



Crosslake Community School  
 35808 County Road 66  
 P.O. Box 1020  
 Crosslake, Minnesota 56442  
 218-692-5437

## Paraprofessional Staff Evaluation

Staff Name:

Date:

Position: Paraprofessional

Please rate the staff member's performance in each of the following categories:

<b>Help to Provide High Expectations in Safe, Respectful, Culturally Sensitive and Responsive Learning Communities</b>					
<b>Assists students to develop Independence</b>	<p>4 - Highly Effective: Demonstrates significant ability to foster independence - enables students to self-advocate and seek assistance only when needed.</p> <p>3 - Effective: Consistently provides necessary supports, and recognizes appropriate times to withdraw those supports to enable student independence</p> <p>2 - Partially Effective: Provides supports that are either too strong or too weak to encourage independence</p> <p>1 - Ineffective: Provides limited appropriate supports to students</p>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Staff:</td> <td style="width: 50%; padding: 2px;">Evaluator(s):</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Comments:</td> </tr> </table>	Staff:	Evaluator(s):	Comments:	
Staff:	Evaluator(s):				
Comments:					
<b>Assists in supporting students to have central roles in holding self and others accountable for behavioral expectations</b>	<p>4 - Highly Effective: Significantly and positively impacts the school culture by actively engaging in activities that promote self-accountability and social responsibility</p> <p>3 - Effective: Demonstrates positive social interactions with colleagues, recognizes and promotes those behaviors in students' interactions with peers</p> <p>2 - Partially Effective: Holds self-accountable in a manner that is generally below acceptable standards</p> <p>1 - Ineffective: Provides little to no active supports to students in learning to be appropriately accountable</p>				

	Staff:	Evaluator(s):
	Comments:	
<b>Demonstrates high expectations for self and others</b>	4 - Highly Effective: Regularly supports students and peers in modeling appropriate and proactive behaviors and activities	
	3 - Effective: Consistently models appropriate behaviors and activities to students and peers	
	2 - Partially Effective: Generally models appropriate behaviors and activities to students and peers	
	1 - Ineffective: Models behaviors that are inappropriate, or counter-productive, and/or focuses on the negative behavior of others	
	Staff:	Evaluator(s):
	Comments:	
<b>Professionalism</b>		
<b>Maintains Confidentiality</b>	4 - Highly Effective: Demonstrates and can clearly communicate the responsibilities of staff to maintain confidentiality, and supports other staff in building their understanding	
	3 - Effective: Demonstrates solid understanding of confidentiality, and consistently demonstrates good judgment with respect to the law and personal information	
	2 - Partially Effective: Demonstrates basic awareness of confidentiality laws and mandates, but may require on-going guidance and redirection on matters of information sharing	
	1 - Ineffective: Requires constant direction on matters of confidentiality in terms of legal responsibility and/or information shared by colleagues and students	
	Staff:	Evaluator(s):
	Comments:	
<b>Participates in individual, classroom, and school-wide activities within the school day that promote a positive school culture</b>	4 - Highly Effective: Actively participates in classroom and school wide activities that encourage growth and achievement within the school	
	3 - Effective: Frequently engages in activities that encourage positive growth within the classroom and school	
	2 - Partially Effective: Meets most assigned responsibilities at or near the expected timeframe.	
	1 - Ineffective: Performance is consistently below the expected minimum standard for active participation in the work environment	

	Staff:	Evaluator(s):
	Comments:	
<b>Demonstrates respect through language and behavior in all interactions with both colleagues and students</b>	4 - Highly Effective: Consistently demonstrates active listening and positive, respectful communication and appropriate debate with all colleagues and students	
	3 - Effective: Demonstrates strong communication skills that are designed to increase positive and effective communication	
	2 - Partially Effective: Speaks and acts in a manner that is sometimes sensitive to others' individuality and encourages positive self-esteem but may require redirection	
	1 - Ineffective: Communicates in ways that are not always sensitive to others' individuality, or may not encourage positive self esteem	
	Staff:	Evaluator(s):
	Comments:	
<b>Works with teacher to maintain a positive and engaging learning environment through consistency and organization</b>	4 - Highly Effective: Develops with teacher a learning environment that consistently and positively impacts student growth both academically and socially	
	3 - Effective: Demonstrates a consistently positive attitude and work ethic to students, models behaviors that encourage active engagement in a classroom and recognizes those behaviors in students	
	2 - Partially Effective: Utilizes work routines and practices in a manner that sometimes has a positive impact on student performance	
	1 - Ineffective: Demonstrates little or weak organizational skills which may have a negative impact on student performance	
	Staff:	Evaluator(s):
	Comments:	
<b>Instructional Implementation</b>		
<b>Assists teacher in developing and maintaining an engaging learning environment</b>	4 - Highly Effective: Significantly improves the learning environment through understanding of student needs, content and strong communication with classroom teachers	
	3 - Effective: Demonstrates an understanding of students needs in the learning environment and works with the teacher to develop effective routines	
	2 - Partially Effective: Encourages students to take an active and independent role in classroom activities	
	1 - Ineffective: Demonstrates little to no active role in promoting student engagement	

	Staff:	Evaluator(s):
	Comments:	
<b>Supports implementation of curriculum by guiding individual and/or small group learning activities</b>	4 - Highly Effective: Consistently demonstrates positive and engaging small group learning activities that significantly improve student growth	
	3 - Effective: Demonstrates independent ability to guide individual and/or small group learning activities	
	2 - Partially Effective: Demonstrates directed use of prescribed materials with individual and/or small group learning activities	
	1 - Ineffective: Demonstrates little to no participation in guiding individual and/or small group learning activities	
	Staff:	Evaluator(s):
	Comments:	
<b>Supports direct instruction to students</b>	4 - Highly Effective: Anticipates student needs and encourages engagement in a variety of ways suited to both the student and the context	
	3 - Effective: Works cooperatively with the classroom teacher during whole group instruction and encourages student engagement	
	2 - Partially Effective: Shows ability to assist students in maintaining engagement during classroom instruction	
	1 - Ineffective: Maintains minimal student engagement, may lean on providing too much or too little support	
	Staff:	Evaluator(s):
	Comments:	
<b>Assists classroom teacher to use and organize student notebooks, assessments, folders and other material to gather progress data</b>	4 - Highly Effective: Significantly impacts the data gathering process and takes an active role in ensuring accurate data is maintained for use by data teams	
	3 - Effective: Actively participates in data gathering activities to promote student success	
	2 - Partially Effective: Follows most established routines for accurately organizing student progress data	
	1 - Ineffective: Demonstrates minimal organizational skills	
	Staff:	Evaluator(s):
	Comments:	
<b>Specific Expectations/Goals to be discussed at the next review:</b>		

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**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_