

Responsibilities of a Classroom Paraprofessional

The responsibilities of classroom paraprofessionals is to provide direct and classroom support to students who are struggling and below grade level, specifically in the content areas of Reading, Writing, and Mathematics. In addition, the paraprofessional is to assist students in developing skills to increase independence by fostering the development of academic skills, communication skills, social integration, functional skills, and student-specific care and management needs (e.g., health needs, assisting with adaptive equipment).

EVALUATION OF PERFORMANCE RELATIVE CRITERIA

- (3) Exceeds Expectations:** Employee **performs all** job responsibilities **far above** the requirements of the job, **exceeds** all individual performance objectives and displays a **high degree** of Specific Skills required in the job.
- (2) Meets Expectations:** Employee **achieves the expectations** of all job-related requirements and **fully meets** all performance objectives and displays a **satisfactory degree** of most Specific Skills required in the job.
- (1) Needs Improvement:** Employee **does not perform** all job responsibilities, **meets some or none** of the individual performance objectives and displays a **less than satisfactory degree** of Specific Skills required on the job.

Performance Responsibilities

- Provide individual/group instruction – may include scheduling, planning lessons, diagnosing problem areas, etc.
- Monitor student progress and adjust instruction and support as necessary.
- Maintain required documentation – may include maintaining a daily log, conducting needs assessments, assessing student gains, etc.
- Assist the teacher with administration of diagnostic and assessment testing.
- Participate in and assist with parent and staff in services as requested.
- Communicate with parents and staff – may include meeting with parents and teachers, telephoning parents and sending progress reports home.
- Supervising and assisting with the computer instructional program(s) under the direction of the teacher.
- Supports academic programs as designed by special and general education teachers, including leading small groups, providing one-to-one follow-up for re-instruction/review.
- Keeps students on task.
- Provides support to enhance student success (e.g. taking notes in class, reading material aloud, proctoring tests, enlarging instructional materials, audio-taping books).
- Makes on-the-spot adaptations to tests, assignments, and research projects.
- Implements technology.
- Assists with homework, as directed by teachers.
- Perform other appropriate duties as assigned by immediate supervisor.

Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support any “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Professional Work Habits

Quality of Work: Performs assigned tasks accurately, neatly and thoroughly; identifies, and appropriately address quality concerns or opportunities to improve quality.

Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Productivity: Completes responsibilities in a reasonable amount of time; meets scheduled timeframes; identifies and appropriately address opportunities to improve productivity.

Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Attitude: Shows interest, cooperation and enthusiasm; to demonstrate effort at improving performances and adherence to district and building policies.

Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Interpersonal Skills: Cooperates, actively contributes and creates positive relations in team efforts; views differences in others (inborn and experiential) as assets and recognizes that the whole is better because of its unique parts; sensitive and respectful towards others; deals effectively with others; develops rapport and trust.

Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Job Knowledge and Skill: Applies technical and professional knowledge required in the position.

- Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Attendance: Is on time and ready for work as scheduled; makes appropriate arrangements to address personal matters; minimizes work disruptions caused by an absence by addressing any work-related needs (e.g., deadlines, appointments, etc.).

- Exceeds Expectations Meets Expectations Needs Improvement

Comments: (Include examples of behavior to support “Exceeds Expectations” or “Needs Improvement” ratings in any of the above categories.)

Overall Comments:

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This is a record of a conference held between _____, employee, and _____, the evaluator. The signature below of the employee evaluated is not necessarily an indication that the person is in agreement with the above information, but rather an indication that the person has seen the form and that a plan has been developed by which the person may improve his/her skills.

Date of Review

Evaluator Signature

Date of Review

Employee Signature

Employee Comments:
