

## Paraprofessional Rubric 2018-2019

### Domain 1: Planning and Preparation

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>1a:</b> <i>Demonstrating knowledge of content and pedagogy</i>	Paraprofessional displays little knowledge of required content.	Paraprofessional displays some knowledge of required content.	Paraprofessional displays solid knowledge of required content.	Paraprofessional displays extensive knowledge of required content.
<b>1b:</b> <i>Demonstrating knowledge of students</i>	Paraprofessional demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Paraprofessional understands the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Paraprofessional actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Paraprofessional actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>1d:</b> <i>Demonstrating knowledge of resources*</i>	Paraprofessional demonstrates little or no familiarity with resources used in instruction. to enhance own knowledge, to use in teaching, or for students who need them. Paraprofessional does not seek such knowledge	Paraprofessional demonstrates some familiarity with resources used in instruction that are available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Paraprofessional does not seek to extend such knowledge	Paraprofessional is fully aware of the resources used in instruction that are available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Paraprofessional seeks out additional resources for instruction in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

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### Domain 2: The Classroom Environment

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>2a: Assists in creating an environment of respect and rapport</b>	Classroom interactions, both between the teacher, paraprofessional and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher, paraprofessional and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher, paraprofessional and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher, paraprofessional and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.
<b>2b: Assists in establishing a culture for learning that is challenging and rigorous</b>	Paraprofessional demonstrates very little commitment to the learning culture and , holds low expectations for student achievement.	Paraprofessional's demonstrates some commitment to the learning culture and modest expectations for student achievement.	Paraprofessional's demonstrates strong commitment to the learning culture and high expectations for student achievement for most students.	Paraprofessional's demonstrates passionate commitment to the learning culture and high expectations for student achievement for all students.
<b>2c: Assists in managing classroom procedures</b>	Paraprofessional assistance with classroom procedures is ineffective.	Paraprofessional assistance with classroom procedures is partially effective.	Paraprofessional assistance with classroom procedures is effective.	Paraprofessional assistance with classroom procedures is highly effective and seamless and includes students in the performance and maintenance of classroom routines.
<b>2d: Assists managing student behavior</b>	Paraprofessional response to student misbehavior is repressive, disrespectful, or nonexistent. Paraprofessional does not know or implement classroom standards of conduct.	Paraprofessional response to student misbehavior is inconsistent. Paraprofessional attempts to implement classroom standards of conduct.	Paraprofessional response to student misbehavior is appropriate and respects the students' dignity. Paraprofessional understands and enforces classroom standards of conduct.	Paraprofessional response to student behavior is sensitive to individual students and preventive. Paraprofessional clearly understands standards of classroom standards of conduct and assists students in setting and monitoring classroom standards.
<b>2e: Assists in organizing physical space</b>	Paraprofessional makes no attempt to collaborate to modify physical space to maintain safety, organization and access to learning.	Paraprofessional makes a partial attempt to collaborate to modify physical space to maintain safety, organization and access to learning.	Paraprofessional collaborates to ensure that the physical space is safe, organized and contributes to the learning activities, including use of technology.	Paraprofessional makes a significant contribution to the classroom to ensure that the physical space is safe, organized and contributes to the learning activities, including effective use of technology.

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**Domain 3: Instruction**

<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>3a: Communicating with students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Paraprofessional's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; Paraprofessional's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Paraprofessional's communication is appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Paraprofessional's communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b: Using questioning and discussion techniques</b>	Paraprofessional's asks few or no questions. Questions are low-level or inappropriate, eliciting limited or no student response.	Some of the Paraprofessional's questions elicit a thoughtful response, but most are low-level, posed in rapid succession.	Most of the Paraprofessional's questions elicit a thoughtful response, and the Paraprofessional allows sufficient wait time for students to answer.	Paraprofessional's questions reflect high expectations and are culturally and developmentally appropriate. Questions are adjusted based on student response to guide learning.
<b>3c: Understands Engaging students in learning</b>	Paraprofessional demonstrates no knowledge of appropriate activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Paraprofessional demonstrates some knowledge of activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Paraprofessional demonstrates full knowledge of activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Assists teacher in engaging all students in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d: Understands the Use of Assessment in Instruction</b>	Paraprofessional does not demonstrate an understanding of assessment used in instruction. Feedback to students is absent or incorrect.	Paraprofessional demonstrates a limited understanding of assessment used in instruction. Feedback to students is inconsistent in frequency or quality.	Paraprofessional demonstrates a solid understanding of assessment used in instruction. Feedback to students is clear consistent and accurate.	Paraprofessional demonstrates a deep understanding of assessment used in instruction. Feedback to students is high quality and appropriate to the individual student.
<b>3e: Demonstrating flexibility and responsiveness</b>	Paraprofessional demonstrates little or no flexibility in response to student instructional needs.	Paraprofessional makes some attempt to meet student instructional needs.	Paraprofessional effectively meets student instructional needs.	Paraprofessional anticipates student instructional needs and responds appropriately and effectively.

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**Domain 4: Professional Responsibilities**

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>4a: Reflecting on Teaching/Assistance</b>	Paraprofessional does not reflect on performance or reflection is mostly inaccurate with little or no consideration of ways to improve.	Paraprofessional's reflection on performance is generally accurate with general consideration of ways to improve	Paraprofessional's reflection on performance is accurate and supported by evidence and includes specific ways to improve,	Paraprofessional' reflection on performance is accurate and thoughtful, supported by a variety of specific examples, and includes numerous specific ways to improve.
<b>4c: Communicating with Families</b>	The paraprofessional provides little or no assistance to teacher to help inform families regarding the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families.	The paraprofessional provides minimal and/or occasionally insensitive communication/responses to family concerns.	The paraprofessional provides frequent, culturally- appropriate information to families about the instructional program, student progress, and responses to family concerns.	The paraprofessional provides frequent, culturally-appropriate information to families that shows a deep knowledge of student needs.
<b>4d: Participating in a Professional Community</b>	Professional relationships with colleagues are negative or self-serving; Paraprofessional avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and Paraprofessional fulfills required school/district duties; includes involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with Paraprofessional making substantial contributions.	Paraprofessional's professional relationships are characterized by mutual support, cooperation and initiative in assuming key role in promoting a culture of inquiry and making substantial contributions to school/district projects.
<b>4e: Growing and Developing Professionally</b>	Paraprofessional engages in no professional development activities and/or resists feedback on performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Paraprofessional engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on performance and/or finds limited ways to contribute to the profession.	Paraprofessional engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other paraprofessionals.	Paraprofessional engages in seeking out opportunities for professional development seeks out feedback and initiates activities to contribute to the profession.
<b>4f: Showing Professionalism</b>	Paraprofessionals professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Paraprofessional interactions are characterized by honest, genuine but inconsistent attempts to serve students, and/or minimal compliance with school/district regulations.	Paraprofessional interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served and/or full compliance with regulations.	Paraprofessional displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.