



# **Oak Park School District**

## **Performance Evaluation of Paraeducators**

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# Foreword

The Oak Park Evaluation Program and supporting standards are the result of the collaboration and cooperation of Oak Park paraeducators, administrators, and Board of Education members. In this document, we have expressed what we believe effective paraeducators do in their job assignment. The supporting standards consist of eight standards and an evaluation plan. The ultimate goal is to increase student achievement through continuous professional growth, coordinating efforts to educate students, and requiring accountability.

As research in the area of effective instruction continues, professionals learn more about instruction and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of instruction. We expect our paraeducators to incorporate the eight standards into their current successful practices and for administrators to support paraeducators in developing these practices. As with any effort of this magnitude, this document will be reviewed and modified to ensure that it continues to reflect our best and most current thinking.

This document is an example of the commitment that Oak Park educators have to the improvement of public education in our community. All of those involved in the development of the Evaluation Program and supporting standards hope it will serve as a valuable tool in the continuous pursuit of equity and excellence.

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Dr. Daveda J. Colbert  
Superintendent

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Sharon Tarver  
Oak Park Educational Support  
Personnel Association

**OAK PARK SCHOOL DISTRICT  
PERFORMANCE EVALUATION OF PARAEDUCATORS**

**FORMAL EVALUATION**

All staff shall be formally evaluated using factors reasonably related to a Paraeducator performance, with a mark for each factor and an overall rating. Overall ratings shall be: **“Meets or Exceeds Expectations (MEE)”** or **“Does Not Meet Expectations (DNME)”**, and shall be transmitted to Paraeducators prior to **May 15**.

**SCHEDULE, MEETINGS, AND PROCEDURES**

- (a) At the beginning of each school year, (prior to October 1<sup>st</sup>), the responsible administrator or his or her designee shall meet with Paraeducators for the purpose of explaining the evaluation program and instrument and answering questions. Classroom visits may be a combination of announced and unannounced visits.
- (b) The Paraeducator shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement. No Paraeducator shall be asked to sign an incomplete evaluation form. Paraeducators shall be allowed to attach their written comments to the evaluation form. A Paraeducator whose overall performance has been judged as not meeting expectations at any point during the school year shall be so notified in writing and shall meet directly with the responsible administrator.
- (c) In any area where the responsible administrator indicates a need for improvement, he/she will provide the Paraeducator with a written Individual Development Plan (IDP). The Paraeducator may attach comments to the Individual Development Plan (IDP).

If a Paraeducator’s performance results in an interim or year-end overall evaluation of “Does Not Meet Expectations,” the evaluation IDP may contain professional development training or other opportunities offered by Oakland Schools to correct a weakness or deficiency which caused the “Does Not Meet Expectations” rating.

If, after allowing adequate time to improve, the Paraeducator continues to need improvement, the responsible administrator may include in the evaluation IDP that the Paraeducator may voluntarily take advantage of training or in-service training to correct a deficiency.

- (d) After the first “Does Not Meet Expectations” evaluation, that is based in whole or in part upon classroom performance, the administrator shall conduct a follow-up evaluation prior to 2<sup>nd</sup> Friday in December of the school year.

If a “Does Not Meet Expectations” evaluation is based upon other than classroom performance, then the designated administrator must clearly convey the reasons in writing to the Paraeducator and follow prescribed procedures for progressive discipline.

**Summary of significant dates and deadlines**

Date	Activity
Prior to 2 <sup>nd</sup> Friday in December	Evaluation of all Paraeducators which would include the second round for those previously evaluated prior to 2 <sup>nd</sup> Friday in December.
Prior to 1 <sup>st</sup> Friday in May	Evaluation of all Paraeducators who received a “Does Not Meet Expectations” in their evaluation from the prior school year.
Prior to May 20 <sup>th</sup>	Evaluation of all Paraeducators signed and returned to Human Resources prior to May 20 <sup>th</sup> .

<b>Name:</b>	
<b>Department:</b>	
<b>Mailing Address:</b>	
<b>Phone:</b>	
<b>Fax:</b>	
<b>E-mail:</b>	

**OAK PARK SCHOOL DISTRICT  
PARAEDUCATOR PERFORMANCE EVALUATION**

Name of Paraeducator \_\_\_\_\_ School \_\_\_\_\_

Assignment \_\_\_\_\_ Evaluator \_\_\_\_\_

**Check one:** November Evaluation  Year-End Evaluation

The Paraeducator will be evaluated in each of the eight standards of effective instruction using these ratings:  
Meets or Exceeds Expectations = The performance of the Paraeducator meets the standards and expectations of the Oak Park School District.

Does Not Meet Expectations = The Paraeducator fails to meet the standards and his/her performance, as measured against the standards, is unsatisfactory.

<b>Summary Rating Table</b>	<b>Meets or Exceeds Expectations</b>	<b>Does Not Meet Expectations</b>
<i>Standard</i>		
Standard 1: Equity and High Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Safe, Respectful, Culturally Sensitive and Responsive Learning Communities	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Partnership with Family and Community	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Instructional Implementation:	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Content Knowledge:	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Monitoring and Assessment of Progress:	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Reflection, Collaboration, and Personal Growth:	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Performance:**  **Meets or Exceeds Expectations**  **Does Not Meet Expectations**

Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Paraeducator \_\_\_\_\_ Date \_\_\_\_\_

\*The Paraeducator's signature indicates that he or she has received the evaluation report. It does not denote agreement with the report.

**DIRECTIONS:** There are four sections to this evaluation, in addition to the front page. The four sections include:

**SECTION I: Performance rating by the performance indicators of the eight standards of Effective Instruction:**  
 Evaluators shall rate the Paraeducator "Meets or Exceeds Expectations" or "Does Not Meet Expectations" in each Standard.

**SECTION II. Short narrative:** This section shall be completed for those paraeducators who received a rating of “Meets or Exceeds Expectations” in any of the eight Standards in Section II. The evaluator provides a brief narrative of the Paraeducator’s strengths.

**SECTION III. Long narrative:** This section shall be completed ONLY for those paraeducators who received a rating of “Does Not Meet Expectations” in one or more Standards. For each Standard rated “Does Not Meet Expectations” the evaluator shall list the Standard and complete “specific observations of areas for development, including a statement of the problem and an Individual Development Plan (IDP).

**SECTION IV. Paraeducators Comments: Performance rating by the performance indicators of the eight Standards of Effective Instruction:** Evaluators shall rate the Paraeducator, with a mark in the appropriate box, “Meets or Exceeds Expectations” or “Does Not Meet Expectations” for each Standard.

**Standard 1: Equity and High Expectations**

<b>Performance Indicators</b>	
Demonstrate through words, actions and instruction, high standards, and the belief in all students’ ability to meet them.	<input type="checkbox"/>
Assist students to develop self-help skills.	<input type="checkbox"/>
Assist classroom paraeducator or other immediate supervisor with establishing and maintaining a challenging instruction and learning environment.	<input type="checkbox"/>
Assist classroom paraeducator or other immediate supervisor with the creation of an environment in which students work with a sense of purpose and understand what is expected of them.	<input type="checkbox"/>
Promote understanding, and development of ways to respond to differences in culture, race, language, class, gender and sexual orientation.	<input type="checkbox"/>

**Overall rating for Standard 1:**                      \_\_\_\_\_ MEE                      \_\_\_\_\_ DNME

**Standard 2: Professionalism**

<b>Performance Indicators</b>	
Perform duties and assignments effectively under the direction of the classroom paraeducator or other immediate supervisor.	<input type="checkbox"/>
Perform routine duties of the job in a professional manner.	<input type="checkbox"/>
Respect confidentiality.	<input type="checkbox"/>
Work cooperatively with peers.	<input type="checkbox"/>
Participate in school activities to promote the general welfare of the school and improved instruction and learning.	<input type="checkbox"/>
Maintains regular attendance in conformity with rules and regulations of Oak Park School District.	<input type="checkbox"/>
Maintains punctuality in all matters pertaining to professional role.	<input type="checkbox"/>
Model professional appearance and demeanor.	<input type="checkbox"/>
Demonstrate respect through language and behavior in all interactions with colleagues, students, and families	<input type="checkbox"/>
Function effectively in a multilingual, multicultural and economically diverse school.	<input type="checkbox"/>
Work with paraeducator to maintain a positive and engaging learning environment through consistency and organization.	<input type="checkbox"/>

**Overall rating for Standard 2:**                      \_\_\_\_\_ MEE                      \_\_\_\_\_ DNME

**Standard 3: Safe, Respectful, Culturally Sensitive and Responsive Learning Communities**

<b>Performance Indicators</b>	
Assist paraeducator to maintain physical environment to ensure safety, maximize learning and facilitate student independence e.g. classroom set-up, accessibility of learning materials to	<input type="checkbox"/>

students, visual aides to guide students' learning	
Assists the classroom paraeducator or other immediate supervisor with the creation of an environment in which students work with a sense of purpose and understand what is expected of them.	<input type="checkbox"/>
Manage individual and classroom behavior using prescribed approaches.	<input type="checkbox"/>
Support students to have central roles in holding self and others accountable for behavioral expectations, including roles in resolving conflict and eliminating bullying and harassment.	<input type="checkbox"/>
Treat students with fairness, respect and consistency.	<input type="checkbox"/>
Provide assistance with classroom activities.	<input type="checkbox"/>

**Overall rating for Standard 3:**                      \_\_\_\_\_MEE                      \_\_\_\_\_DNME

**Standard 4: Partnership with Family and Community**

<b>Performance Indicators</b>	
Exhibits cooperative relationships with parents as requested by paraeducator.	<input type="checkbox"/>
Assist classroom paraeducator to implement his or her home/school communication plan when requested.	<input type="checkbox"/>

**Overall rating for Standard 4:**                      \_\_\_\_\_MEE                      \_\_\_\_\_DNME

**Standard 5: Instructional Implementation:**

<b>Performance Indicators</b>	
Assist classroom paraeducator in the preparation of instructional materials.	<input type="checkbox"/>
Assist classroom paraeducator or other immediate supervisor with the provision of instructional activities at the appropriate level for all students.	<input type="checkbox"/>
Lead small group learning activities, as well as provide learning opportunities throughout the day.	<input type="checkbox"/>
Meet with classroom paraeducator to discuss curriculum, classroom management, and goals for instruction when requested.	<input type="checkbox"/>
Support the classroom paraeducator in implementing curriculum.	<input type="checkbox"/>
Follow planned lessons for small group instruction at the direction of the paraeducator or immediate supervisor that will achieve the short and long term objectives of the classroom	<input type="checkbox"/>
Use materials related to the objectives of the lesson at the direction of the classroom paraeducator or other immediate supervisor.	<input type="checkbox"/>

**Overall rating for Standard 5:**                      \_\_\_\_\_MEE                      \_\_\_\_\_DNME

**Standard 6: Content Knowledge:**

<b>Performance Indicators</b>	
Know the subject matter and present it in a clear and focused manner.	<input type="checkbox"/>
With support from the classroom paraeducator, clearly and consistently communicate how concepts connect to the big ideas and essential questions within and across disciplines.	<input type="checkbox"/>
Support direct instruction to students individually, in small groups, and with whole class settings under direction of paraeducator.	<input type="checkbox"/>

**Overall rating for Standard 6:**                      \_\_\_\_\_MEE                      \_\_\_\_\_DNME



**Statement of opportunities for continued improvement:**

**SECTION III. EVALUATOR'S COMMENTS ON DOES NOT MEET EXPECTATIONS:** This section shall be completed ONLY for those paraeducators who received a rating of "Does Not Meet Expectations" in one or more Standard(s). For each **Standard** rated, "Does Not Meet Expectations" the evaluator shall list the Standard, state the problem and the associated Individual Development Plan (IDP).

**Standard # \_\_\_\_\_**

**Statement of problem:**

**IDP:**

**Standard # \_\_\_\_\_**

**Statement of problem:**

**IDP:**

**Standard # \_\_\_\_\_**

**Statement of problem:**

**IDP:**

**Standard #** \_\_\_\_\_

**Statement of problem:**

**IDP:**

**SECTION IV: Paraeducator's comments:** This section provides an opportunity for the Paraeducator to respond to the evaluation. It is the Paraeducator's choice to complete or not complete this section.