

# Paraprofessional Observation

## Domain 1: Planning and Preparation

### PARAPROFESSIONAL DOMAIN 1: PLANNING AND PREPARATION - 1a

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>1a Punctuality</b>	No evidence of, does not show arrival and/or departure on time. Does not provide adequate notice or valid reasons for late arrivals or early departures. Does not return from breaks on time. Is not always available during work hours	Occasionally arrives and/or departs on time. Sometimes gives adequate notice for late arrivals or early departures. Inconsistently returns from breaks on time.	Generally arrives and departs at scheduled times. Usually provides adequate notices for late arrivals or early departures. Usually adheres to scheduled break times.	Consistently arrives on time or early and leaves on time or later than scheduled. Provides adequate notice for late arrivals or early departures. Adheres to scheduled break times.
<a href="#">Enter Notes &amp; Evidence</a>				
<b>Rubric Score: 0/0</b>				

### 1a N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

### PARAPROFESSIONAL DOMAIN 1: PLANNING AND PREPARATION - 1b

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>1b Instructional Time Management</b>	No evidence of, does not show managing time and transitions to minimize disruptions to learning. Does not follow lesson plans and instructions. Does not use appropriate instructional strategies to engage students or promote learning. Does not maximize instructional time by keeping students on task and focused.	Occasionally manages time and transitions to minimize disruptions to learning. Does not always follow lesson plans and instructions carefully. May not always use appropriate instructional strategies to engage students or promote learning. May not always maximize instructional time by keeping students on task and focused.	Generally manages time and transitions to minimize disruptions to learning. Usually follows lesson plans and instructions. Uses appropriate instructional strategies to engage students and promote learning most of the time. Often maximizes instructional time by keeping students on task and focused most of the time.	Consistently manages time and transitions to minimize disruptions to learning. Accurately follows lesson plans and instructions. Uses appropriate instructional strategies to engage students and promote learning. Consistently maximizes instructional time by keeping students on task and focused.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

### 1b N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

### PARAPROFESSIONAL DOMAIN 1: PLANNING AND PREPARATION - 1c

Criteria	Ineffective	Partially Effective	Effective	Highly Effective



<b>2a Student engagement</b>	No evidence of, does not show creating a positive and supportive learning environment that fosters student engagement. Does not employ effective strategies to engage diverse learners or address individual needs. Does not use positive reinforcement techniques to motivate students and encourage participation. Does not recognize and celebrate student achievements.	Occasionally creates a positive and supportive learning environment that fosters student engagement. May not always employ effective strategies to engage diverse learners or address individual needs. May not always use positive reinforcement techniques to motivate students and encourage participation. May not always recognize and celebrate student achievements.	Generally creates a positive and supportive learning environment that fosters student engagement. Usually employs effective strategies to engage diverse learners and address individual needs. Usually uses positive reinforcement techniques to motivate students and encourage participation. Recognizes and celebrates student achievements most of the time.	Consistently creates a positive and supportive learning environment that fosters student engagement. Employs effective strategies to engage diverse learners and address individual needs. Uses positive reinforcement techniques to motivate students and encourage participation. Recognizes and celebrates student achievements.
	<a href="#">Enter Notes &amp; Evidence</a>			
<b>Rubric Score: 0/0</b>				

2a N/A Rubric (Insufficient Evidence)	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes</a>

PARAPROFESSIONAL DOMAIN 2: SUPPORTS CLASSROOM ENVIRONMENT - 2b				
Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>2b Behavior management plans</b>	No evidence of, does not show implementing behavior management plans and or behavior strategies to address student behavior issues. Does not collaborate with teachers to proactively prevent and manage challenging behaviors. Does not deescalate conflict situations or maintain a calm and safe classroom environment. Does not document student behavior or communicate concerns to teachers and administrators.	Occasionally implements behavior management plans and/or behavior strategies to address student behavior issues. May not always collaborate with teachers to proactively prevent and manage challenging behaviors. May not always deescalate conflict situations or maintain a calm and safe classroom environment. May not always document student behavior or communicate concerns to teachers and administrators.	Generally implements behavior management plans and/or behavior strategies to address student behavior issues. Usually collaborates with teachers to proactively prevent and manage challenging behaviors. Usually deescalates conflict situations and maintains a calm and safe classroom environment. Usually documents student behavior and communicates concerns to teachers and administrators.	Consistently implements behavior management plans and/or behavior strategies to address student behavior issues. Collaborates with teachers to proactively prevent and manage challenging behaviors. Deescalates conflict situations and maintains a calm and safe classroom environment. Documents student behavior and communicates concerns to teachers and administrators.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

2b N/A Rubric (Insufficient Evidence)	
<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes</a>

PARAPROFESSIONAL DOMAIN 2: SUPPORTS CLASSROOM ENVIRONMENT - 2c				
Criteria	Ineffective	Partially Effective	Effective	Highly Effective

<b>2c Manages/monitors student behavior</b>	No evidence of, does not show implementing effective strategies to manage and monitor student behaviors. Does not identify and address potential behavior issues. Does not establish clear expectations and consequences for behavior. Does not effectively intervene in disruptive behavior and redirect students to appropriate behavior. Does not maintain a positive and supportive classroom environment that promotes self-regulation and appropriate behavior.	Occasionally implements effective strategies to manage and monitor student behaviors. May not always identify and address potential behavior issues. May not always establish clear expectations and consequences for behavior. May not always effectively intervene in disruptive behavior and redirect students to appropriate behavior. May not consistently maintain a positive and supportive classroom environment that promotes self-regulation and appropriate behavior.	Generally implements effective strategies to manage and monitor student behaviors. Usually identifies and addresses potential behavior issues. Establishes clear expectations and consequences for behavior. Usually intervenes in disruptive behavior and redirects students to appropriate behavior. Generally maintains a positive and supportive classroom environment that promotes self-regulation and appropriate behavior.	Consistently implements effective strategies to manage and monitor student behaviors. Proactively identifies and addresses potential behavior issues. Establishes clear expectations and consequences for behavior. Effectively intervenes in disruptive behavior and redirects students to appropriate behavior. Maintains a positive and supportive classroom environment that promotes self-regulation and appropriate behavior.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**2c N/A Rubric (Insufficient Evidence)**

<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes</a>

**PARAPROFESSIONAL DOMAIN 2: SUPPORTS CLASSROOM ENVIRONMENT - 2d**

<b>Criteria</b>	<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2d Crisis Prevention Institute</b>	No evidence of, does not show demonstrating a good understanding of CPI techniques and does not apply them effectively. Frequently requires reminders or guidance to ensure proper application of CPI techniques. May not use CPI techniques appropriately or safely.	Occasionally demonstrates a good understanding of CPI techniques and may not always apply them effectively. May frequently require reminders or guidance to ensure proper application of CPI techniques.	Generally demonstrates a good understanding of CPI techniques and applies them effectively most of the time. May occasionally require reminders or guidance to ensure proper application of CPI techniques.	Consistently demonstrates a thorough understanding of Crisis Prevention Institute (CPI) techniques and applies them effectively to de-escalate and manage challenging behaviors.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**2d N/A Rubric (Insufficient Evidence)**

<b>Component</b>	<b>Insufficient Evidence</b>
N/A	<a href="#">Enter Notes</a>

**PARAPROFESSIONAL DOMAIN 2: SUPPORTS CLASSROOM ENVIRONMENT - 2e**

<b>Criteria</b>	<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2e Health/safety techniques</b>	No evidence of, does not show demonstrating a good understanding of and adherence to health and safety protocols and procedures. Does not effectively identify and assess potential hazards or take appropriate steps to prevent or mitigate risks. Does not always maintain a clean and organized work environment.	Occasionally demonstrates a good understanding of and adherence to health and safety protocols and procedures. May not always identify and assess potential hazards effectively or take appropriate steps to prevent or mitigate risks. May not always maintain a clean and organized work environment.	Generally demonstrates a good understanding of and adherence to health and safety protocols and procedures. Usually identifies and assesses potential hazards and takes appropriate steps to prevent or mitigate risks. Usually maintains a clean and organized work environment.	Consistently demonstrates a thorough understanding of and adherence to health and safety protocols and procedures. Effectively identifies and assesses potential hazards and takes appropriate steps to prevent or mitigate risks. Maintains a clean and organized work environment.
<a href="#">Enter Notes</a>				

Rubric Score: 0/0

2e N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

## Domain 3: Instruction

PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3a

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>3a Provides clear instruction</b>	No evidence of/does not show providing clear, concise, and easy-to-understand instruction. Does not explain concepts and procedures effectively, and students frequently require clarification or remediation. Does not use a variety of instructional strategies to engage students or promote learning.	Occasionally provides clear, concise, and easy-to-understand instruction. May not always explain concepts and procedures effectively, and students may require frequent reminders or clarification. May not always use a variety of instructional strategies to engage students or promote learning.	Generally provides clear, concise, and easy-to-understand instruction. Usually explains concepts and procedures effectively, but may occasionally require clarification. Uses a variety of instructional strategies to engage students and promote learning most of the time.	Consistently provides clear, concise, and easy-to-understand instruction. Effectively explains concepts and procedures, ensuring that students grasp the material. Uses a variety of instructional strategies to engage students and promote learning.

[Enter Notes & Evidence](#)

Rubric Score: 0/0

3a N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3b

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>3b Errorless teaching/error correction procedures</b>	No evidence of/does not show implementing errorless teaching techniques to minimize student errors and promote mastery. Does not use appropriate error correction procedures and does not provide timely or constructive feedback.	Occasionally implements errorless teaching techniques to minimize student errors and promote mastery. May not always use appropriate error correction procedures or provide timely and constructive feedback.	Generally implements errorless teaching techniques to minimize student errors and promote mastery. Usually corrects errors using appropriate error correction procedures. Usually provides timely and constructive feedback to help students understand and correct their mistakes.	Consistently implements errorless teaching techniques to minimize student errors and promote mastery. Effectively corrects errors using appropriate error correction procedures. Provides timely and constructive feedback to help students understand and correct their mistakes.

[Enter Notes](#)

Rubric Score: 0/0

3b N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3c

Criteria	Ineffective	Partially Effective	Effective	Highly Effective

<b>3c Prompting</b>	No evidence of/does not show implementing prompting correctly by using a hierarchy of prompts and fading procedures to guide students towards correct responses and promote independent learning. Does not provide appropriate type of prompts that are clear, specific, or appropriately timed. Frequently requires reminders or guidance to ensure effective use of prompting techniques.	Occasionally implements prompting correctly by using a hierarchy of prompts and fading procedures to guide students towards correct responses and promote independent learning. May not always provide appropriate type of prompts that are clear, specific, or appropriately timed. May frequently require reminders or guidance to ensure effective use of prompting techniques.	Generally implements prompting correctly by using a hierarchy of prompts and fading procedures to guide students towards correct responses and promote independent learning. Usually provides appropriate type of prompts that are clear, specific, and appropriately timed. May occasionally require reminders or guidance to ensure effective use of prompting techniques.	Consistently implements prompting correctly by using a hierarchy of prompts and fading procedures to guide students towards correct responses and promote independent learning. Provides appropriate type of prompts that are clear, specific, and appropriately timed. Adapts prompts as needed based on student responses.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

3c N/A Rubric (Insufficient Evidence) <span style="float: right;">▲</span>	
Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes</a>	

PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3d <span style="float: right;">▲</span>				
Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>3d Utilizes instructional supports and materials effectively</b>	No evidence of/does not show utilizing a variety of instructional supports and materials to enhance learning and engagement. Does not select and implement appropriate instructional supports and materials based on student needs and learning objectives. Does not integrate technology into instruction effectively.	Occasionally utilizes a variety of instructional supports and materials to enhance learning and engagement. May not always select and implement appropriate instructional supports and materials based on student needs and learning objectives. May not always integrate technology into instruction effectively.	Generally utilizes a variety of instructional supports and materials to enhance learning and engagement. Usually selects and implements appropriate instructional supports and materials based on student needs and learning objectives. Usually integrates technology into instruction.	Consistently utilizes a variety of instructional supports and materials to enhance learning and engagement. Selects and implements appropriate instructional supports and materials based on student needs and learning objectives. Effectively integrates technology into instruction.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

3d N/A Rubric (Insufficient Evidence) <span style="float: right;">▲</span>	
Component	Insufficient Evidence
N/A	
<a href="#">Enter Notes</a>	

PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3e <span style="float: right;">▲</span>				
Criteria	Ineffective	Partially Effective	Effective	Highly Effective

<b>3e Data Collection and Analysis</b>	No evidence of/does not show utilizing a variety of data collection methods to gather information about student progress and program effectiveness. Does not use data collection tools and techniques effectively. Rarely analyzes and interprets data to identify trends and patterns. Does not draw accurate conclusions or make informed decisions based on data analysis	Occasionally utilizes a variety of data collection methods to gather information about student progress and program effectiveness. May not always use data collection tools and techniques effectively. Occasionally analyzes and interprets data to identify trends and patterns. May not always draw accurate conclusions or make informed decisions based on data analysis.	Generally utilizes a variety of data collection methods to gather information about student progress and program effectiveness. Usually uses data collection tools and techniques effectively. Generally analyzes and interprets data to identify trends and patterns. Usually draws accurate conclusions and makes informed decisions based on data analysis.	Consistently utilizes a variety of data collection methods to gather comprehensive information about student progress and program effectiveness. Effectively and consistently uses data collection tools and techniques to ensure accurate and reliable data. Effectively and consistently analyzes and interprets data to identify trends and patterns. Draws accurate conclusions and makes informed decisions based on data analysis.
	<a href="#">Enter Notes</a>			
<b>Rubric Score: 0/0</b>				

<b>3e N/A Rubric (Insufficient Evidence)</b>	
Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

<b>PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3f</b>				
Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>3f Takes classroom initiative with classroom procedures</b>	No evidence of/does not demonstrate initiative in establishing and implementing effective classroom procedures. Does not identify or address potential challenges related to procedures effectively.	Occasionally demonstrates initiative in establishing and implementing effective classroom procedures. May not always identify or address potential challenges related to procedures effectively.	Generally demonstrates initiative in establishing and implementing effective classroom procedures. Usually identifies and addresses potential challenges related to procedures.	Consistently demonstrates initiative in establishing and implementing effective classroom procedures. Proactively identifies and addresses potential challenges related to procedures.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

<b>3f N/A Rubric (Insufficient Evidence)</b>	
Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

<b>PARAPROFESSIONAL DOMAIN 3: INSTRUCTION - 3g</b>				
Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>3g Skills checklist</b>	Demonstrates limited understanding and application of skills listed in the Skills Checklist. Requires significant support and guidance to improve proficiency. Minimal carryover with support and guidance.	Demonstrates a developing understanding and application of skills listed in the Skills Checklist. Requires regular support and guidance to improve proficiency. Still requires further development.	Demonstrates a solid understanding and application of skills listed in the Skills Checklist. May require occasional support or guidance in specific areas. Demonstrates a willingness to learn and grow.	Demonstrates consistent and proficient mastery of all skills listed in the Skills Checklist. Requires minimal support or guidance. Demonstrates a high level of competency in all areas.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

<b>3g N/A Rubric (Insufficient Evidence)</b>	
Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

# Domain 4: Professional and Reflection

## PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4a

Component	Ineffective	Partially Effective	Effective	Highly Effective
<b>4a Attendance</b>	Frequently misses days, significantly impacting program participation. Rarely communicates absences or delays, causing unnecessary disruption and requiring intervention. (10 or more days absent)	Occasionally misses days impacting overall program participation. Occasionally communicates absences or delays, impacting program planning and requiring follow-up inquiries. (7-9 days absent)	Generally maintains good attendance, missing a few days. Usually communicates absences or delays, but may not always provide clear explanations or documentation. (3-6 days absent)	Consistently maintains excellent attendance, missing little to no days. Proactively communicates any anticipated absences or delays, providing clear explanations and appropriate documentation when needed. (0-2 days absent)

[Enter Notes & Evidence](#)

Rubric Score: 0/0

## 4a N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	

[Enter Notes](#)

## PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4b

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4b Dress Code</b>	Frequently wears attire that is unprofessional, for campus/district, distracting, or in clear violation of dress code guidelines, requiring intervention.	Occasionally wears attire that is unprofessional, for campus/district, distracting, or in violation of specific dress code guidelines.	Generally adheres to professional dress code, for campus/district, with occasional minor lapses in neatness or appropriateness.	Consistently adheres to professional dress code, for campus/district, presenting a clean, neat, and professional appearance that reflects positively on the program.

[Enter Notes](#)

Rubric Score: 0/0

## 4b N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	

[Enter Notes](#)

## PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4c

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4c Supportive approach and flexible response</b>	Rarely demonstrates a supportive approach, creating a negative or discouraging learning environment for students and colleagues. Rarely exhibits flexibility, often relying on rigid methods and struggling to handle unexpected situations or diverse student needs.	Occasionally exhibits a supportive approach, but may struggle with providing consistent encouragement and managing frustration effectively. Occasionally exhibits flexibility, but may struggle to adapt effectively to challenging situations or diverse student needs.	Generally demonstrates a supportive approach, occasionally needing reminders to maintain positive interactions and offer encouragement. Generally adapts and modifies approaches, but may occasionally require guidance or support to handle unexpected situations.	Consistently demonstrates a supportive and encouraging attitude towards students and colleagues. Offers positive reinforcement, empathy, and emotional support. Effectively adapts and modifies approaches based on student needs and changing situations. Demonstrates creativity and resourcefulness in problem-solving.

[Enter Notes](#)

Rubric Score: 0/0

## 4c N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

**PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4d**

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4d Ethics and student confidentiality</b>	Displays disregard for ethical principles and frequently breaches confidentiality, requiring serious intervention and potential disciplinary action.	Demonstrates limited understanding of ethical principles and occasionally breaches confidentiality, requiring intervention and training.	Generally understands ethical principles and respects confidentiality, but may require occasional reminders or guidance to avoid disclosing specific information.	Consistently demonstrates a deep understanding of ethical principles and maintains strict confidentiality in all interactions. Avoids sharing sensitive information and safeguards student privacy in all interactions.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**4d N/A Rubric (Insufficient Evidence)**

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

**PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4e**

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4e District policies/procedures</b>	Displays disregard for campus/district, policies and procedures. Frequently violates them, requiring serious intervention and potential disciplinary action. May resist guidance or training.	Demonstrates limited understanding of campus/district, policies and procedures. Occasionally deviates from them, requiring intervention and training. May not proactively seek guidance or clarification.	Generally understands campus/district, policies and procedures. Follows policies and procedures with occasional reminders or guidance. May need clarification on specific areas or updates.	Consistently demonstrates a thorough understanding of campus/district, policies and procedures. Applies them consistently and appropriately in various situations. Seeks guidance and clarification when needed to ensure compliance. Takes initiative to stay informed of updates and changes.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**4e N/A Rubric (Insufficient Evidence)**

Component	Insufficient Evidence
N/A	<a href="#">Enter Notes</a>

**PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4f**

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4f Receptive to constructive feedback</b>	Frequently displays defensiveness or resistance to constructive feedback. May reject or dismiss feedback entirely, hindering personal growth. Fails to implement improvements or demonstrates negative reactions to suggestions. Requires significant ongoing support and intervention to implement improvement strategies.	Occasionally exhibits defensiveness or resistance to constructive feedback. May not fully process the feedback or commit to taking action. At times applies feedback but struggles to maintain consistent progress. May revert to previous patterns or require constant reminders for implementation.	Generally demonstrates a positive attitude towards constructive feedback. Usually listens attentively and shows willingness to learn and improve. Responds to feedback with openness and willingness to implement improvements. Generally implements feedback showing evidence of improvement.	Consistently demonstrates a positive and open attitude towards constructive feedback. Actively seeks and welcomes feedback as an opportunity for growth. Demonstrates genuine commitment to implementing actionable steps. Consistently incorporates feedback into practice, demonstrating improvement and progress over time.
<a href="#">Enter Notes</a>				

Rubric Score: 0/0

4f N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	Enter Notes

PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4g

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4g Required trainings</b>	Frequently misses required trainings or demonstrates disregard for trainings/ professional development requirements. Frequently demonstrates lack of understanding of the content covered in required trainings. Frequently exhibits disengagement or disruptive behavior during required trainings. May refuse to participate or actively hinder the learning environment for others.	Occasionally misses required trainings/ professional development. or fails to meet training benchmarks. Demonstrates limited understanding of the content covered in required trainings. Occasionally shows disengagement or lack of active participation in required trainings. May require significant prompting or intervention to stay focused and involved.	Generally completes required trainings/ professional development. on time. Generally understands the content covered in required trainings. Generally participates in required trainings, may require prompts for active engagement and sharing of ideas.	Consistently completes all required trainings/ professional development. on time and facilitates training with other staff members. Demonstrates a strong understanding of the content covered in required trainings. Consistently participates actively in all required trainings. Asks questions, contributes to discussions, and demonstrates clear engagement with the material.
Enter Notes				

Rubric Score: 0/0

4g N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	Enter Notes

PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4h

Criteria	Ineffective	Partially Effective	Effective	Highly Effective
<b>4h Models appropriate behavior</b>	Frequently displays inappropriate behavior, negatively impacting the learning environment and setting a poor example for students and colleagues. Frequently engages in negative interactions, creating conflict and impacting the learning environment. Requires significant intervention and potential disciplinary action.	Occasionally exhibits inappropriate behavior, potentially impacting the learning environment or student development. Requires guidance and intervention. Occasionally struggles with maintaining positive relationships, exhibiting behavior that disrupts the learning environment or hinders communication.	Generally models appropriate behavior, with occasional lapses requiring self-correction or reminders. Generally maintains positive relationships, but may need occasional reminders or guidance to ensure effective communication and conflict resolution.	Consistently demonstrates exemplary behavior, adhering to professional standards and setting a positive example for students and colleagues. Fosters positive and respectful relationships with students, colleagues, and parents/guardians. Communicates effectively and constructively while resolving conflicts appropriately.
Enter Notes				

Rubric Score: 0/0

4h N/A Rubric (Insufficient Evidence)

Component	Insufficient Evidence
N/A	Enter Notes

PARAPROFESSIONAL DOMAIN 4: PROFESSIONAL AND REFLECTION - 4i

Criteria	Ineffective	Partially Effective	Effective	Highly Effective

**4i Utilization of personal devices**

Frequently uses cell phones for personal activities throughout the workday, significantly impacting focus, productivity, and professional conduct. Requires immediate intervention and potential disciplinary action.

Occasionally uses cell phones for personal activities during work hours, potentially impacting focus and student interactions. Requires reminders and strategies to minimize distractions.

Generally avoids cell phone use during work hours, with only occasional and brief personal checks during breaks or approved times.

Consistently refrains from using cell phones for personal calls, texts, or browsing during work hours, maximizing professional focus and time with students.

[Enter Notes](#)

**Rubric Score: 0/0**

**4i N/A Rubric (Insufficient Evidence)**



**Component**

**Insufficient Evidence**

N/A

[Enter Notes](#)

**Areas of Strength:**

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**Areas of Growth:**

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**Recommendations:**

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**Additional Comments:**

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