

FRAMEWORK FOR EFFECTIVE PARAEDUCATOR PERFORMANCE

COMPONENT 1 **Working With Student(s)**

- Support classroom instruction for students
- Facilitate small/large groups of students
- Assist teacher/related services staff
- Know the names and interact with all students
- Facilitate peer activities
- Assist in non-instructional activities (busing, lunch, recess, etc.)
- Understand human growth and development
- Facilitate attendance compliance

COMPONENT 3 **Using Management Strategies**

- Implement management strategies for challenging behaviors
- Assist in the development of positive behavior management plans for students
- Prevent and anticipate challenging behavior
- Provide safe interventions and de-escalate behavior of students whose behaviors are harmful to self and others
- Facilitate resolution of conflicts

COMPONENT 5 **Communication and Team Skills**

- Have direct, ongoing communication with teacher and related services staff
- Maintain regular communication with parents
- Collaborate with building staff
- Participate in team efforts at problem solving, attend team meetings, etc.
- Focus on individual student capabilities (not limitations) in all communications
- Contribute productively as a member of a work team
- Display flexibility

COMPONENT 2 **Implementing Instruction**

- Understand and deliver student instruction programs
- Use alternate communication methods used by student
- Use assistive technology
- Implement specialized programs for student (e.g., feeding, toileting, changing, motor, etc.)
- Make minor changes to students' schedule
- Modify activities and materials for different levels of functioning (language, motor, sensory)
- Cue, shape, fade and/or prompt as needed to follow natural flow of instructional activities
- Record instructional progress (as per student goals and objectives)
- Encourage self-reliance and self-monitoring, as appropriate
- Implement community, vocational or instructional program

COMPONENT 4 **Addressing Students' Needs**

- Be aware of and monitor health and/or medical maintenance needs
- Be aware of and monitor prioritized breadth of curriculum activities
- Position student, as needed
- Be familiar with student and family priorities

COMPONENT 6 **Professionalism**

- Conscientious in his/her attendance, punctuality, time management
- Attend inservice training sessions
- Demonstrate continued professional growth
- Use technology tools for communication and productivity as provided by the district
- Maintain confidentiality
- Assist in preparing and maintaining appropriate records (e.g. attendance, lunch)
- Work successfully and positively with others
- Follow district policies, procedures, and deadlines

FRAMEWORK FOR EFFECTIVE PARAEDUCATOR PERFORMANCE

COMPONENT 1: Working with Student(s)

Elements:	Progressing	Good	Exemplary
Support classroom instruction	Follow directions of professional staff	Demonstrates independence in supporting instruction	Demonstrates initiative in supporting instruction
Facilitate small/large groups of students	Follows directions for facilitating small/large groups of students	Replicates strategies of activities for group work	Determines and develops the most effective strategies for working with students
Assist teacher/related services staff	Follows directions and completes tasks as directed	Self directs and completes routine tasks	Anticipates and initiates the completion of new tasks
Know the names and interact with all students	Observes, becomes familiar, and responds to students	Demonstrates knowledge of individual students and responds appropriately	Knows students and anticipates individual needs, interests, and motivations
Interact with other staff in the building	Presents a positives and professional image. Knows communication systems of building	Understands roles of building and other staff and uses communication systems	Communicates and has a positive working relationship with building staff. Collaborates and advocates on behalf of students
Facilitate peer/school and community activities	Becomes knowledgeable of appropriate peer-to-peer interaction	Demonstrates skill sets with regard to appropriate peer-to-peer interaction	Identifies opportunities and promotes peer-to-peer interactions
Assist in non-instructional activities (busing, lunch, recess, etc.)	Follows directions for assisting in non-instructional activities using technology and other tools provided	Demonstrates understanding of non-instructional activities and accompanying tasks	Anticipates and completes tasks needing to be performed
Understand human growth and development	Interacts with students in an age-appropriate manner	Demonstrates ability to appropriately manage issues of growth and development including human sexuality	Applies knowledge of development stages when assisting in the instruction of issues related to growth and development including human sexuality

FRAMEWORK FOR EFFECTIVE PARAEDUCATOR PERFORMANCE

COMPONENT 2: Implementing Instruction

Elements:	Progressing	Good	Exemplary
Understand and deliver student instructional programs	Becomes familiar with the student instructional program	Supports and delivers student instructional program with supervision	Demonstrates initiative in supporting instruction
Use alternate communication methods used by student	Learns and identifies alternative communication methods	Uses alternative communication methods	Determines and develops the most effective strategies for working with students
Use assistive technology	Learns and identifies assistive technology supports	Uses assistive technology supports	Anticipates and initiates the completion of new tasks
Implement specialized programs for student (e.g., feeding, toileting, changing, motor, etc.)	Learns to implement programs for student (e.g. feeding, toileting, changing, etc.)	Applies programs for student (e.g. feeding, toileting, changing, etc.)	Knows students and anticipates individual needs, interests, and motivations
Make minor changes to student's schedule	Observes and understands student's schedule	Suggests appropriate changes to student's schedule	Implements appropriate changes to student's schedule
Modify activities and materials for different levels of functioning (language, motor, sensory)	Observes and understands activities and materials for different levels of functioning	Suggests activities and materials for different levels of functioning	Creates activities and materials for different levels of functioning
Cue, shape, fade and/or prompt as needed to follow natural flow of instructional activities	Learns to cue, shape, fade and/or prompt instructional activities	Recommends ideas to prompt instructional activities	Maintains natural flow of instructional activities
Record instructional progress (as per individual goals and objectives)	Becomes familiar with goals and objectives	Maintains awareness of progress of students throughout the instructional day	Reports and discusses progress of students on a regular basis
Encourage self-reliance and self-monitoring, as appropriate	Observes and understands student self-reliance and self-monitoring	Implement strategies for the self-reliance and self-monitoring of students	Formulates strategies for the self-reliance and self-monitoring of students
Implement community or vocational instruction program	Observes and understands community or vocational while developing situational awareness	Supports and involves students in community or vocational instruction program	Plans and develops community or vocational instruction programs for students

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COMPONENT 3: Using Management Strategies

Elements:	Progressing	Good	Exemplary
Implement instructional management strategies for challenging behaviors	Learns management strategies and becomes knowledgeable of district policies and regulations regarding student behavior interventions	Uses management strategies with guided support	Implements management strategies safely and independently. Models and demonstrates appropriate responses to difficult behaviors
Assist in the development of positive behavior management for students	Observes, collects and reports data regarding behaviors. Identifies and delivers reinforcers	Delivers student prompts and cues systematically and naturally	Participates in the development of a student intervention plan
Prevent and anticipate challenging behavior	Becomes knowledgeable of prevention strategies	Identifies prevention opportunities and precursors of behavior	Recognizes impact of own behavior on the behavior of others
Provide safe interventions and de-escalate behavior of students whose behaviors are harmful to self and others	Knows when a physical intervention is necessary for safety	Employs minimum use of intervention needed for safety	Analyzes incidents to determine optimal interventions to prevent harmful behaviors

FRAMEWORK FOR EFFECTIVE PARAEDUCATOR PERFORMANCE

COMPONENT 4: Addressing Students' Needs

Elements:	Progressing	Good	Exemplary
Be aware of and monitor health and/or medical maintenance needs	Becomes knowledgeable of health and medical needs of students	Demonstrates, with supervision, ability to apply medical procedures used for student health and safety	Demonstrates ability to independently apply medical procedures and anticipate health needs of students
Be aware of and monitor prioritized breadth of curriculum activities	Identifies the differences among IEP goals, management needs, and breadth of curriculum activities	Demonstrates an understanding of how IEP goals can be imbedded into daily lessons and instructional activities	Demonstrates ability to assess progress toward IEP goals
Be familiar with student and family priorities	Becomes knowledgeable of family concerns	Demonstrates and understanding of family concerns	Engenders trust and support by anticipating unique family needs
Position student, as needed	Safely moves and positions student, with assistance, as needed	Demonstrates proficiency in correct body mechanics and lifting techniques	Shares knowledge regarding correct body mechanics and lifting techniques

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COMPONENT 5: Communication and Team Skills

Elements:	Progressing	Good	Exemplary
Have direct, ongoing communication with teacher and related services staff	Learns effective and appropriate communication techniques. Understands student confidentiality	Participates and contributes to all program communication efforts	Interacts knowledgeably with colleagues and professional staff. Models proper and respectful communication between staff members
Maintain regular Communication with parents	Learns and understands expectations of professional staff	Initiates communication under direction of teacher and support staff	Maintains routine positive communication with parents
Collaborate with building staff	Meets and knows building staff	Uses available resources in building	Becomes a building resource. Models communication and team skills for other building staff
Participate in team effort at problem solving; attend team meetings, etc.	Learns procedures and problem-solving techniques	Provides input and information at team meetings	Creates solutions. Demonstrates conflict resolution skills
Focus on individual student capabilities (not limitations) in all communications	Becomes knowledgeable about student's capabilities	Discusses progress of student's capabilities	Uses student's strengths to achieve goals
Contribute productively as a member of a work team	Understands role as a member of a work team	Plays an appropriate role in the success of the work team's efforts	Promotes commitment to team practices
Display flexibility	Becomes aware of options	Improvises and adapts to changes	Anticipates and responds proactively to need changes

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COMPONENT 6: Professionalism

Elements:	Progressing	Good	Exemplary
Conscientious in his/her attendance, punctuality, time management	Learns schedules, routines, procedures and calendars for building and district. Becomes familiar with district expectations about attendance	Demonstrates a pattern of good attendance and punctuality	Manages time effectively and prioritizes work appropriately
Attend inservice training sessions	Accesses opportunities for all training and support available to new employees	Accesses all opportunities for administratively directed training activities	Determines personal/personnel development needs with supervisor support and involvement
Demonstrate continued professional growth	Participates in the evaluation process and the development plan	Collaborates in the evaluation process and design of the development plan	Sets goals and achieves own professional growth
Use technology tools for communication and productivity as provided by the district	Demonstrates the ability to use phone, e-mail and computer software for routine communication and instructional material	Uses technology to organize and improve efficiency of communication and instruction	Promotes and assists others in the use of technology to improve communication and instruction
Maintain confidentiality	Learns laws, board policy and district practices regarding confidentiality and privacy of verbal, written, and electronic communications	Demonstrates ability to determine when, where and with whom it is legal and appropriate to share information	Promotes and teaches others how to maintain privacy and confidentiality
Assist in preparing and maintaining appropriate records (e.g. attendance, lunch)	Learns the requirements for record keeping to assist the teacher	Demonstrates the ability to maintain accurate records need for operations, instruction, assessment and reporting student achievement	Promotes the use of available data to make improvements in instruction and operational efficiencies
Work successfully and positively with others	Treats others with respect and shows a commitment to good internal and external customer service	Demonstrates an understanding and appreciation of the contributions of people with diverse backgrounds and work styles	Uses the unique contributions of others to create effective work teams
Follow district policies, procedures, and deadlines (e.g. travel reimbursement, purchase, incident reports)	Uses information provided by supervisor	Maintains awareness of changes and updates and meets deadlines	Follows procedures with minimal assistance/reminders