

**Responsibilities of Special Education Paraprofessionals**

The responsibilities of paraprofessionals in the inclusive programs are based primarily on the learning and support needs of individual students. The paraprofessional responsibilities are to increase student independence by supporting students with disabilities, including 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.

**Supports Academic Development of Students with Disabilities**

- 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.

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.)

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**Supports Functional Skill Development of Students with Disabilities**

- Assists with mobility and transitions during the day, including community trips.
- Supports activities of daily living (e.g., assisting with eating/feeding, bathroom needs/hygiene, dressing skills).
- Assists with bathroom breaks, lunch, and recess.

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.)

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**Supports Individual Management Needs of Students with Disabilities**

- Assists with adaptive equipment.
- Assuring that students receive medicine from the school nurse.
- Assists with students’ individual medical and health needs (e.g., tube feeding, nebulizing, and catheterization).
- Implements exercise programs.

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.)

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**Serves as a Communication Link**

- Provide feedback to the special education teachers about general education class activities, assignments, student participation and behavior.
- Provides explanations to general education teachers about student programs and adaptations, as needed.
- Transports instructional materials to/from general education classrooms.
- Shares information with families, as delegated by teacher.
- Provides General School and Program Support.
- Assists classmates when the student with special needs do not need support as directed by teacher.
- Intervenes with other students about inappropriate behavior, language, and actions as directed by teacher.
- Assist special education teachers with clerical work, material development and errands.

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.)

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# 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.)

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**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.)

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**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.)

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**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.)

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**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.)

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**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.)

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**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.

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Date of Review

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Evaluator Signature

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Date of Review

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Employee Signature

**Employee Comments:**

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