

APPENDIX D

JOB PERFORMANCE EVALUATION

SAMPLE FORM 1
PARAEDUCATOR EVALUATION REPORT

Paraeducator _____ Date _____

School _____ Grade Level _____

Supervisor _____

After each of the items listed below, indicate your rating of the paraeducator by checking the appropriate level on the scale to the right. It is expected that only rarely will the paraeducator consistently rate either the top or the bottom of the scale. Please comment briefly on the strengths and weaknesses of the paraeducator's present ability to undertake a permanent position as compared with your conception of the average beginning paraeducator. Included below each item are sample subheadings which may be considered in evaluation.

I. CONFIDENTIALITY Poor/Fair/Excellent

___/___/___

Comments:

Paraeducator maintains confidentiality of students, parents, classroom teachers, and other team members.

II. PLANNING AND PREPARATION OF ACTIVITIES

___/___/___

Comments:

Learning activities evidence carefully shared planning. Activities directed to accomplishing worthy objectives which are clear-cut, capable of achievement. The paraeducator is aware of, and provides for, individual differences in the group assigned by teacher.

III. USE OF INSTRUCTIONAL STRATEGIES

___/___/___

Comments:

Paraeducator varies approaches appropriately and makes use of a variety of techniques. Is able to acquire and use cues from students, and makes use of a feedback process. Paraeducator strives for maximum pupil participation.

IV. USE OF INSTRUCTIONAL MATERIALS

___/___/___

Comments:

Paraeducator makes appropriate and effective use of multi-sensory materials, such as audio-visual aids and laboratory equipment, where applicable.

V. GROUP MANAGEMENT

___/___/___

Comments:

Paraeducator manages discipline constructively.

VI. RELATIONSHIP WITH STUDENTS

____/____/____
Comments:

Paraeducator receives respect from students. He/she willingly gives help and assistance to students. He/she gives praise or positive reinforcement to students. Paraeducator is skillful in communication with students and respects and listens to students.

VII. PERSONAL QUALITIES

____/____/____
Comments:

Paraeducator shows dependability. He/she exhibits favorable personal appearance. Paraeducator shows good relationship with faculty. Paraeducator's use of voice (timbre, quality) is appropriate.

VIII. SUPPORTIVE SKILLS

____/____/____
Comments:

Paraeducator demonstrates skills in completing tasks accurately, and on time.

IX. PROFESSIONALISM

____/____/____
Comments:

Paraeducator demonstrates a genuine interest in improving his/her ability and exhibits positive attitude toward self-improvement. He/she shows awareness of the materials.

X. RELATIONSHIP WITH OTHER TEAM MEMBERS

____/____/____
Comments:

Paraeducator provides input to other team members regarding student performance, likes, dislikes, etc. He/she asks questions and offers suggestions.

Other Comments:

Teacher/Supervisor _____ Date _____

Paraeducator _____ Date _____

Principal _____ Date _____

SAMPLE FORM 2
PARAEDUCATOR EVALUATION

Name: _____ Date _____

Experience: _____

SUMMARY STATEMENT: _____

	Acceptable	Needs Improvement
I. Professional Characteristics:		
The Paraeducator:		
1. behaves in a manner consistent with accepted ethical standards		
2. adapts to and/or is flexible in new situation and task		
3. accepts supervision and guidance		
4. cooperates with teacher and co-workers		
5. displays interest and enthusiasm in teacher		
6. Other: _____		
Comments: _____		

	Acceptable	Needs Improvement
II. Instructional Program Components:		
The Paraeducator:		
1. engages students in activities clearly related to program objectives		
2. plans well		
3. works effectively in a group setting		
4. has effective classroom management skills		
5. establishes and maintains an effective classroom environment		
6. interacts courteously with students		
7. has effective communication skills		
8. Other _____		
Comments: _____		

Summary & Goals

A. Strengths/Effective Patterns

B. Areas to Improve/Ineffective Patterns

C. Growth Objectives

Signature of Paraeducator (date)

Signature of Evaluator (date)

**SAMPLE FORM 3
PARAEDUCATOR EVALUATION**

Name _____

Assignment _____

Completed By _____

Date _____

- 1-Unacceptable
- 2-Needs Improvement
- 3-Effective Performance
- 4-Outstanding

NOTE: In evaluations where unacceptable, needs improvement, or outstanding is checked, evaluators must add explanatory comments.

SECTION I. TO BE COMPLETED BY ADMINISTRATOR AND SUPERVISING TEACHER.

1. Instructional Skills and Techniques	1	2	3	4
a. Effective ability to communicate subject matter	_____	_____	_____	_____
b. Use of effective teacher-directed techniques	_____	_____	_____	_____
c. Adaptability to the needs of each individual student	_____	_____	_____	_____
Comments: _____				

2. Classroom Management Skills	1	2	3	4
a. Organization and effective direction of pupil activities	_____	_____	_____	_____
b. Ability to maintain classroom control as directed by the supervising teacher	_____	_____	_____	_____
Comments: _____				

3. Professional Characteristics	1	2	3	4
a. General acceptance of responsibilities	_____	_____	_____	_____
b. Response to supervision and constructive suggestions	_____	_____	_____	_____
c. Effectiveness in implementing the students' educational program	_____	_____	_____	_____
d. Maintains professional rapport with supervising teacher, individual students, and other school personnel	_____	_____	_____	_____
e. Appropriate role model for students	_____	_____	_____	_____
f. Positive attitude toward instructing students	_____	_____	_____	_____
g. Reliability and punctuality	_____	_____	_____	_____
Comments: _____				

SECTION II: TO BE COMPLETED BY EVALUATOR(S) AND PARAEDUCATOR

1. Employee objective(s), established cooperatively with the administrator and supervising teacher, to be implemented by the next evaluation period.

2. Evaluation of previous objective(s).

Comments: _____

Coordinator's Signature

Supervising Teacher's Signature

Name _____

S-Satisfactory
U-Unsatisfactory

Assignment _____

Note: In those evaluations where unsatisfactory is checked, it is required that the evaluators add explanatory comments.

SECTION III: TO BE COMPLETED BY LOCAL ADMINISTRATOR.

1. Classroom Management Skills	S	U
a. Ability to maintain effective teacher-directed classroom control	___	___
b. Effective direction of pupil activities	___	___
Comments: _____		

2. Professional Characteristics	S	U
a. Attendance and punctuality	___	___
b. Appropriate role model for students	___	___
c. Positive attitude toward instructing students	___	___
d. Maintains professional rapport with students, supervising teacher, and other school personnel	___	___
e. Conformance with authorized policies and procedures	___	___
Comments: _____		

SECTION IV. TO BE COMPLETED BY THE PARAEDUCATOR.

Comments: _____

Paraeducator Signature

3. List of descriptors in which the evaluator indicates the degree to which a paraeducator demonstrates competence such as:

(check those achieved)

- ___ uses visual aids appropriately
- ___ prepares appropriate visual aids
- ___ uses visual equipment effectively
- ___ other; describe as observed

4. Open-ended, non-scaled systems in which the evaluator, sometimes in cooperation with the paraeducator identifies specific goals that need to be achieved as well as the means of achieving them such as:

goal: _____

achievement means: _____

-OR-

identifies **commendations**, **concerns**, and **recommendations for improvement** in the spaces provided. (Note: For each concern, there should be a specific recommendation for improvement.)

Commendations

Concerns

Recommendations

Sample Form
STAFF COACHING FEEDBACK

TEACHER:
OBSERVER:
DATE:

INSTRUCTIONAL SETTING:
STUDENTS:
NATURE OF LESSON:

Instructional Indicators

Session Preparation: (Materials, Learning Environment, Promptness)

Curriculum/Content:

Program Design: (Task Analysis, Concept Analysis, Design)

Lesson Presentation: (Anticipatory Set, Instructional Prompts, Methods Used, Materials Used)

Instructional Trials: (Frequency of trials, Appropriateness of Practice, Pacing, Flow)

Individualization:

Appropriateness to Learner Needs:

Program Evaluation: (Learner Feedback, Modifications based on learner progress)

Documentation:

School Indicators

Shared Purposes and Mission:

Collegiality:

Structure:

Continuous Improvement:

Professional Indicators

Collaboration:

Reflection:

Research:

Written Reports:

Professional Conduct/Collaboration: