

## **Washington West Supervisory Union Paraprofessional/Instructional Assistant Evaluation Plan**

Paraprofessional/instructional assistants are important members of the educational teams in our schools. In general, the job description of the paraprofessional/instructional assistant is the same for all: supporting school staff so students can learn. Specifically, each paraprofessional/instructional assistant will be given a well-defined role as it pertains to those students he/she serves because jobs vary. Positions change frequently as student needs change and so the expectations and tasks may vary depending on individual/school circumstances.

Paraprofessional/instructional assistants commonly assist with such tasks as:

- ❖ Leading small group and individualized instruction designed by the teachers
- ❖ Gathering and modifying materials
- ❖ Assisting students to complete directions given by the teachers
- ❖ Facilitating interactions between students and adults
- ❖ Adapting lessons under the teacher's guidance
- ❖ 1:1 responsibilities such as personal care, feeding, toileting, mobility
- ❖ Monitoring student behavior in various settings within the school and/or in the community (e.g., job coach)

The monitoring of the work of paraprofessional/instructional assistants will be ongoing by the special educators and classroom teachers. Purposeful and intentional input will be provided to the administrator(s) based on the goals of the student IEPs. Input may be provided in the form of typed vignettes, oral or written anecdotes, and conversations, such as answering the question "How is the paraprofessional/instructional assistant doing?" between administrators and teachers.

### **Provide input means special educators and teaching staff:**

- Relate the work of the paraprofessional/instructional assistant to the content of the performance review document
- State facts about the work of the paraprofessional/instructional assistant, with specific observational data
- Report on the effectiveness of the paraprofessional/instructional assistant in his/her job description
- Comment on effort of the paraprofessional/instructional assistant
- Provide evidence of progress of students assigned to the paraprofessional/instructional assistant

### **It does not mean that teachers:**

- Provide hiring or firing suggestions or opinions
- Use judgement for or against an paraprofessional/instructional assistant
- Write comments on the final copy of the paraprofessional/instructional assistant's performance review document

### **Evaluate means:**

- Administrator compiles input
- Administrator draws conclusions and completes the performance review document
- Administrator discusses summary of overall performance with paraprofessional/instructional assistant
- Administrator signs and owns the contents of the performance review document

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### **Supervise** means special educators and teaching staff:

- Direct the work of paraprofessional/instructional assistant personnel to meet the objectives of the IEP/or other support plan
- Advise paraprofessional/instructional assistants in best practice and methodology in working with students
- Plan and provide schedules for paraprofessional/instructional assistants

### **Administrators** include:

- Principal, Assistant Principal, Director of Student Support Services, Superintendent, High School personnel holding administrative positions, Coordinator

### **Supervisors** include:

- Case Manager, Speech and Language Pathologist, Program Director, Early Childhood licensed professionals, others designated by an Administrator

The following Evaluation Plan is in place to provide meaningful feedback to the paraprofessional/instructional assistant from teachers and administrators as the performance of the paraprofessional/instructional assistant is evaluated.

1. Within 10 school days of hiring, the paraprofessional/instructional assistant will be provided with a job description, copy of the performance review document and procedures offered an opportunity to discuss and clarify the meaning of the expectations of the position.
2. Monitoring is ongoing throughout the school year. One formal evaluation will be completed no later than May 1<sup>st</sup> of each year.
3. Paraprofessional/instructional assistants will be required to complete a self-evaluation using the performance review document and/or a peer evaluation which will be presented to the evaluator for discussion prior to April 1<sup>st</sup> of each year.
4. Signed documents will be filed annually in the personnel file of the paraprofessional/instructional assistant.
5. For paraprofessional/instructional assistants who are covered by a negotiated agreement, the terms in all articles of the agreement will be followed.

## Washington West Supervisory Union Paraprofessional/Instructional Assistant Evaluation Form

<b>Name:</b>	<b>Evaluator:</b>	<b>Date:</b>
<b>Brief description of assignment:</b>		

*The Paraprofessional/Instructional Assistant's performance is rated on each of the items based on the following scale:*

- |                       |  |
|-----------------------|--|
| <b>Distinguished</b>  | <b>(D)</b> - Excels (consistently met to an outstanding level)   |
| <b>Proficient</b>     | <b>(P)</b> - Performs well (consistently met to an acceptable and satisfactory degree)                       |
| <b>Basic</b>          | <b>(B)</b> - Shows evidence of developing skill level  |
| <b>Unsatisfactory</b> | <b>(U)</b> - Needs improvement (requires improvement if performance is to become acceptable or satisfactory) |
| <b>NA</b>             | Not observed (does not apply to the specific assignment)   |

Rating	Criteria	Comments
<b>COMMUNICATION</b>		
	Uses appropriate and clear language	
	Responds appropriately to difficulties and seeks help from appropriate individuals	
	Communicates student needs or concerns to appropriate persons	
	Respects confidentiality and demonstrates discretion	
	Maintains clear and accurate records	
	Communicates appropriately and respectfully with students	
	Communicates appropriately and respectfully with co-workers	
<b>RESPONSIVENESS TO STUDENT NEEDS</b>		
	Adjusts management style in response to student needs, ability levels, and maturity levels	
	Responds appropriately to difficulties and seeks help from appropriate individuals	
	Assists in adapting instructional activities and materials according to learner needs and individualized program	
	Recognizes strengths and abilities of students	
	Fosters student independence, socialization, and self-esteem; accepts and respects students	
	Suggests relevant ideas or changes to student support when appropriate	
	Demonstrates interest in students and exhibits enthusiasm	
	Demonstrates effective strategies for management of student behavior and use of	

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Rating	Criteria	Comments
<b>WORKING RELATIONSHIPS</b>		
	reinforcement techniques, fading strategies	
	Follows written and oral plans and instructions, seeking clarification as needed	
	Demonstrates flexibility to changes in schedules, plans, assignments, and so forth	
	Participates effectively as a team member	
	Responds appropriately to input and direction from teachers and other team members	
	Maintains composure under pressure	
	Demonstrates proficiency in academic skills, including oral and written communication	
	Seeks help when needed	
<b>RESPONSIBILITY</b>		
	Follows through on directions and student program requirements	
	Responds appropriately to, and acts on, constructive feedback	
	Adheres to classroom, school, and district policies and procedures	
	Demonstrates punctuality and regular attendance	
	Pursues/participates in professional development as needed for assignment	

**Evaluator(s) Comments:**

**Evaluator(s) Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Paraprofessional/Instructional Assistant's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Paraprofessional/Instructional Assistant's signature indicates that this evaluation was reviewed and does not necessarily imply agreement with the evaluation.

Adapted from: "The Classroom Teacher's Guide for Working with Paraeducators", Master Teacher, 2000