Special Education Paraprofessional Growth, Reflection & Evaluation Plan

2016-2017 School Year

Evaluation Committee Members:
- Char Bennewitz, Special Education Teacher
- Christine Hunt, Special Education Paraprofessional; Union President
- Cindy Nibaur, Special Education Teacher
- Elizabeth Fischer, Director of Human Resources
- Jodi Neis, Special Education Paraprofessional
- Kim Ness, Special Education Coach
- Michele Kremer, Special Education Paraprofessional

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- Stephanie Swenson, Special Education Paraprofessional

Special Education Paraprofessional Growth, Reflection & Evaluation Plan

Willmar Public Schools supports an ongoing program of professional growth, reflection and evaluation. To this end, the administration and staff of Willmar Public Schools are directed to implement and maintain a systematic program of employee growth, reflection and evaluation.

Assumptions of the Willmar Public Schools employee Professional Growth, Reflection, and Evaluation Plan:

a. All employees of Willmar Public Schools are committed to on-going professional growth and proficiency.
b. Professional development is supported through effective performance evaluation.
c. Probationary employees will demonstrate a level of performance at or above the level of proficiency, or have clearly demonstrated progress towards proficiency as defined by this Growth, Reflection & Evaluation Plan in order to achieve regular status.
d. Regular Employees of the Willmar Public Schools will perform at or above the level of proficiency as defined by this Growth, Reflection & Evaluation Plan.
e. Employees who are not performing at or above the level of proficiency as defined by this Growth, Reflection & Evaluation plan will be placed on a Performance Improvement Plan.

Purposes of the Willmar Public Schools Employee Growth, Reflection and Evaluation Plan:

f. To improve the quality of learning experiences for students.
g. To facilitate communication and cooperation between staff and administrators.
h. To provide specific assistance and feedback for staff to promote professional growth.
i. To provide a continuous written record of professional staff performance and service as an acknowledgement of effective job performance.
j. To aid the employee in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
k. To provide a basis for the principal/supervisor to recommend "regular" status or as a basis for placement on the Performance Improvement Plan.

Growth, Reflection & Evaluation Process

1. Paraprofessional Evaluations should be completed by winter break each school year. Ideally, teachers offering input for the paraprofessional evaluations will return completed input forms to the Special Education Coach by the Thanksgiving break.
2. Probationary paraprofessionals must have a second evaluation prior to the end of their probationary period (100 working days).
3. Gathering of Input
   a. The Special Education Coach will gather input from the Special Education Teacher and General Education Teachers that are associated with each individual paraprofessional. The Coach will send the Input Form to these staff members and will follow up to completion.

b. The Special Education Coach will formally observe paraprofessionals throughout the school year and prior to the evaluation.

c. If a category does not apply, the teacher offering input should acknowledge it by writing Not Applicable.

4. Compilation of Input
   a. The Special Education Coach will compile all of the input from all sources into a draft evaluation document. A meeting between the special education teacher and the special education coach to review the draft evaluation document will be had. A final draft evaluation will be created.
   b. If a category does not apply, the Coach compiling the input should acknowledge it by writing Not Applicable.

5. Self-Evaluation Completed (for employee)
   a. The Special Education Coach will send out the Self Evaluation Form to the employee. The employee will have five working days to complete and return to the Special Education Coach prior to the Growth, Reflection & Evaluation Meeting.
   b. If a category does not apply, the paraprofessional doing their self-evaluation should acknowledge it by writing Not Applicable.

6. Growth, Reflection & Evaluation Meeting
   a. A meeting between the employee and the Special Education Coach will take place. The meeting will be a discussion regarding the employee's Self Evaluation and the evaluation document from the Coach with the input from the associated teachers.
   b. During this meeting, growth goals will be created between the Special Education Coach and the employee. This will include the goal, expected outcome and evidence or indicators that the outcomes has been met. These goals may be shared with the employee's Special Education Teacher at the employee's request.
   c. If the employee prefers time to reflect upon the feedback from the Special Education Coach, the employee may request a second feedback meeting within five working days to continue the discussion on feedback and reflection and to set their growth goals. The employee may take a copy of the evaluation document being discussed.

7. Signatures
   a. Upon completion of setting growth goals, the employee and the Special Education Coach sign the final document, which includes the growth goals and the employee's self-reflection, in order to show the required steps have been accomplished. The signatures do not mean agreement with the feedback or ratings. Also, the employee is able to attach to the evaluation document additional responses, comments or notes at any time.

8. Performance Improvement Plan
   a. Should the Special Education Coach determine that there are multiple categories that need improvement, the Coach will meet with the paraprofessional's special education teacher and discuss feedback and growth opportunities. If the Coach and special education teacher determine further supports are needed, they will reach out to their building administrator/Asst. Director of Special Education/Director of Human Resources, to seek support on further training, development, coaching, or, if needed, write a formal performance improvement plan for the paraprofessional.

Special Education Paraprofessional Evaluation

Employee Name:	Position/Assignment:
Evaluator Name:	Date:

Planning & Preparation

	Distinguished	Proficient	Developing	Unsatisfactory
Knowledge of Content	Conveys knowledge that is accurate and current, corrects errors made by students during instructional practice. Does have a broad base of knowledge to answer questions. Makes real-life connections with curriculum as well as interdisciplinary connections.	Conveys knowledge that is accurate and current, corrects errors made by students during instructional practice. Does have a broad base of knowledge to answer questions. Makes real-life connections with curriculum.	Conveys knowledge of content that is accurate and current, correct errors made by students during instructional practice. Does not have a broad base of knowledge to answer questions. Occasionally accessed resources available to increase knowledge of content.	Conveys knowledge of content that is inaccurate and out of date, does not correct errors made by students during instructional practice. Does not access resources available to increase knowledge of content.
Instructional Technology	Stays current on best practices for instructional and assistive technology, and shares knowledge with educational team.	Brings observations and concerns to the educational team where technology, instructional and assistive, may be beneficial.	Has limited awareness of instructional and assistive technology. Can identify the differences between them.	Has no understanding of the definition of instructional and assistive technology.
Inclusion & Best Practices	Can serve as a resource and model what encourages collaboration when including students in general education classrooms.	Can implement best practices and strategies to facilitate inclusion of students with disabilities.	Knows and can identify: What is meant by inclusion, laws and purpose, best practices and strategies to facilitate inclusion of students with disabilities.	Has no understanding of inclusion as it relates to the students in various educational settings.
Promoting Student Independence	Can implement and encourage collaboration of IEP team on promoting student independence.	Knows and implements best practices and/or inclusive strategies which can promote student independence.	Knows best practices and/or inclusive strategies which can promote student independence.	Is unable to use best practices and/or inclusive strategies that promote student independence.
The Instructional Plan	Has the knowledge and understanding of the roles and responsibilities of implementing the instructional plan. Can monitor and adjust the instructional plan based on student needs. Seeks out	Has knowledge and understanding of the roles and responsibilities of implementing the instructional plan. Can monitor and adapt the instructional plan	Has limited knowledge and understanding of the roles and responsibilities of implementing the instructional plan.	Needs ongoing assistance understanding the roles and responsibilities of implementing and adapting the instructional plan.

additional information and resources when necessary.	based on student needs.		

Comments:

Supports School Environment				
	Distinguished	Proficient	Developing	Unsatisfactory
Student support	Demonstrates outstanding sensitivity in relating to students and promotes their positive self-concept.	Demonstrates average sensitivity in relating to students and promotes their positive self-concept.	Demonstrates below average sensitivity in relating to students and promotes their positive self-concept.	Did not demonstrates sensitivity in relating to students and promotes their positive self-concept.
Leadership/Supervision	Promotes positive interaction between students, promotes language development of students, promotes student problem solving, promotes student learning.	Usually promotes positive interaction between students, usually promotes language development of students, usually promotes student problem solving, promotes student learning.	Sometimes promotes positive interaction between students, sometimes promotes language development of students, sometimes promotes student problem solving, promotes student learning.	Struggles with positive interaction between students, struggles in promoting language development of students, struggles in promoting problem solving, struggles in promoting student learning. Requires a lot of improvement.
Environment Respect & Rapport	Interactions between the Para and students are highly respectful, and reflect genuine warmth/caring. As a result of the direct support from the Para, students maintain high levels of civility among themselves.	Interactions between the Para and students reflect general warmth and caring, and are polite and respectful of the cultural and developmental differences among students.	Interactions between the Para and students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural backgrounds.	Interactions between the Para and students, are negative, inappropriate, or insensitive to the students' cultural backgrounds, and/or characterized by sarcasm, putdowns, or conflict.
A Culture of Learning	Para supports high levels of student engagement by demonstrating passion for content & reinforcing a culture of learning in which all share a belief of the importance of learning.	Para has an understanding and is able to assist in the implementation of a variety of strategies that reinforces a culture of high	Para assists the teacher's attempts to create a culture of learning with partial success, characterized by little interaction with students. Para has limited	Para contributes to a negative culture for learning, characterized by a low commitment to content, low expectations for student achievement,

		expectations and genuine commitment to content, with students demonstrating pride in their work.	knowledge of materials or content and modest reinforcement of expectation for student achievement and pride.	and little or no student pride in work. Para does not engage the students in work.
Classroom Procedures	Para assists the teacher and student with the seamless operation of classroom routines and procedures.	Para assists the teacher and student with implementing classroom routines and procedures that allow for little instructional time to be lost.	Para occasionally assists the teacher and students with implementing classroom routines and procedures.	Para fails to assist the teacher and students in the implementation of the classroom routines and procedures.
Managing Student Behavior	Para is constantly monitoring student behavior and intervenes in a positive manner before behaviors escalate. Para's response to a student's misbehavior is sensitive to individual student needs. Para demonstrates a variety of strategies which reinforce positive student behavior. Standards of conduct are clear.	Para demonstrates knowledge of strategies that reinforce positive student behavior, using a student's or a class's behavior support plan. Implements behavior plans appropriately and consistently. The Para's response to student misbehavior is appropriate and respectful to students.	Para has knowledge, and with support, is able to implement strategies that reinforce positive student behavior. While having this knowledge, the Para inconsistently uses this knowledge and skills to manage student behavior.	Para has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior. Para does not assist to resolve any behavioral issues which may arise.

Comments:

Instruction				
	Distinguished	Proficient	Developing	Unsatisfactory
Use of Assessment	Para facilitates students' self-monitoring and self-assessment of their own learning. Para provides students and teachers with high quality feedback from a variety of sources.	Para is fully aware of students' assessment criteria and ensures that students are fully aware. Para frequently monitors students' understanding by collecting and utilizing	Para assists the teacher occasionally in monitoring students' progress and providing students with feedback. Occasionally, checks for student understanding when they work with students using	Para does not utilize assessment in assisting instruction. Does not monitor student process. Does not ensure that students are aware of assessment criteria

	assessment data to enhance student learning.	basic "yes/no" questions.	used to evaluate their work. Does not check for understanding when working with students.
Instructional Delivery	Para makes the purpose of the lesson or unit clear, implements it effectively, and collaborates with the teacher to implement and enhance the instructional plan. Students age able to identify and articulate the instructional purpose and how it is applicable to the real world.	Para is clear about the purpose of the lesson or unit, implements it effectively and collaborates with the teacher to implement the instructional plan. Students demonstrate understanding of the instructional purpose of the lesson.	Para has basic knowledge and understanding of roles and responsibility of implementing the instructional plan.	Para has limited knowledge and understanding of roles and responsibility of implementing the instructional plan.
Instructional Techniques	Para varies instructional techniques, materials, and/or resources to best meet all student learning styles. Instructional delivery is differentiated for students. Para uses an extensive repertoire of strategies and seeks additional resources from the school.	Para consistently varies instructional techniques to accommodate the variety of student learning styles. Instructional delivery is differentiated for students.	Para offers minimal variation in instructional techniques to accommodate the variety of student learning styles.	Para does not vary instructional techniques to accommodate the variety of student learning styles.
Oral & Written Language	Para's spoken and written language is concise and expressive, with well-chosen vocabulary that enriches the lesson.	Para's spoken and written language is clear and concise. Vocabulary is appropriate to student's ages and interests.	Para's spoken and written language is not always clear and concise. Vocabulary is not always appropriate to students' ages.	Para's spoken and written language is not clear and concise. Spoken or written language may contain grammar errors. Vocabulary is not appropriate to student's ages.

Comments:

Professionalism & Self-Reflection

	Distinguished	Proficient	Developing	Unsatisfactory
Attitude / Application to Work	Outstanding and positive attitude with enthusiasm. Very motivated and industrious.	Average in diligence and motivation.	Somewhat indifferent in attitude.	Unreliable. Shows lack of interest.
Attendance	Uses sick-time and personal leave time responsibly. Consistently adheres to the contractual hours of the school day. Is in attendance at least 98% of the time.	Uses sick-time and personal leave time responsibly. Usually adheres to the contractual hours of the school day. Is in attendance at least 95% of the time.	Is sometimes irresponsible with sick-time or personal leave time. Is sometimes irresponsible with the contractual hours of the school day. Is in attendance at least 90% of the time.	Is irresponsible with sick time, personal leave time, and with the contractual hours of the school day. Is in attendance less than 90% of the time.
Punctuality	Arrives on time, leaves on time or late, takes breaks as prescribed, leaves adequate notice for scheduled absences.	Usually arrives on time, usually leaves on time or late, usually takes breaks as prescribed, usually leaves adequate notice for scheduled absences.	Inconsistently arrives or leaves on time. Sometimes takes breaks as prescribed. Sometimes gives adequate notice for scheduled absences.	Full of excuses. Late on a regular basis, or leaves early. Takes frequent or long breaks. Not available during work hours.
Adaptability - Is able to adapt to change, Is willing to accept constructive criticism. Remains calm and effective in upsetting situation.	Is able to adapt to change, Is willing to accept constructive criticism. Remains calm and effective in upsetting situation.	Is usually able to adapt to change, Is usually willing to accept constructive criticism. Usually remains calm and effective in upsetting situation.	Is sometimes able to adapt to change, Is sometimes willing to accept constructive criticism. Sometimes remains calm and effective in upsetting situation.	Struggles to adapt to change, struggles to accept constructive criticism, struggles to remain calm and effective in upsetting situations. Requires a lot of improvement.
Quality of Work	Very thorough and organized. Prioritizes and plans work. Follow up and completes tasks on time.	Is usually thorough and organized. Prioritizes and plans work appropriately. Consistently follows up and usually completes tasks on time.	Needs some support and direction in being thorough and organized. May struggle to prioritize and plan. Sometimes struggles to follow up and complete tasks on time.	Is not thorough or organized. Struggles to determine priorities and set plans. Does not follow up or complete tasks on time.
Participation in School Activities	Para takes a leadership role in school projects and activities and school based professional development and makes a substantial contribution in the development and outcome of these activities. Para willingly and successfully performs the duties and responsibility for which	Para demonstrates a desire to participate in school projects and activities, including school based professional development opportunities. Para willingly performs the duties and responsibility or which	Para participates in school based projects and activities when specifically asked. Para minimally performs the duties and responsibility for which he/she was originally hired based on program needs.	Para avoids participation in school based projects and activities. Para refuses or is unable to perform the duties and responsibility for which he/she was originally hired based on program needs

	he/she was originally hired based on program needs.	he/she was originally hired based on program needs.		
Professional Relationships	Para's professional relationships with colleagues and administration are characterized by mutual support and cooperation. Para takes initiative in assuming a supportive and leadership role among faculty.	Para's professional relationships with colleagues and administration are characterized by mutual support and cooperation to meet the needs of the students.	Para maintains basic relationships with colleagues and administrations in order to fulfill required duties.	Para's professional relationships with colleagues and administration are negative or self-serving.
Integrity & Ethical Conduct	Para takes a leadership role in the maintenance of the highest standards of ethical behavior in interactions with colleagues, students, administration and community.	Para displays high standards of ethical behavior in interactions with colleagues, students, administration, and community and remains confidential at all times.	Para displays appropriate standards of ethical behavior in interactions with colleagues, students, administration, and community. Is aware of confidentiality requirements.	Para does not display appropriate standards of ethical behavior in interactions with colleagues, students, administration, and community. Disregards confidentiality requirements.
Initiative - Independently innovates or finds and develops solutions. Uses practical and logical thought to achieve solutions.	Independently innovates or finds and develops solutions. Uses practical and logical thought to achieve solutions.	Takes initiatives on many of the tasks. Requires few directions.	Requires some directions or does not take initiative to complete tasks independently.	Does not initiate tasks or development of solutions on tasks. Does not create or discover solutions.
Knowledge of Educational, State & District Regulations & Policies	Para is very knowledgeable about the laws and relevant district policies and the responsibilities as a paraprofessional.	Para knows, understands, and can explain the guidelines of the law and the responsibilities of each of they relate to their everyday experiences as a paraprofessional. Para is a model for other team members.	Para understands and can explain the importance of various laws and relevant district policies, and the responsibilities that come with each and using examples from the day-to-day practice of the position.	Para is unable to explain various laws and relevant district policies and relate it to the everyday aspects of the position.
Reflection & Professional Development	Para documents reflection on their own professional practice and maintains all mandated District Documentation. Seeks professional development opportunities independently to enhance their own learning and to stay abreast of trends in education. Seeks out feedback from a variety of	Para documents reflection on their own professional practice and maintains all mandated District Documentation. Welcomes feedback from others and uses such feedback to modify instruction.	Para reflects on their own professional practice and does participate in District Professional Development opportunities. Reluctantly accepts feedback regarding performance.	Para does not reflect on their own professional practice and resists feedback regarding performance. Does not participate in District Professional Development opportunities.

	sources, uses the information to improve instruction, and provides information on the effectiveness of the changes.			

Comments:

Self-Reflection

1. Using the rubrics as a guide, explain what do you consider to be the important skills that your job requires?

2. Explain some aspects of your job that you like best. What aspects do you like the least?

3. What are some ways in which your supervisor can support your continuous professional growth?

4. Using the rubrics as a guide, discuss the areas of the job in which you feel you need more training and experience.

5. What strengths, highlights or accomplishment do you feel you've achieved this school year?

Professional Growth Plan
Goal 1:
Expected Outcome:
Evidence/Indicators:
Notes:
Goal 2 (Optional):
Expected Outcome:
Evidence/Indicators:

Notes:

This report is a summary of the observation, evaluation and conference meeting.

Coach, Principal or Supervisor _____ Date _____

My signature below represents that I have received this evaluation conference summary but does not represent that I agree with the information. I understand I have the right to respond to the evaluation conference by adding information to this document or attaching a separate document at any time. I understand that I have the option to take a copy of the completed document for my review and to set up a second evaluation conference with the leader who completed the document within 5 working days to continue my reflection and set growth goals.

Paraprofessional _____ Date _____