

## Paraprofessional Rubric 8.9.18

### Domain 1: Planning & Preparation

| Component  | Proficient   | Demonstrated   | Emerging  | Insufficient  |
|--|--|--|---|---|
| <b>1A:<br/>Demonstrating<br/>knowledge of<br/>job-specific<br/>content,<br/>materials, and<br/>how to use<br/>them<br/>(e.g. BIP, LLI,<br/>If/Then Board,<br/>CPI,<br/>Transportation<br/>equipment etc)</b> | Paraprofessional displays <b>extensive knowledge</b> of required content and materials.  | Paraprofessional displays <b>solid knowledge</b> of required content and materials.                                | Paraprofessional displays <b>some knowledge</b> of required content and materials.                                | Paraprofessional displays <b>little knowledge</b> of required content and materials.                                      |
| <b>1B:<br/>Demonstrating<br/>knowledge of<br/>students</b>   | Paraprofessional demonstrates extensive <b>knowledge</b> (knows Antecedent-Behavior-Consequence, reads student cues, student growth) of students' (disability), skills, strengths, and weaknesses. | Paraprofessional demonstrates solid <b>knowledge</b> of students' (disability), skills, strengths, and weaknesses. | Paraprofessional demonstrates some <b>knowledge of students'</b> (disability), skills, strengths, and weaknesses. | Paraprofessional demonstrates little to no <b>knowledge of students'</b> (disability), skills, strengths, and weaknesses. |

## Paraprofessional Rubric Domain 2: Classroom Environment

| Component  | Proficient   | Demonstrated  | Emerging  | Insufficient   |
|--|--|---|---|--|
| <b>2A: Assists in creating an environment of respect and rapport</b>                             | Interactions with all parties are <b>respectful, reflecting genuine warmth and caring and sensitivity.</b>   | Interactions with all parties are <b>polite &amp; respectful, and appropriate.</b>  | Interactions, with all parties, are <b>generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.</b>   | Interactions, with any or all parties, are <b>negative, inappropriate or insensitive</b> to differences characterized by sarcasm, put-downs, indifference or conflict.   |
| <b>2B: Assists in managing environmental (bus, classroom, hallway, lunch, recess) procedures</b> | Paraprofessional assistance with environmental procedures is <b>highly effective.</b>  | Paraprofessional assistance with environmental procedures is <b>effective.</b>  | Paraprofessional assistance with environmental procedures is <b>somewhat effective.</b>   | Paraprofessional assistance with environmental procedures is <b>ineffective.</b>   |
| <b>2C: Assists managing student behavior</b>   | Paraprofessional is <b>able to avoid/prevent misbehavior.</b> Paraprofessional response to student misbehavior is <i>appropriate and respects</i> the students' dignity. <b>Paraprofessional understands and enforces</b> rules and (individual behavior plans). | Paraprofessional response to student misbehavior is <b>appropriate and respects</b> the students' dignity. Paraprofessional <b>understands and enforces</b> rules and (individual behavior plans).            | Paraprofessional response to student misbehavior is <b>inconsistent.</b> Paraprofessional <b>attempts to implement</b> rules and (individual behavior plans).   | Paraprofessional response to student misbehavior is <b>inappropriate, disrespectful, or nonexistent.</b> Paraprofessional <b>does not understand and enforce</b> rules and (individual behavior plans).                            |
| <b>2D. Assists in organizing physical space</b>  | Paraprofessional makes a <b>significant contribution to</b> the environment to ensure that it is safe, organized and contributes to student success/growth, (including <b>effective use of technology e.g. smart boards, iPads, chromebooks).</b>                | Paraprofessional <b>collaborates</b> to ensure environment is safe, organized and contributes to student success/growth (including <b>effective use of technology e.g. smart boards, iPads, chromebooks).</b> | Paraprofessional makes a <b>partial attempt</b> to ensure environment is safe, organized and contributes to student success/growth, (including <b>little use of technology e.g. smart boards, iPads, chromebooks ).</b> | Paraprofessional makes <b>little to no contribution</b> to ensure environment is safe, organized and contributes to student success/growth (including <b>ineffective use of technology e.g. smart boards, iPads, chromebooks).</b> |

### Paraprofessional Rubric Domain 3: Instruction

| Component   | Proficient  | Demonstrated  | Emerging  | Insufficient   |
|---|---|---|---|--|
| <b>3A: Communication with students</b>                  | Paraprofessional’s communication is <b>clear and expressive, appropriate</b> to students’ age background, and/or developmental level, at all times. Paraprofessional <b>anticipates</b> possible student misconceptions.  | Paraprofessional’s communication is <b>appropriate</b> to students’ age, background, and/or developmental level.  | Paraprofessional’s communication is <b>correct, but may not be appropriate</b> to students’ age, background, and/or developmental level.  | Paraprofessional’s communication contains errors or is <b>inappropriate</b> for students’ age, background, and/or developmental level.   |
| <b>3B: Using questioning/discussion techniques</b>      | Paraprofessional’s questions are <b>adjusted</b> based on student’s response and <b>reworded</b> to student understanding. Paraprofessional <b>allows sufficient wait time</b> for question to be answered. Paraprofessional has <b>appropriate tool</b> (e.g. go-talk, switch, clicker, assistive technology for communication) for student use. | Paraprofessional’s questions are <b>reworded more than once</b> , so student understands. Paraprofessional allows <b>sufficient wait time</b> for question to be answered. Paraprofessional <b>acquires appropriate tool</b> for student use. | Paraprofessional’s questions are <b>rarely reworded</b> so student understands. Paraprofessional allows <b>little wait time</b> for question to be answered. Paraprofessional <b>sometimes acquires appropriate tool</b> for student use. | Paraprofessional’s questions are <b>not reworded</b> so student understands. Paraprofessional allows <b>no wait time</b> for question to be answered. Paraprofessional <b>does not acquire appropriate tool</b> for student use. |
| <b>3C: Understands engaging students in learning</b>    | Paraprofessional demonstrates <b>full knowledge</b> of schedule, (lesson plans), student needs, and <b>follows</b> as directed by teacher.  | Paraprofessional demonstrates <b>some knowledge</b> of schedule, (lesson plans), student needs, and <b>sometimes follows</b> as directed by teacher.  | Paraprofessional demonstrates <b>little knowledge</b> of schedule, (lesson plans), student needs, and <b>follows little</b> as directed by teacher.   | Paraprofessional demonstrates <b>no knowledge</b> of schedule, (lesson plans), student needs, and <b>does not follow</b> as directed by teacher.   |
| <b>3D: Demonstrating flexibility and responsiveness</b> | Paraprofessional ( <b>may anticipate</b> ) <b>responds appropriately, effectively, and without hesitation</b> to changes in schedules and unexpected situation.   | Paraprofessional <b>responds appropriately</b> to changes in schedules and unexpected situations.   | Paraprofessional makes <b>some attempt to respond</b> to changes in schedules and unexpected situations.  | Paraprofessional demonstrates <b>little or no flexibility in response</b> to changes in schedules and unexpected situation.  |

## Paraprofessional Rubric Domain 4: Professional Responsibilities

| Component  | Proficient   | Demonstrated  | Emerging  | Insufficient   |
|--|--|---|---|--|
| <b>4A: Response to advice and criticism</b>          | Paraprofessional reflects on performance, <b>develops specific ways</b> to improve, and <b>follows through</b> on ideas. <b>Seeks out and welcomes</b> feedback on performance.  | Paraprofessional reflects on performance and <b>develops ways</b> to improve, with <b>some follow through</b> , and <b>accepts</b> feedback on performance. | Paraprofessional reflects on performance and <b>develops/collaborates ways</b> to improve, with <b>little or no follow through</b> , and <b>accepts with some reluctance</b> feedback on performance. | Paraprofessional <b>does not reflect</b> on, and <b>resists feedback</b> on performance.   |
| <b>4B: Participating in a Professional Community</b> | Paraprofessional relationships are characterized by <b>mutual support, cooperation and initiative</b> in assuming key roles in promoting a team environment.   | Paraprofessional relationships are characterized by <b>mutual support, and cooperation</b> in promoting a team environment.                                 | Paraprofessional relationships are characterized by <b>occasional cooperation</b> in promoting a team environment.  | Paraprofessional relationships are characterized by <b>little to no cooperation</b> in promoting a team environment.   |
| <b>4C: Showing Professionalism</b>                   | Paraprofessional displays the <b>highest standards of confidentiality, honesty, and integrity; assumption of leadership role with colleagues in serving students, and ensuring full compliance</b> with District regulations | Paraprofessional interactions are characterized by <b>honesty, integrity, and confidentiality and ensuring full compliance</b> with District regulations.   | Paraprofessional interactions are characterized by <b>honest, genuine but inconsistent attempts, and/or minimal compliance</b> with District regulations.   | Paraprofessional interactions are characterized by <b>questionable integrity and honesty, and/or lack confidentiality, and/or are self-serving and/or do not comply</b> with District regulations. |