Central Berkshire Regional School District

Paraprofessional
Performance
Evaluation System

January 2015

REASON FOR THE PARAPROFESSIONAL PERFORMANCE EVALUATION OF STAFF

The evaluation system described below was developed through a collaborative process between the CBEA and the CBRSD administration with the intention of promoting growth and development of CBRSD paraprofessionals by providing:

- Clear, measurable expectations
- Opportunities to receive training in areas that will improve their effectiveness with students
- Ongoing feedback from those people with whom each Paraprofessional/Facilitator works

A thorough and clear evaluation process not only ensures the highest quality instruction and school experience for all students, but it also enables each Paraprofessional to build upon an existing skill base, and to fully understand how to improve if and when that is needed.

COMPONENTS OF THE EVALUATION SYSTEM

RUBRIC

The following rubrics represent standards set by the District, and are designed to foster high quality instruction for each student. Each standard is divided into indicators.

The rubric does not necessarily apply to all paraprofessional positions. The rubric will be applied appropriately.

SELF-ASSESSMENT TOOL

The Self-Assessment Tool enables paraprofessionals to evaluate and assess their own performance. While this form does not directly impact their summative evaluation, it is incorporated through the goal setting process. The Rubric contains a dimension entitled "Develops professional goals based on identified professional needs." The paraprofessional will complete a reflection of his or her own performance in each area, and will then use that information to develop a professional goal for that school year. This process will also yield data that will inform professional development for paraprofessionals throughout the school year.

SUMMATIVE EVALUATION TOOL

Ultimately the purpose of this set of tools is to provide for a performance evaluation for each paraprofessional. This is achieved by the building principal, or director of special education through the use of the Summative Evaluation Tool in Appendix C. This form will ultimately be entered into the employee's work record as the evaluation each year. The principal or the

director of special education will be the primary evaluator, and will utilize all available information to determine a performance rating for each paraprofessional. It will be the responsibility of the evaluator to seek out information relative to the paraprofessional's performance and to complete the evaluation tool. If necessary, a conference will be held between the evaluator and the paraprofessional to discuss the final outcome, and to begin planning goals for the following year. This tool will become part of the paraprofessional's permanent personnel file.

EVALUATION RESPONSE FORM

The Evaluation Response Form, Appendix D, provides the opportunity for the paraprofessional to respond to the Summative Evaluation. The use of the form is not mandatory.

THE EVALUATION CYCLE

The paraprofessional evaluation process includes: self-assessment, and summative evaluation. A formative evaluation may be conducted if necessary.

- Sept-November: Paraprofessional completes and submits a completed self-assessment to his/her evaluator.
- April-June: Summative Evaluation will be completed and shared with the paraprofessional.

Self-Assessment Form – Assessment of Professional Practice

Name/Title: _____

Role _____

Primary Evaluator—Name/Title: _____

Secondary/Input Evaluator, if any: _____

Assessment of Professional Practice *Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth including your previous year's evaluation. Areas may target individual or multiple dimensions and/or indicators.*

Summative Evaluation Report Form

Name/Title: _____

Role ___Paraprofessional ___PT ___OT ___SP ___BS

Primary Evaluator—Name/Title: _____

Secondary/Input Evaluator, if any: _____

Name/Title/Role in evaluation: _____

School(s): _____

Educator—Name/Title: _____

Rating on Each Dimension
Help to Provide Safe, Respectful, culturally Sensitive and Responsive Learning Communities: ___ Weak or Not Evident ___Emergent ___Consistent ___Above and Beyond
Professionalism: ___ Weak or Not Evident ___Emergent ___Consistent ___Above and Beyond
Instructional Implementation: ___ Weak or Not Evident ___Emergent ___Consistent ___Above and Beyond

Summative Evaluation Report Form

Name/Title: _____

Overall Performance Rating
___ Weak or Not Evident   ___Emergent   ___Consistent   ___Above and Beyond   <u>Rationale, evidence, and feedback for improvement:</u>
Plan Moving Forward

The educator shall have the opportunity to respond in writing to the summative evaluation on the Evaluation Response Form.

Signature of Evaluator _____ Date Completed:_____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Paraprofessionals/Facilitators have the opportunity to respond to this report in writing and may use the Evaluation Response Form.

Evaluation Response Form

Name/Title: _____ Role ___Paraprofessional

Primary Evaluator—Name/Title: _____

Secondary/Input Evaluator, if any: _____

Name/Title/Role in evaluation: _____

School(s): _____

Response to: (check all that apply)
☐ Summative Evaluation Report
☐ Other: _____

Response to Evaluation (Optional)
Attach additional pages as needed

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

☐ Attachment(s) included

Dimension	Indicator		Weak or Not Evident	Emergent	Consistent	Above and Beyond
Help to Provide High Expectations in Safe, Respectful, Culturally Sensitive and Responsive Learning Communities	Assists students to develop Independence		Provides limited appropriate supports to students	Provides supports that are either too strong or too weak to encourage independence	Consistently provides necessary supports, and recognizes appropriate times to withdraw those supports to enable student independence	Demonstrates significant ability to foster independence - enables student to self-advocate and seek assistance only when needed
	Assists in supporting students to have central roles in holding self and others accountable for behavioral expectations		Provides little to no active supports to students in learning to be appropriately accountable	Holds self-accountable in a manner that is generally below acceptable standards	Demonstrates positive social interactions with colleagues, recognizes and promotes those behaviors in students' interactions with peers	Significantly and positively impacts the school culture by actively engaging in activities that promote self-accountability and social responsibility
	Demonstrates high expectations for self and others		Models behaviors that are inappropriate, or counter-productive, and/or focuses on the negative behavior of others	Generally models appropriate behaviors and activities to students and peers	Consistently models appropriate behaviors and activities to students and peers	Regularly supports students and peers in modeling appropriate and proactive behaviors and activities

Dimension	Indicator		Weak or Not Evident	Emergent	Consistent	Above and Beyond
Professionalism	Maintains Confidentiality		Requires constant direction on matters of confidentiality in terms of legal responsibility and/or information shared by colleagues and students	Demonstrates basic awareness of confidentiality laws and mandates, but may require on-going guidance and redirection on matters of information sharing	Demonstrates solid understanding of confidentiality, and consistently demonstrates good judgment with respect to the law and personal information	Demonstrates and can clearly communicate the responsibilities of staff to maintain confidentiality, and supports other staff in building their understanding
	Participates in individual, classroom, and school-wide activities within the school day that promote a positive school culture		Performance is consistently below the expected minimum standard for active participation in the work environment	Meets most assigned responsibilities at or near the expected timeframe.	Frequently engages in activities that encourage positive growth within the classroom and school	Actively participates in classroom and school wide activities that encourage growth and achievement within the school
	Demonstrates respect through language and behavior in all interactions with both colleagues and students		Communicates in ways that are not always sensitive to others' individuality, or may not encourage positive self esteem	Speaks and acts in a manner that is sometimes sensitive to others' individuality and encourages positive self-esteem but may require redirection	Demonstrates strong communication skills that are designed to increase positive and effective communication	Consistently demonstrates active listening and positive, respectful communication and appropriate debate with all colleagues and students
	Works with teacher to maintain a positive and engaging learning environment through consistency and organization		Demonstrates little or weak organizational skills which may have a negative impact on student performance	Utilizes work routines and practices in a manner that sometimes has a positive impact on student performance	Demonstrates a consistently positive attitude and work ethic to students, models behaviors that encourage active engagement in a classroom and recognizes those behaviors in students	Develops with teacher a learning environment that consistently and positively impacts student growth both academically and socially

Dimension	Indicator		Weak or Not Evident	Emergent	Consistent	Above and Beyond
Instructional Implementation	Assists teacher in developing and maintaining an engaging learning environment		Demonstrates little to no active role in promoting student engagement	Encourages students to take an active and independent role in classroom activities	Demonstrates an understanding of students needs in the learning environment and works with the teacher to develop effective routines	Significantly improves the learning environment through understanding of student needs, content and strong communication with classroom teachers
	Supports implementation of curriculum by guiding individual and/or small group learning activities		Demonstrates little to no participation in guiding individual and/or small group learning activities	Demonstrates directed use of prescribed materials with individual and/or small group learning activities	Demonstrates independent ability to guide individual and/or small group learning activities	Consistently demonstrates positive and engaging small group learning activities that significantly improve student growth
	Supports direct instruction to students		Maintains minimal student engagement, may lean on providing too much or too little support	Shows ability to assist students in maintaining engagement during classroom instruction	Works cooperatively with the classroom teacher during whole group instruction and encourages student engagement	Anticipates student needs and encourages engagement in a variety of ways suited to both the student and the context
	Assists classroom teacher to use and organize student notebooks, assessments, folders and portfolios to gather progress data		Demonstrates minimal organizational skills	Follows most established routines for accurately organizing student progress data	Actively participates in data gathering activities to promote student success	Significantly impacts the data gathering process and takes an active role in ensuring accurate data is maintained for use by data teams