

**RUTLAND CITY PUBLIC SCHOOLS
RUTLAND, VERMONT**

**EVALUATION HANDBOOK
FOR**

**PARAEDUCATORS
LIBRARY CLERK/PARAEDUCATOR
LIBRARY PARAEDUCATOR
CHILDSERVICES ASSISTANT
CULINARY ARTS PARAEDUCATOR
PLANNING ROOM PARAEDUCATOR
EDUCATIONAL INTERPRETER
ORAL COMMUNICATION FACILITATOR
REGISTERED NURSE (non-teaching)
LICENSED PRACTICAL NURSE (non-teaching)**

August 2022

Administrative Cabinet Members 2022-2023

Bill Olsen	Superintendent Longfellow Building	786-1998 william.olsen@rcpsvt.org
Robert Bliss	Assistant Superintendent Longfellow Building	786-1942 rbliss@rcpsvt.org
Ted Plemenos	Chief Financial Officer Longfellow Building	786-1949 ted.plemenos@rcpsvt.org
Pam Reed	Director of Equity & Inclusion Longfellow Building	786-1926 pam.reed@rcpsvt.org
Patricia Aigner	Director of Instructional Technology Longfellow Building	786-1957 patricia.aigner@rcpsvt.org
Carol Baker	Fine Arts Supervisor District	786-1795 carol.baker@rcpsvt.org
Greg Schillinger	Principal Rutland High School	770-1425 greg.schillinger@rcpsvt.org
Stephen Sampson	Assistant Principal Rutland High School	770-1073 steve.sampson@rcpsvt.org
Jennifer Wigmore	Assistant Principal Rutland High School	770-1146 jennifer.wigmore@rcpsvt.org
Bianca McKeen	Assistant Principal Rutland High School	770-1188 bianca.mckeen@rcpsvt.org
Scott Corbett	Program Director Allen Street Campus	770-1239 scott.corbett@rcpsvt.org
Melissa Connor	Director Stafford Technical Center	770-1030 melissa.connor@rcpsvt.org
Kate Bosnich	Assistant Director Stafford Technical Center	770-1035 kate.bosnich@rcpsvt.org
Pati Beaumont	Principal Rutland Middle School	786-1783 pati.peaumont@rcpsvt.org
Meaghan Marsh	Assistant Principal Rutland Middle School	786-1787 meaghan.marsh@rcpsvt.org
Abby Bennett	Director of Student Engagement Rutland Middle School	786-1898 abby.bennett@rcpsvt.org
Kerry Coarse	Principal Rutland Intermediate School	786-1786 kerry.coarse@rcpsvt.org
Megean Martin	Assistant Principal Rutland Intermediate School	786-1836 megean.martin@rcpsvt.org
Justine Ruhlin	Assistant Principal Rutland Intermediate School	786-1840 justine.ruhlin@rcpsvt.org
Susanne Engels	Principal Northeast Elementary School	786-1717 susanne.engels@rcpsvt.org
Christy Coloutti	Principal Northwest Elementary School/PPLC	786-1777 christy.coloutti@rcpsvt.org
Glenn Scott	Director of Building, Grounds & Trans. Porter Place	770-1198 glenn.scott@rcpsvt.org
Jessica Henderson	Coordinator of Support Services Northwest/PPLC	786-1749 jessica.henderson@rcpsvt.org
Sharon Napolitano	Coordinator of Support Services Northeast	786-1724 sharon.napolitano@rcpsvt.org
Marie Gilmond	Director of Rutland County Tapestry Longfellow Building	786-1935 marie.gilmond@rcpsvt.org

RUTLAND CITY PUBLIC SCHOOLS

SCHOOL YEAR: _____

Evaluation

Para Educator _____

Supervisor _____

School _____

Assignment: _____

Date of Conference _____

Please rate the staff member against the rubric for each characteristic based on the tasks assigned in September.

Domain 1: Reliable/Self Directed					
	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Not Applicable
1a. Displaying positive work ethic	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.	Usually can be relied on to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, and prepared to start work in an appropriate manner. Works well under pressure.	Can be relied on in any circumstances; commits themselves to tasks that take a large amount of time and/or personal investment.	
1b. Integrity and Ethical Conduct	Evidence does not demonstrate appropriate standards of ethical behavior in interactions with colleagues, students, administration and community. Disregards confidentiality requirements.	Displays appropriate standards of ethical behavior in interactions with colleagues, students, administration and community. Is aware of confidentiality requirements.	Displays high standards of ethical behavior in interactions with colleagues, students, administration and community and remains confidential at all times.	Takes a leadership role in the maintenance of the highest standards of ethical behavior in interactions with colleagues, students, administration and the community.	

Domain 2: Ability to Perform Assigned Tasks

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Not Applicable
2a. Content Knowledge	Displays little understanding of the subject or basic skill areas being taught.	Knowledge of content area represents 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.	Knowledge of the content is extensive, showing evidence of continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.	
2b. Knowledge of students	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and/or 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 uses this knowledge to work with individual students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to improve the students' programming.	
2c. Documentation	Mandated district documentation is often incomplete and without regard of specified timelines. Partial or no collection of student data.	Reminders are necessary for mandated district documentation to be completed within specified timelines. Inconsistent collection of student data.	Maintains all mandated district documentation, adhering to timelines as expected. Collects student data as directed.	Maintains all mandated district documentation, adhering to timelines as expected. Collects data as directed, using information to guide supports for students.	

2d. Duties/Tasks	Refuses or is unable to perform the duties and responsibility for which he/she was assigned based on program and student needs.	Minimally performs the duties and responsibility for which he/she was assigned based on program and student needs.	Willingly and successfully performs the duties and responsibility for which he/she was assigned based on program and student needs.	Willingly and successfully takes initiative to perform duties and improve efficacy and efficiency in supporting student and school needs.	
2e. Instructional Techniques & Student Independence	Instructional techniques are not varied to accommodate students' diverse learning styles. Unable to use best practices and/or inclusive strategies that promote student independence.	Minimal variation in instructional techniques to accommodate diverse learning styles. Under the direction of a licensed educator can implement best practices and/or inclusive strategies to promote student independence.	Consistently varies instructional techniques to accommodate diverse student learning styles. Instructional delivery is differentiated for students. Knows and implements best practices and/or inclusive strategies to promote student independence.	Instructional techniques, materials, and/or resources to best meet all student learning styles are varied. Able to use an extensive repertoire of strategies and seeks additional resources from the school, as needed. Implements and encourages collaboration of educational team on promoting student independence.	

Domain 3: Professional Rapport

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Not Applicable
3a. Relationships with students	Interactions, between the para and the students are negative, inappropriate, or insensitive to the students' cultural backgrounds, and/or characterized by sarcasm, putdowns or conflict. Boundaries with students are inappropriate.	Interactions, between the para and the students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural backgrounds. Student boundaries are inconsistently maintained.	Interactions, both between the para and students reflect genuine warmth and caring, and are polite and respectful of the cultural and developmental differences among groups of students. Appropriate boundaries are maintained.	Interactions with students are friendly, demonstrate general caring and respect and are developmentally appropriate. Boundaries with students are appropriately maintained.	
3b. Professional Relationships	Relationships with colleagues and administration are negative or self-serving. Unable to manage and resolve conflicts without intervention from administration.	Basic relationships with colleagues and administration are maintained in order to fulfill required duties. Conflicts with colleagues may require administrative intervention and/or guidance.	Professional relationships with colleagues and administration are characterized by mutual support and cooperation to meet the needs of the students. Collaborates with licensed educators to plan and prepare meaningful learning for students.	Professional relationships with colleagues and administration are characterized by mutual support and cooperation. Collaborates with the licensed educator by contributing ideas, showing initiative in planning or preparing structured lessons with the licensed educator. Para assumes a supportive and leadership role among faculty.	

		Conflicts are managed appropriately and professionally.	
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Domain 4: Willingness to Learn

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Not Applicable
4a. Reflection and Professional Development	Does not reflect on their own professional practices and resists feedback regarding performance. Does not participate in district professional development opportunities.	Reflects on their own professional practice and does participate in district professional development opportunities. Reluctantly accepts feedback regarding performance.	Documents or shares reflection on their own professional practice. Welcomes feedback from others and uses such feedback to modify practice. Demonstrates a desire to participate in school based professional development activities.	Documents and shares reflection on their own professional practice. Seeks professional development opportunities independently to enhance their own learning and to stay abreast of trends in education. Seeks out feedback from a variety of sources, uses the information to improve instruction, and provides information on the effectiveness of the changes.	

Commendations/Recommendations:

Resources for Improvement:

Employee Comments (Optional):

Employee's Signature

Date

Supervisor's Signature

Date

The signature of the employee acknowledges the opportunity to review this material, not necessarily agreement with its content. The paraeducator may attach a rebuttal if desired, retain one copy for your records, and return original to your administrator.