

Evaluation Rubric

Paraprofessional

1: Domain 1: Planning and Preparation

1a: Demonstrating knowledge and skill when working with students; holding the relevant certificate or license

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para demonstrates extensive knowledge and skill when working with students; holds an advanced certificate or license.	Para demonstrates thorough knowledge and skill when working with students; holds the necessary certificate or license.	Para demonstrates basic knowledge and skill when working with students; holds the necessary certificate or license.	Para demonstrates little or no knowledge and skill when working with students; does not hold the necessary certificate or license.

1b: Implementing goals assigned to them by certified staff appropriate to the setting and the students served

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para's implementation of goals assigned to cover are highly effective for the situation in the school and for the age of the students.	Para's implementation of goals assigned to cover are clear and appropriate for the situation in the school and for the age of the students.	Para's implementation of goals assigned to cover are rudimentary and are partially suitable for the situation and for the age of the students.	Para implements no clear goals assigned to cover, or they are inappropriate for either the situation or the age of Students.

1c: Demonstrating knowledge of district, state, and federal regulations and guidelines

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para's knowledge of special education laws and procedures related to their specific discipline is extensive; para takes a leadership role in following policies.	Para demonstrates thorough knowledge of special education laws and procedures related to their specific discipline.	Para demonstrates basic knowledge of special education law and procedures related to their discipline.	Para demonstrates little or no knowledge of special education laws and procedures.

1d: Demonstrating knowledge of resources, both within and beyond the school and the district

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	Para demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Para demonstrates basic knowledge of resources for students available through the school or district.	Para demonstrates little or no knowledge of resources for students available through the school or the district.

1e: Implementing the individualized student plan, integrated with the regular school program to meet the needs of individual students

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para's implementation is highly coherent and preventive and serves to support students individually, within the broader educational program.	Para's plan implementation includes the important skills the students needs for the setting.	Para's plan implementation has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the identified goals.	Implementation consists of a random collection of unrelated activities, lacking coherence or an overall structure.

1f: Determining the effectiveness of the instruction/support provided

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para collects continuous data collection, with a clear path toward improving the program on an ongoing basis.	Para's input is organized around clear goals and the regular collection of data to indicate the degree to which the goals have been met.	Para has ineffective rudimentary input to help determine the effectiveness of the program, which does not include the consistent collection of data.	Para has no input based on data to measure program effectiveness and resists suggestions that such an evaluation is important.

2: Domain 2: The Environment**2a: Establishing rapport with students**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Students seek out the para, reflecting a high degree of comfort and trust in the relationship.	Para's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Para's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Para's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.

2b: Organizing time effectively

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para demonstrates excellent time-management skills, accomplishing all tasks in a timely manner; following certified staff directives.	Para exercises good judgement in setting priorities, work being accomplished in an efficient manner.	Para's time- management skills are moderately well developed; essential activities are carried out, but not always in the most effective manner.	Para exercises poor judgement in setting priorities; resulting in confusion, missed deadlines, and conflicting schedules.

2c: Maintaining clear procedures when following directives

Excellent	Proficient	Needs Improvement	Unsatisfactory
Procedures for all aspects of crisis intervention and data collection procedures are followed per directives given by supervisor(s).	Procedures for crisis intervention and for data collection are completed per directives given by supervisor(s).	Para follows procedures for referrals, but the details are not always clear.	Procedures are not consistently followed; when supervisors give a directive, they are not sure how to go about it.

2d: Establishing standards of conduct in the instructional setting

Excellent	Proficient	Needs Improvement	Unsatisfactory
Standards of conduct have been established in the instructional setting; Para's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.	Standards of conduct have been established in the instructional setting; para monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established in the instructional setting; Para's attempts to monitor and correct negative student behavior are partially successful.	No standards of conduct have been established, and a para disregards or fails to address negative student behavior.

2e: Organizing physical space when working with students

Excellent	Proficient	Needs Improvement	Unsatisfactory
The para's space is highly organized and is inviting to students. Materials are convenient when needed.	The para's space is well organized; materials are available when needed.	The para's space is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The para's space is disorganized and poorly suited to working with students. Materials are usually available.

3: Domain 3: Instruction / Delivery of Service**3a: Responding to referrals and addressing student needs**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para is proactive in responding to student needs and makes highly competent assessments of student needs that includes data collection.	Para responds to student needs and makes thorough assessments of student needs.	Para responds to student needs when pressed and makes adequate assessments of student needs.	Para fails to respond to student needs or makes hasty assessments of student needs.

3b: Implementing student plans to maximize student's success

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Para implements plans for students that are suitable for them and are aligned with identified needs.	Para implements plans for students that are partially suitable for them or sporadically aligned with identified needs.	Para fails to implement treatment plans suitable for students, or plans are mismatched with the findings of the assessments.

3c: Communicating with staff

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para is highly effective in communicating student progress and data. Para is a leader in student crises, communicating interventions as needed.	Para effectively communicates student progress and data. Para is a reliable crisis team participant.	Para sometimes communicates student progress and data. Para can be utilized during a crises, but is not consistent.	Para does not communicate regularly and does not provide reliable student progress and data. Para does not participate in student crises or is not trusted to be part of the crises.

3d: Collecting data; contributing reports

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para is proactive in collecting important data from students and staff; information collected is used to report on progress and inform team decisions.	Para collects all necessary data; information collected supports team decisions	Para collects most of the important data; information collected is seldom used to support team decisions.	Para neglects to collect important data on which to base treatment plans.

3e: Demonstrating flexibility and responsiveness

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para is continually seeking ways to improve the student program and makes recommendations as needed.	Para makes recommendations for the student program when they are needed.	Para makes modest recommendations for the student program when confronted with evidence of the need for change.	Para adheres to the plan or program, in spite of evidence of inadequacy.

4: Domain 4: Professional Responsibilities**4a: Reflecting on practice**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Para draws on an extensive repertoire to suggest alternative strategies.	Para's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Para makes some specific suggestions as to how the therapy program might be improved.	Para's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Para does not reflect on practice, or the reflections are inaccurate or self-serving.

4b: Collaborating with supervisors and staff

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para consistently seeks input from supervisors regarding cases, soliciting their perspectives on individual students. Para proactively collaborates with staff.	Para initiates contact with supervisors to confer regarding individual cases. Para collaborates with staff.	Para is available to the supervisor and staff for questions and planning.	Para is not available to the supervisor or staff for questions and planning.

4c: Maintaining an effective data-management system

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para effectively uses a highly effective data-management system for monitoring student progress and uses it to adjust techniques when needed. Para uses the system to communicate student progress with teachers and supervisors.	Para uses an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Para uses a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Para's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.

4d: Participating in a professional community

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para is proactive in developing positive relationships with all stake holders in each school/district they serve.	Para engages in positive relationships with stake holders in each school/district they serve.	Para's relationship with colleagues are cordial; the specialist does not attempt to improve relationships	Para's relationship with colleagues are negative or self-serving.

4e: Engaging professional development

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as contributing to the training of colleagues.	Para seeks out opportunities for professional development based on an individual assessment of need.	Para's participation in professional development activities is limited to those that are convenient or all Required.	Para does not participate in professional development activities, even when such activities are clearly needed for the development of skills.

4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Excellent	Proficient	Needs Improvement	Unsatisfactory
Para can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Para displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Para is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of Confidentiality.	Para displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.