absences.</p> <p>Para inconsistently arrives or leaves on time. Sometimes takes breaks as scheduled.</p>	<p>Para has good attendance and consistently uses sick-time and personal leave responsibly.</p> <p>Para usually leaves adequate notice for anticipated absences</p> <p>Para usually arrives on time, leaves on time and takes breaks as scheduled.</p>	<p>Para has excellent attendance and always uses sick-time and personal leave responsibly.</p> <p>Para always leaves adequate notice for anticipated absences.</p> <p>Para arrives on time or early, leaves on time or late and always takes breaks as scheduled.</p>
Professional Development & Self-Reflection	Para does not complete required professional development. Para does not reflect on their practice and resists feedback regarding performance.	Para completes some required professional development. Para engages in limited reflection on their practice and reluctantly accepts feedback regarding performance.	Para completes all required professional development. Para welcomes feedback regarding performance and incorporates most suggestions into practice.	Para completes all required professional development and seeks out additional opportunities for growth. Para recruits feedback regarding performance from multiple sources and readily incorporates all suggestions into practice.