

**PARAEDUCATOR - DOMAIN 1: PLANNING AND PREPARATION**

	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1a. Demonstrating knowledge of content</b>	Displays little understanding of the subject or basic skill areas taught.	Demonstrates knowledge of content representing basic understanding, but does not extend to connections with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Demonstrates knowledge of content representing extensive understanding, 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.
<b>1b. Demonstrating knowledge of students</b>	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates partial knowledge of students' background, skills and interests, and may attempt to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests and attempts to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests and uses this knowledge to work with students.
<b>1c. Planning and preparation for coherent instruction with supervision by a licensed educator</b>	Shows little or no evidence of following directions in planning or preparing the structured lessons and materials as assigned. Unwilling and/or unable to collaborate or show initiative.	Able to follow directions in planning and preparing the structured lessons as assigned most of the time. May need clarification and support. Plans for instruction and materials has a recognizable structure to engage students in meaningful learning.	Can independently follow directions in planning or preparing the structured lessons and materials as assigned. Collaborates with licensed educators to plan and prepare meaningful learning for students.	Collaborates with the licensed educator by contributing ideas, showing initiative in planning or preparing structured lessons and materials with the educator.

**PARAEDUCATOR - DOMAIN 2: SUPPORTING THE CLASSROOM ENVIRONMENT**

	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a. Contributing to an environment of trust and rapport through words and actions.</b>	Interactions with students are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.	Interactions with students are generally appropriate and free from conflict, but may be characterized by occasional displays of sensitivity.	Interactions with students reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	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 respect among members of the class. The paraeducator serves as a model for other adults.
<b>2b. Understands strategies to assist in the inclusion of students in various settings.</b>	Has no understanding of inclusion as it relates to students in various educational settings.	Knows and identifies what is meant by inclusion, its purpose, best practices, and strategies to facilitate the inclusion of students with disabilities.	Implements best practices and strategies to facilitate inclusion of students with disabilities.	Consistently implements best practice and strategies to facilitate inclusion of students with disabilities. Serves as a resource to others.
<b>2c. Demonstrating ability to use strategies to promote student independence.</b>	Is unable to use inclusive as it relates to students in various educational settings.	Under the direction of an educator can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Collaborates with colleagues to provide a wider implementation of strategies to promote student independence. Serves as a model for others.
<b>2d. Demonstrating ability to effectively employ a variety</b>	Has limited knowledge and is unable to demonstrate a	Has some knowledge and with support, is able to	Has an understanding and is able to demonstrate a variety	Demonstrates a variety of strategies that reinforce

<b>of strategies that reinforce positive behavior.</b>	variety of strategies that reinforce positive behavior.	implement some strategies that reinforce positive behavior.	of strategies that reinforce positive behavior.	positive behavior. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior.
<b>2e. Demonstrating good judgment and reacts objectively and professionally to student behavior while providing safe interventions.</b>	Unable to demonstrate good judgment or objectivity in regard to student behavior.	Inconsistently uses of good judgment and/or objectivity and professionalism in reaction to student behavior.	Consistently uses of good judgment and/or objectivity and professionalism in reaction to student behavior.	Recognizes impact of own behavior on others and is able to analyze incidents to determine appropriate future interventions.
<b>2f. Responsibility for assisting with the health, safety, and social-emotional welfare of students in the classroom environment.</b>	Limited awareness of safety procedures, health issues, social-emotional welfare, student management protocols and norms. Does not recognize or report potentially unsafe conditions.	Is inconsistent. Needs a teacher's direction to identify factors affecting the safety of the learning environment, health, and social-emotional welfare; to recognize and report potentially unsafe conditions.	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.	Is proactive about problem solving factors of the learning environment related to the health, safety, and social-emotional welfare of the classroom environment.

**PARAEDUCATOR - DOMAIN 3: INSTRUCTIONAL SUPPORT**

	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a. Understanding of goals</b>	Demonstrates little or no understanding of goals of individual education programs for students with disabilities	Demonstrates limited understanding of goals of individual education programs for students with disabilities. Is unable to express or document progress.	Demonstrates substantial understanding of goals of individual education programs for students with disabilities. Can express progress accurately and documents progress, using data collection tools devised by educators.	Demonstrates high level of understanding of goals of individual education programs for students with disabilities. Can express progress accurately and collaborates with educator in development of data collection tools.
<b>3b. Engaging students in learning</b>	Unable to follow a lesson plan. Unable to provide students with complete and specific instructions to activities.	Has limited knowledge of the process of adapting instruction and materials according to student needs. Has difficulty following the oral and written instructions of educators. Does not seek clarification of educators.	Understands and demonstrates the adaptation of instruction and materials. Provides appropriate alternative activities, when necessary. Seeks out clarification and/or direction, when needed, from educators.	Can successfully collaborate with education team in meeting students' needs. Understands the individual needs of students and offers suggestions that will maximize the engagement of students in learning.
<b>3c. Facilitates small / large group instruction</b>	Unable to facilitate small/large groups of students.	Consistently follows directions for facilitating small/large groups of students. Follows lesson plans/programs developed by educators for small/large groups. Does not acknowledge the need to make appropriate adjustments, as needed, to instruction.	Consistently follows directions for facilitating small/large groups of students. Follows lesson plans/programs developed by educators for small/large groups. Acknowledges, but has difficulty making appropriate adjustments, when needed, to instruction.	Consistently follows directions for facilitating small/large groups of students. Follows lesson plans/programs developed by educators for small/large groups. Develops deep understanding of lesson plans/programs, through ongoing professional

				development, in order to make spontaneous adjustments, to instruction.
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<b>3d. Communication: Ability to have direct and on-going communications with teacher(s) and related staff, as well as participate in team problem solving efforts.</b>	Has limited understanding of the importance of constructive communication. Written and oral communications are absent, poorly organized, vague, or incomplete, causing mistakes and misunderstandings.	Written and oral communications are generally clear, concise, and well organized. Usually attempt to hear and understand other points of view. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to information needs of others.	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Recognized by others as being concerned and effective in communicating with others an assimilating other points of view.
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**PARAEDUCATOR - DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a. Documenting student learning</b>	Does not follow the protocols set in place for documenting student learning or functional behavioral data.	Documentation of student learning or functional behavioral data is approaching alignment with the protocols set in place.	Documentation of student learning or functional behavioral data is partially aligned with the protocols set in place.	Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place.
<b>4b. Participating in a professional community</b>	Has difficulty building and maintaining relationships with colleagues that are characterized by mutual support and cooperation. Engages in behavior that limits the promotion of a positive work environment.	Relationships with colleagues are inconsistently characterized by mutual support and cooperation. Inconsistently works to promote a positive work environment.	Relationships with colleagues are characterized by mutual support and cooperation. Demonstrates an understanding and appreciation of the contributions of colleagues with diverse backgrounds and work styles. Works to promote a positive work environment.	Serves as a role model and encourages others in promoting a positive work environment.
<b>4c. Participating in professional learning opportunities</b>	Avoids professional learning opportunities; does not participate.	Participates in professional learning opportunities reluctantly and only when asked. Shows little evidence of applying new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcome of professional development and applies learning to his/her work.
<b>4d. Showing integrity, professionalism, and confidentiality</b>	Has trouble maintaining confidentiality or has made errors in judgment about how to show professional integrity.	Infrequent lapses have occurred in maintaining confidentiality or in professionalism and/or integrity.	Displays honesty and integrity, respects confidentiality norms, and effectively resolves conflict using appropriate communication which follows	Displays high standards of honesty and integrity in all interactions. Consistently follows district chain of command to effectively

			district chain of command in most situations.	resolve conflicts.
<b>4e. Displaying a positive work ethic</b>	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner. Often misses or is late for duties.	Usually can be relied on to be punctual, present or prepared to start work in an appropriate manner. Sometimes misses or is late for duties.	Consistently relied on to be punctual, present, and prepared to start work in an appropriate manner. Rarely misses or is late for duties.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.