Paraprofessional and Teaching Assistant
Performance Evaluation System
for

Franklin Central Supervisory Union
and its Member Schools:
Bellows Free Academy, Union High School #48
Northwest Technical Center
St. Alban’s Town Educational Center
St. Alban’s City School
Fairfield Center School

September, 2009
Paraprofessional and Teaching Assistant Performance Evaluation System
for Franklin Central Supervisory Union and Member Schools:
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Performance Evaluation Process for Paraprofessionals and Teaching Assistants

Introduction

This performance evaluation program applies to all Paraprofessional and Teaching Assistants within the Franklin Central Supervisory Union and its member schools. The purpose of this evaluation system is to

- Recognize performance that meets or exceeds expectations.
- Set expectations (behavior, vital activities, and outcomes) for future performance.
- Create opportunities for communication between employees and their supervisors.
- Define areas for potential growth and development for employees.
- Provide timely feedback to enable employees to better manage their performance.
- Allow for an individualized and specific performance improvement plan.

Recognition, enhanced job performance, the promotion of professional growth and development of employees should result in greater job satisfaction for the employee and better student achievement.

The Performance Management System

The components of the Performance Management System are

1. Rubrics for Performance Standards: Performance standards are described in a rubric, divided into four (4) domains. These domains are: Planning and Preparation; Supporting the Classroom Environment; Delivery of Services/Accommodations (Instruction); and Professional Responsibilities and Development. These standards have been specifically created for paraprofessionals and teaching assistants and clearly defines the standard by which employee performance is to be measured.

2. Rating Scale and Terminology: The evaluation uses a four point scale with rating labels: Unsatisfactory, Basic, Proficient, and Distinguished. This terminology allows for more active reflection of performance. The definitions are as follows:

   Unsatisfactory (1): This rating may be given for new, inexperienced, or performance challenged employees that demonstrate limited or no understanding of the standard. If the employee does not meet expectations in one or more areas and there is no evidence of improvement, a Performance Improvement Plan may be developed with the intent to improve the areas of deficiency. Specific information may be found in Track III information.

   Basic (2): This rating is given to employees who demonstrate a rudimentary understanding of the standard, demonstrates partial knowledge of the standard’s elements on a regular basis, or demonstrates knowledge on an inconsistent basis. This person will generally require supervision.
**Proficient (3):** This rating is given to an employee who demonstrates a thorough understanding of the standard, practices the standards continuously, and works independently without constant supervision. May be called on to collaborate with others on special projects or assignments.

**Distinguished (4):** This rating is given to employees to consistently meet or exceed the standard each and every time it is applied. Is often called on to mentor or assist others. Demonstrates initiative and adapts concept of standards to enhance student learning within the parameters of one’s job responsibilities.

**Not Applicable:** May only be applied in few instances where job responsibilities do not coincide with standards. An explanation must be provided whenever this is used.

3. **Goal Setting:** Specific annual objectives to promote employment performance, professional growth, or increase proficiency in a related job area are a part of the evaluation process. Ideally, setting objectives should be a collaborative effort between the Administrator and employee and in support of District goals and objectives. Goals should include how much, of what and by when. Goals should be visited periodically to measure progress and to make changes, if needed.

**Administration of the Process**

**Track I. Performance Evaluations:** A Paraprofessional or Teaching Assistant new to the District or new to a position will participate in the Performance Evaluation Process (Track I) for the first two years and in accordance with the school’s negotiated agreement. The purpose of the evaluation process in this track is to set job expectations, to provide evidence for continued employment, and to provide meaningful feedback and support for the employee. An employee may be placed in Track I in two ways:

- An employee is newly hired to the District.
- The employee is hired into a new position as a Paraprofessional or Teaching Assistant.

**Administrator Responsibilities**

1. **Initial Meeting between Administrator and employee:** At the beginning the year, the Administrator will meet with the employee to explain the evaluation process and documents, review job expectations, and clarify roles and responsibilities.

2. **Probation Period Feedback:** Midway through the year, the employee and the Administrator will meet to review evaluation documents, performance criteria, and timelines; share evidence collected; discuss progress made to date; establish initial performance goals; and set date for next meeting/annual review.

3. **First Annual Review:** the Administrator will develop the evaluation with feedback from teachers and/or other persons who have direct knowledge of the employee’s performance.
4. **Completion of cycle:** At the completion of the cycle, the Administrator will place the employee in a track appropriate to the performance, as such:

   A. **If the expectations have been attained,** the employee will move to the Track II.

   B. **If the employee has not met the expectations of the Performance Improvement Plan,** the Administrator may place the employee in Track III and create a Performance Improvement Plan or determine the employee’s performance as unsatisfactory and recommend an employment action to the Superintendent/designee, as allowed by the negotiated contract language at each school.

5. **Final Summative Evaluation:** A Final Summative Evaluation will be written by the Administrator and will include a description of performance based on the rubrics established for the Paraprofessional and Teaching Assistants. The employee will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the employee may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the evaluation report. Should the employee refuse to sign the evaluation, the unsigned evaluation will be submitted to the Superintendent’s office with documentation that the employee refused to sign. The evaluator will submit one copy of the report to FCSU for inclusion in the employee’s personnel file.

6. **Placement decision:** The Administrator will determine that successful completion of this Track has been met through a review of evidence that demonstrates that the plan has addressed all concerns.

   A decision related to non-renewal of an employee’s contract must be made in accordance with the school’s negotiated agreement.

7. **Documentation to be kept:** The information to be included in the personnel file at FCSU for the employee in Track I includes the Performance Evaluation form, Progress/Feedback form(s), and Final Summative Evaluation.

**Teacher Responsibilities**

1. **Initial Meeting between Teacher and employee:** At the beginning the year, the Teacher (i.e.: Special Ed teacher, Program Coordinator) will meet with the employee to review daily job expectations, and clarify roles and responsibilities.
2. **Feedback Forms:** The Teacher will prepare feedback forms with specific data/information regarding the employee’s performance and provide this to the Administrator after the first four (4) months of the new staff member’s employment. The teacher may provide evidence of performance, discuss progress made to date, and suggest areas to develop performance goals.

**Track II: In-Focus:** A Paraprofessional or Teaching Assistant that has successfully completed Track I will be placed in Track II. The purpose of the evaluation process in Track II is to provide feedback on performance goals, to enhance professional growth, and to focus employee participation on student achievement. An employee may be placed in Track II in two ways:

- An employee for more than 1 year, in good standing and has completed Track I.
- The Administrator may place the employee in Track II after successfully meeting performance expectations as outlined in a Track III Performance Improvement Plan (PIP).
- An employee in Track II will be evaluated in accordance with the school’s negotiated agreement.

**Administrator Responsibilities:**

1. **Contact between Administrator and employee:** At the beginning the year, the Administrator will communicate with the employee (by letter, email, or in person) to review any new job expectations, and clarify any changes in roles and/or responsibilities.

2. **Periodic Feedback:** By the midpoint of the school year, the employee and the Administrator will establish a time to meet to review progress made to date on performance goals, address any performance concerns, and adjust timelines if appropriate. The Administrator will share evidence collected and set date for next meeting/annual review.

3. **Performance Evaluation/Summative Review:** The Administrator will develop the evaluation with feedback from teachers and/or other persons who have direct knowledge of the employee’s performance. The evaluation will include a description of performance based on the rubrics established for the Paraprofessional and Teaching Assistants as well as new goals, a timeline for goal completion and review. A collaborative effort in developing goals is desirable but not required. Goals will consist of a statement of the area(s) for growth and the expected level of performance to be reached (as described in the Paraprofessional and Teaching Assistant Performance Rubrics).

Also included will be the method(s) of evaluating if changes have occurred, and a timeline for assessing the desired changes.

The employee will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the employee may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the evaluation report. Should the employee refuse to sign the evaluation, the unsigned evaluation will be submitted to the Superintendent’s office with documentation that the employee refused to sign.
evaluator will submit one copy of the report to FCSU for inclusion in the employee’s personnel file.

4. **Completion of cycle:** At the completion of the cycle, the Administrator will determine that successful completion of this Track has been met through a review of evidence that demonstrates that satisfactory performance has been attained.

   A. **If the expectations have been attained,** the employee will continue in Track II.

   B. **If the employee has not met the expectations of the Performance Improvement Plan,** the Administrator may place the employee in Track III and create a Performance Improvement Plan or determine the employee’s performance as unsatisfactory and recommend an employment action to the Superintendent/designee, as allowed by the negotiated contract language at each school.

   A decision related to non-renewal of an employee’s contract must be made in accordance with the school’s negotiated agreement.

5. **Documentation to be kept:** The information to be included in the personnel file at FCSU for the employee in Track I includes the Performance Evaluation form, Progress/Feedback form(s), and Final Summative Evaluation.

**Teacher Responsibilities**

1. **Initial Meeting between Teacher and employee:** At the beginning the year, the Teacher will meet with the employee to review daily job expectations, and clarify roles and responsibilities.

2. **Feedback Forms:** The Teacher will prepare feedback forms with specific data/information regarding the employee’s performance and provide this to the Administrator after the first four (4) months of the new staff member’s employment. The teacher may provide evidence of performance, discuss progress made to date, and suggest areas to develop performance goals.

**Track III: Performance Improvement Plan:** A Paraprofessional or Teaching Assistant that displays deficiencies in performance will participate in a Performance Improvement Plan (Track III.) The length of time spent in Track III evaluation will be defined in the Performance Improvement Plan developed by the Administrator as a result of a meeting between the employee and the Administrator. In accordance with present contract language, the employee may be accompanied to this meeting by an Association representative or another advocate at his/her discretion. An employee may be placed in Track III in three ways:

   - An employee may request to be placed in Track III at any time.
   - The Administrator may place the employee in Track III through documentation of unsatisfactory performance as evidenced by the Paraprofessional and Teaching Assistant performance rubrics.
• The Administrator may place the employee in Track III due to substantiated complaints or concerns that the health and/or safety of students are at risk, and/or work practices are unsatisfactory.

In all cases except self-referral, the Administrator will conduct an investigation of complaints, concerns and/or evidence of unsatisfactory performance. The Administrator will notify the employee in writing of specific findings regarding the concerns and his/her intention to place the employee on a Track III Performance Improvement Plan.

1. **Meeting between Administrator and employee:** At the beginning of Track III the employee and the Administrator will meet to discuss concerns, including resources or interventions that are available to assist the employee in addressing the concerns.

2. **Plan Development:** A **Track III Performance Improvement Plan** will be developed by the Administrator, and will include a timeline for completion and review. A collaborative effort in developing the plan is desirable but not required. The plan will consist of a statement of the area(s) of concern, the expected level of performance to be reached as described in the *Paraprofessional and Teaching Assistant Performance Rubrics* at the completion of the plan, and the resources/supports necessary for the change to happen. Also included will be the method(s) of evaluating if changes have occurred, and a timeline for assessing the desired changes.

3. **Midpoint Progress review:** Midway through the timeline, the employee and the Administrator will meet to review progress made to date and assess progress against the expectations established at the beginning of Track III.

4. **Completion of cycle:** At the completion of the cycle, the Administrator and employee will meet to review attainment of specific changes included in the Performance Improvement Plan. Both parties at this meeting will present evidence supporting or denying attainment of expectations.
   
   A. **If the expectations have been attained,** the employee will return to the Track assigned by the Administrator.
   
   B. **If the employee has not met the expectations of the Performance Improvement Plan,** the Administrator may develop additional Performance Improvement Plan or determine the employee’s performance as unsatisfactory and recommend an employment action to the Superintendent/designee, as allowed by the negotiated contract language at each school.

5. **Final Summative Evaluation:** A **Final Summative Evaluation** will be written by the Administrator and will include a description of performance based on the expectations included in the Performance Improvement Plan(s). The employee will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the employee may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the evaluation report. Should the employee
refuse to sign the evaluation, the unsigned evaluation will be submitted to the Superintendent’s office with documentation that the employee refused to sign. The evaluator will submit one copy of the report to FCSU for inclusion in the employee’s personnel file.

6. **Placement decision:** The Administrator will determine that successful completion of this Track has been met through a review of evidence that demonstrates that the plan has addressed all concerns.

A decision related to non-renewal of an employee’s contract must be made in accordance with the school’s negotiated agreement.

7. **Documentation to be kept:** The information to be included in the personnel file at FCSU for the employee in Track III includes the Performance Improvement Plan, Progress review(s), and Final Summative Evaluation.
**Problem Performance Flowchart**

1. Set and communicate expectations.
2. Observe, coach, and document performance.
3. **Is Performance Deficient?**
   - **Yes**
     - Explore contributing factors.
     - **Can’t**
       - Employee lacks knowledge/skills.
     - **Won’t**
       - Are organizational or environment barriers present?
       - Employee demonstrates poor attitude or lack of motivation.
4. Select possible solutions.
5. **Provide training, feedback, and practice.**
6. **Remove barriers, prepare job aids, modify standards, and/or revise process.**
7. **Add consequences, remove punishment, and/or add reward(s).**
8. Develop and implementation strategies.
Sample Memorandum
For Managing a Performance Issue

Date:
To:
From:
Re:

Part 1: State specific problems:
I have made the following observations of (employee name’s) conduct.....

Part 2: State how behaviors are affecting performance.
These standards are important because of the following impact on the work environment....

Part 3: Set goals and standards for improvement
I have informed (employee’s name) of the following standards that will be expected from him/her in the future. They are.....

Part 4: Set time expectations
I expect to see an improvement in (employee’s name) work within (timeframe: days/month/immediately)

Part 5: State your support for success
I will help (employee’s name) to improve his/her performance in the following way....

Part 6: State follow-up steps
These matters will be reviewed within ____days.

Part 7: State consequence
I have advised (employee’s name) of the following consequences if he/she fails to attain and maintain the above standards.

Part 8: Supervisor’s Signature and Date

Part 9: Employee Signature and Date:
Include the language: “I have read and received a copy of the above statement. I do/do not wish to submit written comments of my own about this matter. I understand that a copy of this memo will be filed with my personnel file in the Central Office.”
Sample
Performance Improvement Plan

Employee Name: ___________________________ Date: __________________

Position: ___________________________ District: __________________________

This Performance Improvement Plan has been developed to assist you in addressing the areas of needed improvement. It is your responsibility to seek resources and/or help to improve work performance in the identified areas.

Part 1: Domain and Component:
Using the rubrics, identify the performance expectation that has not been satisfactorily met.

Part 2: Observations:
Provide examples/indicators that demonstrated the employee’s substandard performance.

Part 3: Performance Expectations and Timelines:
Set specific goals, behaviors, standards, and timelines for performance improvement.

Part 4: Strategies for Improvement
Provide suggested resources, tools, persons

Part 6: State follow-up steps
Set expectation and timelines for follow up.

Part 7: State consequence
Advise the employee of consequences if he/she fails to attain and maintain the above standards.

Part 8: Supervisor’s Signature and Date

Part 9: Employee Signature and Date:
Include the language: “I have read and received a copy of the above statement. I do/do not wish to submit written comments of my own about this matter. I understand that a copy of this memo will be filed with my personnel file in the Central Office.”
### Evaluation Timeline and Expectations for Paraprofessionals and Teaching Assistants

**Track I: Paraprofessionals and Teaching Assistants new to the District or new to a position.**  
*Purpose: To set job expectations, to provide evidence for continued employment, and to provide meaningful feedback and support for new employees.*

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td><strong>Setting job expectations:</strong></td>
<td></td>
</tr>
<tr>
<td>The Administrator will set overall job expectations, provide a copy of the</td>
<td>The Administrator will contact the employee within the first 30 days of</td>
</tr>
<tr>
<td>job description, review and explain the evaluation process.</td>
<td>employment either in person or by letter.</td>
</tr>
<tr>
<td>The Teacher will meet with the new employee(s) and clarify job duties.</td>
<td>The Teacher will meet with the new employee on the first day of employment.</td>
</tr>
<tr>
<td><strong>Probation Period Feedback:</strong></td>
<td></td>
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<tr>
<td>The Teacher (or other persons with direct knowledge of work output from</td>
<td>Feedback forms will be made available to the Teacher/others within the</td>
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<tr>
<td>the employee) will provide general information via the feedback form to the</td>
<td>first four (4) months of the employee’s start date to complete and return</td>
</tr>
<tr>
<td>Administrator</td>
<td>to the Administrator in a timely manner.</td>
</tr>
<tr>
<td>The Administrator will prepare an evaluation form using the established</td>
<td>The Administrator will provide a written evaluation to the employee and</td>
</tr>
<tr>
<td>rubrics and information derived from the feedback forms.</td>
<td>the opportunity to meet individually within the first six (6) months of</td>
</tr>
<tr>
<td>The Administrator will meet individually with the employee to deliver the</td>
<td>hire.</td>
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<tr>
<td>evaluation and to mutually set initial performance goals.</td>
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<tr>
<td><strong>First Annual Review:</strong></td>
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<tr>
<td>The Administrator will notify all employees due for an evaluation of a</td>
<td>The Administrator will provide at least a one (1) week notice to the</td>
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<td>review date.</td>
<td>employee of the annual review.</td>
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<tr>
<td>During the evaluation, the Administrator and the employee will discuss</td>
<td>The Administrator will meet by the end of the school year to deliver</td>
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<tr>
<td>progress towards goal attainment and establish new performance goals.</td>
<td>the evaluation report and set initial goals.</td>
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## Track II: In Focus Paraprofessionals and Teaching Assistants

**Purpose:** To provide feedback on performance goals, to enhance professional growth, and to focus employee participation on student achievement.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Deadline</th>
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<tbody>
<tr>
<td><strong>Periodic Review:</strong></td>
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<tr>
<td>The Administrator will provide the Teacher (or other persons with direct knowledge of work output from the employee) a copy of the feedback from to provide general information to the Administrator.</td>
<td>Observation or feedback forms will be made available to the Teacher/others to complete and return to the Administrator in a timely manner.</td>
</tr>
<tr>
<td>The Administrator will prepare an evaluation form using the established rubrics and information derived from the feedback forms.</td>
<td>The Administrator will provide at least a one (1) week notice to the employee of a periodic review (according to the District’s established cycle) and ask the employee to complete a self-assessment.</td>
</tr>
<tr>
<td>The Administrator will meet individually with the employee to conduct the evaluation meeting and to mutually set continuing performance goals.</td>
<td>The Administrator will notify all employees due for a periodic evaluation of the review date, time, and location.</td>
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## Track III: Corrective Action Plan for Teaching Assistants and Paraprofessionals

**Purpose:** To address performance issues and provide resources for support, to collect evidence of progress.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Deadline</th>
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<tbody>
<tr>
<td><strong>Performance Feedback:</strong></td>
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<tr>
<td>The Administrator will follow process as outlined in Master Agreements for notification of meetings.</td>
<td>A Performance Improvement Plan (PIP) will be developed within one (1) week of the performance feedback meeting.</td>
</tr>
<tr>
<td>If the Administrator determines that the employee does not meet the basic performance expectation in one or more domains, the Administrator and employee will meet to establish performance goals within a prescribed time period (prior to the next evaluation.) The Performance Improvement Plan (PIP) will then be developed by the Administrator.</td>
<td>The Administrator will provide at least one (1) week notice to the employee of a periodic review.</td>
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<tr>
<td>The Administrator will conduct at least two (2) evaluations/observations during the work year and may conduct</td>
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additional evaluations/observations at any time during the employee’s work year, provided the employee has had an opportunity to make marked progress towards established goals.

The Administrator and employee will meet to review progress made at the end of the time period. The Administrator will determine whether the progress is satisfactory and if further employment action is warranted, including but not limited to: return to cycle of performance, a continuation of Track III (a corrective action plan).

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<tr>
<th>All Tracks: Documentation/Storage</th>
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<tbody>
<tr>
<td><strong>Expectation</strong></td>
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<tr>
<td>Employee will sign the document acknowledging receipt and the opportunity to review the contents. Signature does not necessarily mean acceptance of the rating.</td>
</tr>
<tr>
<td>Employee has the opportunity to acknowledge, clarify, or rebut information by attaching pertinent information to the evaluation form and signing and dating the attachment.</td>
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## ParaProfessional and Teaching Assistant Evaluation Timeline

### Track I: ParaProfessional and Teaching Assistants new to the District or new to the position

<table>
<thead>
<tr>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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<tr>
<td>Admin. contacts emp. within 30 days of hire. Teacher meets with emp. on first work day.</td>
<td>Administrator provides feedback forms to Teacher or others (with direct knowledge of work output of employee) within the first four (4) months of hire. Forms returned by end of December.</td>
<td>Administrator notifies employee of meeting. Holds summative meeting with employees. Completes evaluation form by June 1</td>
<td>Submit written form to Central Office by June 30.</td>
<td>Evaluations reviewed and placed in personnel file.</td>
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Para-professional/Teaching Assistant encouraged to complete a self assessment with rubrics. Administrator conducts observations and meets with employee within 6 months of hire.

### Track II: In Focus ParaProfessional and Teaching Assistants

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<tr>
<th>Sept</th>
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<th>Nov</th>
<th>Dec</th>
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<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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<tbody>
<tr>
<td>Inform employee of their participation in the performance review cycle</td>
<td>Administrator provides feedback forms to Teacher or others (with direct knowledge of work output of employee) within the first four (4) months of hire. Forms returned by end of December.</td>
<td>Para-professional/Teaching Assistant is encouraged to complete a self assessment with rubrics. Administrator conducts observations/meets with employee by June 1.</td>
<td>Submit written form to Central Office by June 30</td>
<td>Evaluations reviewed and placed in personnel file</td>
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### Track III: Corrective Action Plan for Teaching Assistants and Paraprofessionals

<table>
<thead>
<tr>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform emp. by Oct 1 or, any month with appropriate notice.</td>
<td>Emp. self assesses using rubric. Hold 1st meeting by Oct 15 or as appropriate with notice</td>
<td>Conduct at least 2 observations with pre- and post-conferences by Jan 15 and complete interim feedback form</td>
<td>Inform Superintendent of non-renewal if appropriate by Feb 1.</td>
<td>Hold summative meeting and complete summary form by May 15</td>
<td>Submit written form to Central Office by June 30</td>
<td>Evaluation reviewed and placed in personnel file</td>
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</table>

Evaluations reviewed and placed in personnel file.
### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td><strong>Performance Continuum</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td><strong>1a: Demonstrating knowledge of content</strong></td>
<td>Displays little understanding of the subject or basic skill areas taught.</td>
</tr>
<tr>
<td><strong>1b: Demonstrating knowledge of students</strong></td>
<td>Makes little or no attempt to acquire knowledge of students’ background, skills, or interests, and does not use such information.</td>
</tr>
<tr>
<td><strong>1c: Understanding instructional goals</strong></td>
<td>The understanding and ability to implement student goals represents limited learning experiences, and are unsuitable for students.</td>
</tr>
<tr>
<td><strong>1d: Planning and preparing for coherent instruction with supervision by a licensed educator</strong></td>
<td>Shows little or no evidence of following directions in planning or preparing the structured lessons as assigned. Unwilling and/or unable to collaborate or show initiative.</td>
</tr>
</tbody>
</table>

**Teacher Feedback in the area of: Planning and Preparation and summary of previous goal attainment**

---

**Goal Development:** Choose goals for the next year that will focus on improving a skill or competency. When writing SMART goals, remember to be Specific, Measurable, Attainable, Relevant and Time bound. You may attach additional sheets if necessary.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target Date</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Domain 2: Supports the Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Continuum</th>
<th>Un satisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Creates an environment of trust and respect</td>
<td>Interactions between the employee and students or among class members are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.</td>
<td>Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.</td>
<td>Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.</td>
<td>Interactions are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of direct support from the Paraeducator, students maintain high levels of civility among members of the class.</td>
<td></td>
</tr>
<tr>
<td>2b. Understands strategies to assist in the inclusion of students in various settings</td>
<td>Has no understanding of inclusion as it relates to students in various educational settings.</td>
<td>Knows and identifies what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.</td>
<td>Implements best practices and strategies to facilitate inclusion of students with disabilities.</td>
<td>Can serve as a resource and model that encourages collaboration when including students in general education classrooms.</td>
<td></td>
</tr>
<tr>
<td>2c. Ability to use strategies to promote student independence</td>
<td>Is unable to use inclusive strategies that promote student independence.</td>
<td>Under the direction of a licensed educator can implement some strategies to promote student independence.</td>
<td>Knows and implements strategies to promote student independence.</td>
<td>Implements and encourages collaboration of educational team on promoting students’ independence.</td>
<td></td>
</tr>
<tr>
<td>2d. Ability to effectively employ a variety of strategies that reinforce positive behavior</td>
<td>Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.</td>
<td>Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.</td>
<td>Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior.</td>
<td>Demonstrates a variety of strategies that reinforce positive behavior using a student’s behavior plan. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior. Appropriately collects objective, accurate information on student’s behavior.</td>
<td></td>
</tr>
<tr>
<td>2e. Responsible for assisting with the health, safety, and welfare of students and the classroom environment</td>
<td>Limited awareness of health/safety factors that affect the student health and/or the teaching and learning environment. Does not recognize and report conditions, which may be potentially unsafe. Does not contribute to the organization and cleaning of the physical space.</td>
<td>Is inconsistent. Needs a teacher’s direction to identify factors affecting the safety of the learning environment; to recognize and report potentially unsafe conditions; examine and implement ways to improve the learning environment.</td>
<td>Consistently identifies factors that affect the safety and learning environment; report conditions which may potentially be unsafe; examine and implement ways to improve the learning environment with minimal direction.</td>
<td>Is proactive about problem solving factors of the learning environment related to the health, safety, and welfare of the classroom environment.</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Feedback in the area of: Supports the Classroom Environment and summary of previous goal attainment

### Goal Development: Choose goals for the next year that will focus on improving a skill or competency

When writing SMART goals, remember to be **Specific, Measurable, Attainable, Relevant and Time bound**. You may attach additional sheets if necessary.

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<thead>
<tr>
<th>Goal</th>
<th>Target Date</th>
<th>Resources</th>
</tr>
</thead>
</table>

Paraprofessional and Teaching Assistants Performance Evaluation Process Draft 8.25.09
Page 18
### Domain 3: Delivery of Services/Accommodations (Instruction)

<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Continuum</th>
<th>Level of Performance</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
</tr>
<tr>
<td>3a: Communication: Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community</td>
<td>Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with, students, families, and staff.</td>
<td>Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.</td>
<td>Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with students, family, and staff.</td>
</tr>
</tbody>
</table>

| 3b Use of Questioning and Discussion | Has limited knowledge of questioning and discussion techniques. Is unable to implement strategies that facilitate inclusion of students with disabilities with their peers. | Is able to use some inclusive strategies that promote student communication, language, and higher order thinking skills. | Knows and implements a variety of strategies to promote student communication, language, and higher order thinking skills. | Can implement and encourage collaboration of the educational team in promoting student communication, language, and higher order thinking skills. |

| 3c Engaging Students In Learning | Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities. | Has limited knowledge of the process of adapting materials according to student needs. Has difficulty following oral and written directions and does not seek clarification from licensed teacher. | Understands and demonstrates the adaptation process when looking at the student. Provides an appropriate alternative activity. Seeks out clarification and/or direction, when needed, from a licensed teacher. | Can successfully collaborate with educational team in meeting student’s needs by adapting lesson plans specific to the curriculum. |

**Teacher Feedback in the area of: Delivery of Services/Accommodations (Instruction) and summary of previous goal attainment**

**Goal Development:** Choose goals for the next year that will focus on improving a skill or competency. When writing SMART goals, remember to be Specific, Measurable, Attainable, Relevant and Time bound. You may attach additional sheets if necessary.

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### Domain 4: Professional Responsibilities and Development

<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
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</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Occasionally shows evidence of thinking about or reflecting supporting students; however, seldom contributes insights or suggestions.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Shows little or no evidence of thinking about the programs, practices, or students.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place. Students may monitor their own progress in achieving the goals.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Support and cooperation characterizes relationships with colleagues. Takes initiative in assuming leadership among peers.</td>
</tr>
</tbody>
</table>

**Teacher Feedback in the area of: Professional Responsibilities and Development and summary of previous goal attainment**

**Goal Development:** Choose goals for the next year that will focus on improving a skill or competency. When writing SMART goals, remember to be Specific, Measurable, Attainable, Relevant and Time bound. You may attach additional sheets if necessary.
FCSU PARAPROFESSIONAL/TEACHING ASSISTANT EVALUATION FORM “B”

Employee Name ________________________________ School/Program ________________________________

Completed By ________________________________ Date ________________________________

I. Overall Rating: Using the attached rubrics, review the employee’s performance and record the overall rating for each of the items in the following Domains.

**Rating terms:** (Consistent with Paraprofessional Observation Rubrics)
1: Unsatisfactory  2: Basic  3: Proficient  4: Distinguished  N/A  Not Applicable

<table>
<thead>
<tr>
<th>Domain I: Planning and Preparation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrates knowledge of content.</td>
<td></td>
<td></td>
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<tr>
<td>B. Demonstrates knowledge of students.</td>
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<tr>
<td>C. Understands instructional goals.</td>
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<tr>
<td>D. Plans and prepares for coherent instruction with supervision by a licensed Educator.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Domain II: Supports the Classroom Environment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creates an environment of trust and respect.</td>
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<tr>
<td>B. Understands strategies to assist in the inclusion of students in various settings.</td>
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<tr>
<td>C. Ability to use strategies to promote student independence.</td>
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<td>D. Ability to effectively employ a variety of strategies that reinforce positive behavior.</td>
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<tr>
<td>E. Responsible for assisting with the health, safety, and welfare of students in a classroom environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain III: Delivery of Services/Accommodations (Instruction)</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community.</td>
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<tr>
<td>B. Use of questioning and discussion.</td>
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<tr>
<td>C. Engages students in learning.</td>
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</table>

<table>
<thead>
<tr>
<th>Domain IV: Professional Responsibilities and Development</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reflecting on practice.</td>
<td></td>
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<tr>
<td>B. Documentation of student learning</td>
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<tr>
<td>C. Relationship with others.</td>
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<tr>
<td>D. Participating in professional learning opportunities.</td>
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<tr>
<td>E. Showing integrity, professionalism, and confidentiality.</td>
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<tr>
<td>F. Displaying a positive work ethic.</td>
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</tbody>
</table>
II. Specific feedback: Provide additional information regarding the employee’s performance for each of the Domains. Also provide any suggestion for areas for professional growth, study, or training.

Domain I: Planning and Preparation:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Suggestions for future practice: __________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Domain II: Supports the Classroom Environment:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Suggestions for future practice: __________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Domain III: Delivery of Services/Accommodations (Instruction):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Suggestions for future practice: __________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Domain IV: Professional Responsibilities and Development:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Goals for future practice: _________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

III. Evaluation Sign Off  I have reviewed this evaluation and have received a copy. My signature on this evaluation does not indicate either agreement or disagreement with this evaluation.

___________________________________ _____________________________
Signature of the Administrator Date

___________________________________ _____________________________
Signature of the Paraprofessional Date
# FCSU Paraprofessional/Teaching Assistant Feedback Form “A”

**Date:** ____________________________

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>School/Program</th>
<th>Observer/Completed By</th>
</tr>
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<tbody>
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</table>

## Domain I: Planning and Preparation

<table>
<thead>
<tr>
<th></th>
<th>Comments/Observations</th>
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<tbody>
<tr>
<td>A.</td>
<td>Demonstrates knowledge of content.</td>
</tr>
<tr>
<td>B.</td>
<td>Demonstrates knowledge of students.</td>
</tr>
<tr>
<td>C.</td>
<td>Understands instructional goals.</td>
</tr>
<tr>
<td>D.</td>
<td>Plans and prepares for coherent instruction with supervision by a licensed Educator.</td>
</tr>
</tbody>
</table>

## Domain II: Supports the Classroom Environment

<table>
<thead>
<tr>
<th></th>
<th>Comments/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Creates an environment of trust and respect.</td>
</tr>
<tr>
<td>B.</td>
<td>Understands strategies to assist in the inclusion of students in various settings.</td>
</tr>
<tr>
<td>C.</td>
<td>Ability to use strategies to promote student independence.</td>
</tr>
<tr>
<td>D.</td>
<td>Ability to effectively employ a variety of strategies that reinforce positive behavior.</td>
</tr>
<tr>
<td>E.</td>
<td>Responsible for assisting with the health, safety, and welfare of students in a classroom environment.</td>
</tr>
<tr>
<td><strong>Domain III: Delivery of Services/Accommodations (Instruction)</strong></td>
<td><strong>Comments/Observations</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>A. Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community.</td>
<td></td>
</tr>
<tr>
<td>B. Use of questioning and discussion.</td>
<td></td>
</tr>
<tr>
<td>C. Engages students in learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Domain IV: Professional Responsibilities and Development</strong></th>
<th><strong>Comments/Observations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reflecting on practice.</td>
<td></td>
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<tr>
<td>B. Documentation of student learning</td>
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<td>C. Relationship with others.</td>
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</tr>
<tr>
<td>D. Participating in professional learning opportunities.</td>
<td></td>
</tr>
<tr>
<td>E. Showing integrity, professionalism, and confidentiality.</td>
<td></td>
</tr>
<tr>
<td>F. Displaying a positive work ethic.</td>
<td></td>
</tr>
</tbody>
</table>
### FCSU PARAPROFESSIONAL/TEACHING ASSISTANT FEEDBACK FORM “B”

**Date:** ____________________________

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>School/Program</th>
<th>Observer/Completed By</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Domain I: Planning and Preparation</th>
<th>Domain II: Supports the Classroom Environment</th>
<th>Domain III: Delivery of Services/Accommodations (Instruction)</th>
<th>Domain IV: Professional Responsibilities and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of content</td>
<td>Creates an environment of trust and respect</td>
<td>Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community.</td>
<td>Reflecting on practice.</td>
</tr>
<tr>
<td>Demonstrates knowledge of students</td>
<td>Understands strategies to assist in the inclusion of students in various settings.</td>
<td>Use of questioning and discussion.</td>
<td>Documentation of student learning</td>
</tr>
<tr>
<td>Understands instructional goals.</td>
<td>Ability to use strategies to promote student independence.</td>
<td>Engages students in learning.</td>
<td>Relationship with others.</td>
</tr>
<tr>
<td>Plans and prepares for coherent instruction with supervision by a licensed Educator.</td>
<td>Ability to effectively employ a variety of strategies that reinforce positive behavior.</td>
<td>Participating in professional learning opportunities</td>
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<td></td>
</tr>
<tr>
<td>Responsible for assisting with the health, safety, and welfare of students in a classroom environment.</td>
<td>Showing integrity, professionalism, and confidentiality.</td>
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<td>Displaying a positive work ethic.</td>
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</tbody>
</table>
## FCSU PARAPROFESSIONAL/TEACHING ASSISTANT FEEDBACK FORM “C”

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Continuum</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating knowledge of content</td>
<td>Displays little understanding of the subject or basic skill areas taught.</td>
<td>Knowledge of content area represents basic understanding, but does not extend to connections with basic skill areas or to possible student misconceptions.</td>
<td>Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.</td>
<td>Knowledge of the content is extensive, showing evidence of a continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.</td>
<td></td>
</tr>
<tr>
<td>1b: Demonstrating knowledge of students</td>
<td>Makes little or no attempt to acquire knowledge of students’ background, skills, or interests, and does not use such information.</td>
<td>Demonstrates partial knowledge of students’ background, skills, and interests, and may attempt to use this knowledge when working with students.</td>
<td>Demonstrates thorough knowledge of students’ background, skills, and interests, and uses this knowledge to work with students.</td>
<td></td>
<td>Demonstrates thorough knowledge of students’ background, skills, and interests, and uses this knowledge to work with individual students.</td>
</tr>
<tr>
<td>1c: Understanding instructional goals</td>
<td>The understanding and ability to implement student goals represents limited learning experiences, and are unsuitable for students.</td>
<td>The understanding and ability to implement student goals are of moderate value or suitability for students in the class or with individual students.</td>
<td>The understanding and ability to implement student goals represent valuable learning and are suitable for most students in the class.</td>
<td>Understanding and ability to implement student goals reflect high-level learning relating to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students.</td>
<td></td>
</tr>
<tr>
<td>1d: Planning and preparing for coherent instruction with supervision by a licensed educator</td>
<td>Shows little or no evidence of following directions in planning or preparing the structured lessons as assigned. Unwilling and/or unable to collaborate or show initiative.</td>
<td>The employee is able to follow directions in planning or preparing the structured lessons as assigned most of the time. May need clarification and support. The employee’s plan for instruction has a recognizable structure to engage students in meaningful learning.</td>
<td>Can independently follow directions in planning or preparing the structured lessons as assigned. Collaborates with licensed educators to plan and prepare meaningful learning for students.</td>
<td>Collaborates with the licensed educator by contributing ideas, showing initiative in planning or preparing structured lessons with the licensed educator. Is able to plan and prepare for differentiated instructional strategies for individual students.</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Feedback in the area of: Planning and Preparation**

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Paraprofessional and Teaching Assistants Performance Evaluation Process Draft 8.25.09
Page 27
### Domain 2: Supports the Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
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<th>Level of Performance</th>
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<tbody>
<tr>
<td><strong>2a. Creates an environment of trust and respect</strong></td>
<td>Interactions between the employee and students or among class members are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.</td>
<td>Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.</td>
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<tr>
<td><strong>2b. Understanding strategies to assist in the inclusion of students in various settings</strong></td>
<td>Has no understanding of inclusion as it relates to students in various educational settings.</td>
<td>Knows and identifies what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.</td>
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<td><strong>2c. Ability to use strategies to promote student independence</strong></td>
<td>Is unable to use inclusive strategies that promote student independence.</td>
<td>Under the direction of a licensed educator can implement some strategies to promote student independence.</td>
</tr>
<tr>
<td><strong>2d. Ability to effectively employ a variety of strategies that reinforce positive behavior</strong></td>
<td>Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.</td>
<td>Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.</td>
</tr>
<tr>
<td><strong>2e. Responsible for assisting with the health, safety, and welfare of students and the classroom environment</strong></td>
<td>Limited awareness of health/safety factors that affect the student health and/or the teaching and learning environment. Does not recognize and report conditions, which may be potentially unsafe. Does not contribute to the organization and cleaning of the physical space.</td>
<td>Consistently identifies factors that affect the safety and learning environment; report conditions which may potentially be unsafe; examine and implement ways to improve the learning environment with minimal direction.</td>
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**Teacher Feedback in the Area of: Supports the Classroom Environment**

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### FCSU PARAPROFESSIONAL/TEACHING ASSISTANT FEEDBACK FORM “C”

Domain 3: Delivery of Services/Accommodations (Instruction)

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<td><strong>3a:</strong> Communication: Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community</td>
<td>Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with, students, families, and staff.</td>
<td>Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.</td>
<td>Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with students, family, and staff.</td>
<td>Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Skillfully makes oral presentations. Accomplished in the preparation/understanding of written documents. Recognized by others as being concerned and effective in communicating with others and assimilating other points of view. Mentors team members on effective communication and conflict resolution strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>3b</strong> Use of Questioning and Discussion</td>
<td>Has limited knowledge of questioning and discussion techniques. Is unable to implement strategies that facilitate inclusion of students with disabilities with their peers.</td>
<td>Is able to use some inclusive strategies that promote student communication, language, and higher order thinking skills.</td>
<td>Knows and implements a variety of strategies to promote student communication, language, and higher order thinking skills.</td>
<td>Can implement and encourage collaboration of the educational team in promoting student communication, language, and higher order thinking skills.</td>
<td></td>
</tr>
<tr>
<td><strong>3c</strong> Engaging Students In Learning</td>
<td>Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities.</td>
<td>Has limited knowledge of the process of adapting materials according to student needs. Has difficulty following oral and written directions and does not seek clarification from licensed teacher.</td>
<td>Understands and demonstrates the adaptation process when looking at the student. Provides an appropriate alternative activity. Seeks out clarification and/or direction, when needed, from a licensed teacher.</td>
<td>Can successfully collaborate with educational team in meeting student’s needs by adapting lesson plans specific to the curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Feedback in the area of:** Delivery of Services/Accommodations (Instruction)

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## FCSU PARAPROFESSIONAL/TEACHING ASSISTANT FEEDBACK FORM “C”

### Domain 4: Professional Responsibilities and Development

<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Continuum</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Reflecting on practice</td>
<td>Shows little or no evidence of thinking about the programs, practices, or students.</td>
<td>Occasionally shows evidence of thinking about or reflecting supporting students; however, seldom contributes insights or suggestions.</td>
<td>Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program might be improved.</td>
<td>Reflections on practices and programs are a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.</td>
<td></td>
</tr>
<tr>
<td>4b: Documentation of student learning</td>
<td>Does not follow the protocols set in place for documenting student learning or functional behavioral data. Documentation is not relevant to the instructional goals.</td>
<td>Documentation of student learning or functional behavioral data is partially aligned with the protocols set in place and partially aligns with the instructional goals.</td>
<td>Documentation of student learning or functional behavioral data is aligned with the protocols set in place and is at least nominally aligned with the instructional goals.</td>
<td>Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place. Students may monitor their own progress in achieving the goals.</td>
<td></td>
</tr>
<tr>
<td>4c: Relationships with colleagues</td>
<td>Employee’s relationships with colleagues are negative or self-serving.</td>
<td>Employee maintains cordial relationships with colleagues to fulfill the duties that the school district requires.</td>
<td>Support and cooperation characterizes relationships with colleagues.</td>
<td>Support and cooperation characterizes relationships with colleagues. Staff member takes initiative in assuming leadership among colleagues.</td>
<td></td>
</tr>
<tr>
<td>4d: Participating in professional learning opportunities</td>
<td>Avoids professional learning opportunities; has not participated in new learning during the past few years.</td>
<td>Participates in professional learning opportunities reluctantly and only when asked. Shows little evidence of applying the new learning.</td>
<td>Seeks out professional learning opportunities and applies their learning to his/her work.</td>
<td>Shares outcomes of his/her learning opportunities, and assumes a leadership role in a school /SU project to help others.</td>
<td></td>
</tr>
<tr>
<td>4e: Showing integrity, professionalism, and confidentiality</td>
<td>Has trouble maintaining confidentiality, or has made errors in judgment about how to show professional integrity.</td>
<td>Infrequent lapses have occurred in maintaining confidentiality or in professionalism and/or integrity.</td>
<td>Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communication, follows district the chain of command.</td>
<td>Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.</td>
<td></td>
</tr>
<tr>
<td>4f: Displaying a positive work ethic</td>
<td>Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.</td>
<td>Usually can be relied on to be punctual, present, or prepared to start work in an appropriate manner.</td>
<td>Consistently relied on to be punctual, present, or prepared to start work in an appropriate manner. Works well under pressure.</td>
<td>Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Feedback in the Area of: Professional Responsibilities and Development

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