LAKEWOOD PUBLIC SCHOOLS PARAPROFESSIONAL PERFORMANCE EVALUATION

Name of Paraprofessional	<u></u>	
School		
AssignmentEva	luator	
The paraprofessional will be evaluated in each of the eight Domests or Exceeds Standards = The performance of the of the Lakewood Public Schools.		
<u>Does Not Meet Standards</u> = The paraprofessional fair measured against the standards, is unsatisfactory.	Is to meet the standards and his/her p	erformance, as
Summary Rating Table	Meets or	Does Not
<u>Dimension</u>	Exceeds Standards	Meet Standards
Dimension 1: Equity and High Expectations		
Dimension 2: Professionalism		
Dimension 3: Safe, Respectful, Culturally Sensitive and Responsive	e Learning Communities	
Dimension 4: Partnership with Family and Community Dimension 5: Instructional Implementation:		
Dimension 5: Instructional Implementation: Dimension 6: Content Knowledge:		
Dimension 7: Monitoring and Assessment of Progress:		
Dimension 8: Reflection, Collaboration, and Personal Growth:		
Overall Performance: Meets or Exceeds Standards	Does Not Meet Sta	ndards
Signature of Administrator	Date	
Signature of Paraprofessional*	Date	

^{*}The paraprofessional's signature indicates that he or she has received the evaluation report. It does not denote agreement with the report.

SECTION I: Performance rating by the performance indicators of the eight Dimensions of Effective **Teaching:** Evaluators shall rate the paraprofessional, with a mark in the appropriate box, "Meets or Exceeds Standards" or "Does Not Meet Standards" for each Dimension.

Dimension 1: Equity and High Expectation

Performance Indicators
Demonstrate through words, actions and instruction, high standards, and the belief in all students' ability to
meet them.
Assist students to develop self-help skills.
Assist classroom teacher or other immediate supervisor with establishing and maintaining a challenging
teaching and learning environment.
Assist classroom teacher or other immediate supervisor with the creation of an environment in which students
work with a sense of purpose and understand what is expected of them.
Promote understanding, and development of ways to respond to differences in culture, race, language, class,
gender and sexual orientation.
Overall rating for Dimension 1:MESDNMS
Dimension 2: Professionalism
Performance Indicators
Perform duties and assignments effectively under the direction of the classroom teacher or other immediate
supervisor.
Perform routine duties of the job in a professional manner.
Respect confidentiality.
Work cooperatively with peers.
Participate in school activities to promote the general welfare of the school and improved teaching and
learning.
Maintains regular attendance in conformity with rules and regulations of the Lakewood Public Schools.
Maintains punctuality in all matters pertaining to professional role.
Model professional appearance and demeanor.
Demonstrate respect through language and behavior in all interactions with colleagues, students, and families
Function effectively in a multilingual, multicultural and economically diverse school.
Work with teacher to maintain a positive and engaging learning environment through consistency and
organization.
Overall rating for Dimension 2:MESDNMS
Dimension 3: Safe, Respectful, Culturally Sensitive and Responsive Learning Communities
Performance Indicators
Assist teacher to maintain physical environment to ensure safety, maximize learning and facilitate student
independence e.g. classroom set-up, accessibility of learning materials to students, visual aides to guide
students' learning
Assists the classroom teacher or other immediate supervisor with the creation of an environment in which
students work with a sense of purpose and understand what is expected of them.
Manage individual and classroom behavior using prescribed approaches.
Support students to have central roles in holding self and others accountable for behavioral expectations,
including roles in resolving conflict and eliminating bullying and harassment.
Treat students with fairness, respect and consistency.
Provide assistance with classroom activities.
Overall rating for Dimension 3: MES DNMS
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Dimension 4: Partnership with Family and	Community	
Per	formance Indicators	
Exhibits cooperative relationships with parent	ts as requested by teach	er.
Assist classroom teacher to implement his or		
Overall rating for Dimension 4:	MES	DNMS
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Dimension 5: Instructional Implementation		
	formance Indicators	
Assist classroom teacher in the preparation of	instructional materials.	
Assist classroom teacher or other immediate s	supervisor with the prov	rision of instructional activities at the
appropriate level for all students.		
Lead small group learning activities, as well a	s provide learning oppo	ortunities throughout the day.
Meet with classroom teacher to discuss curric	ulum, classroom manag	gement, and goals for instruction when
requested.		
Support the classroom teacher in implementing	ig curriculum.	
Follow planned lessons for small group instru	ction at the direction of	the teacher or immediate supervisor that
will achieve the short and long term objective	s of the classroom	
Use materials related to the objectives of the l	esson at the direction of	f the classroom teacher or other
immediate supervisor.		
Overall rating for Dimension 5:	MES	DNMS
Dimension 6: Content Knowledge:		
Per	formance Indicators	
Know the subject matter and present it in a cle	ear and focused manner	•
With support from the classroom teacher, clear	arly and consistently con	mmunicate how concepts connect to the
big ideas and essential questions within and a		
Support direct instruction to students individu	ally, in small groups, ar	nd with whole class settings under
direction of teacher.		
Overall rating for Dimension 6:	MES	DNMS
Dimension 7: Monitoring and Assessment of	of Progress:	
	formance Indicators	
Supervises students on field trip activities and		
Assist classroom teacher to use and organize s	student notebooks, asses	ssments, folders, and/or portfolios to
help the teacher monitor student progress		
Overall rating for Dimension 7:	MES	DNMS
Dimension 8: Reflection, Collaboration, an		
	formance Indicators	
Use required standards to set learning goals ba		
Engages in activities that contribute to the em		
responds to in-service and professional growth		
Reflect on instructional successes and challen	•	
Overall rating for Dimension 8:	MES	DNMS

SECTION II. SHORT NARRATIVE: This section shall be completed for those paraprofessionals who received a rating of "Meets or Exceeds Standards" in any of the eight Dimensions in Section II. The evaluator provides a brief narrative of the paraprofessional's strengths.

<u>Comments on Performance:</u> Describe (in the space below) evidence and samples of the paraprofessional's practice that demonstrate how the paraprofessional is:

Meeting or Exceeding standards of effective practice:
Statement of opportunities for continued improvement:

SECTION III. LONG NARRATIVE: This section shall be completed ONLY for those paraprofessionals who received a rating of "Does Not Meet Standards" in one or more Dimension(s). For each **Dimension** rated, "Does Not Meet Standards" the evaluator shall list the Dimension, state the problem and the associated prescription.

Dimension #
Statement of problem:
Prescription:
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