

Special Education Paraeducator Assessment and Evaluation Toolkit

Based on the Council for Exceptional Children's Core
Competencies for Special Education Paraeducators



CEC Special Education Paraeducator Assessment and Evaluation Toolkit

The Council for Exceptional Children (CEC) is pleased to present this publication as a resource for school district administrators and professional development providers, school building personnel including administrators and teachers, and paraeducators themselves. The foundation of this publication is the CEC's [Core Competencies for Special Education Paraeducators](#). These Core Competencies outline the essential skills and knowledge that every paraeducator who works with students with disabilities must have in today's classroom. The Competencies also provide a framework for effectively supervising, coaching, training, and evaluating paraeducators to ensure that they meet the expectations of their role.

We hope that the users find the toolkit, created in collaboration with the [Paraprofessional Resource & Research Center](#) at the University of Colorado Denver, helpful in ensuring that the paraeducators have the essential knowledge and skills necessary for them to safely and effectively support students with disabilities in K-12 settings.

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Schools often rely on paraeducators as an integral part of the instructional process for students with disabilities (Chopra & Giangreco, 2019; Mason et al., 2021). The Individuals with Disabilities Education Act (2004) mandates that paraeducators receive appropriate training and supervision by a certified education professional; however, researchers consistently confirm that paraeducators are often unclear about their role, lack training for their role, and receive minimal guidance and feedback (Brock & Carter, 2016; Douglas, Chapin, & Nolan, 2016; Yates, et al., 2020). To ensure high-quality services for students with disabilities, the CEC has recently published the [Core Competencies for Special Education Paraeducators](#) (CEC, 2022) to ensure that all school personnel, including administrators, teachers, and paraeducators have a clear understanding of the knowledge and skills that are critical to the performance, supervision, training and evaluation of the paraeducators.

The four primary guiding principles for the CEC Paraeducator Assessment and Evaluation Toolkit are:

1. Paraeducator assessment and evaluation tools should account for paraeducator performance specific to the expectations of their roles and responsibilities. These tools should include constructs that are differentiated from those included in the evaluation tools for teachers and other licensed professionals as those may include elements of teaching and intervention that are aligned with the legal and ethical role of those specific categories of school personnel (Lewka & Reddy). Utilizing the same annual evaluation tool that is used for other categories of non-instructional support staff (e.g., secretarial, clerical, custodial, bus drivers, food service employees, maintenance workers, nurses) is a practice that exists in some school districts but is not suitable for paraeducator evaluation because of the instructional nature of the position.
2. Paraeducator assessment and evaluation tools must not be limited to evaluating the performance of the paraeducator annually. The tools should serve a broader purpose to build paraeducators' capacity to succeed in their role. Toward this end, the paraeducator assessment and evaluation tools must generate essential data and specific feedback over a period of time to promote the ongoing development of necessary paraeducator skills through appropriate supervision, coaching, and professional development which is aligned with the identified paraeducator needs (Brock & Carter, 2017; Lekwa & Reddy, 2021).
3. A comprehensive process of evaluating paraeducators must ensure that the supervising teachers use objective measures to formatively assess paraeducators and contribute to the summative evaluation of paraeducators that is often conducted by a school administrator. It is the role of the supervising teachers to: i) set expectations for the paraeducator's performance based on the CEC Core Competencies for Special Education Paraeducators; ii) carry out periodic observations to objectively measure the paraeducator knowledge and skills; iii) provide targeted performance feedback to the

paraeducator; and, iv) use ongoing assessment data to coach, mentor, and support the paraeducators to promote continuous professional growth and development of the paraeducator (CEC, 2015; Chopra, et al., 2011; Lewka & Reddy, 2021; Walker et al., 2020). While some states require only the administrators complete a paraeducator's evaluation, CEC recommends that the teacher, who oversees the day-to-day tasks of the paraeducator, plays an active role in the evaluation process.

4. Existing literature highlights the importance of self-assessment as a powerful technique for enhancing motivation and engagement, increasing ownership of their own professional development and subsequently, improving job performance for teachers (Borg & Edmett, 2019; Marzano & Toth, 2013; Ross & Bruce, 2007). This knowledge serves as an example and makes a case for including self-assessment in the paraeducator evaluation process to allow them to reflect upon and develop deeper understanding of their role, challenges, accomplishments, and training needs. Self-assessment by a paraeducator, as a part of their overall evaluation process, is critical.

The following pages include forms that can be used to ensure that the paraeducators meet the expectations outlined in the CEC Core Competencies for Special Education Paraeducators and receive the necessary training, coaching, and support toward mastery.

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Description of Forms and Implementation of the Toolkit

Form 1: Paraeducator Self-Assessment

Form 2: Paraeducator Assessment and Evaluation for Supervising Teachers

Form 3: Annual Evaluation Form

Form 1: Paraeducator Self-Assessment

This form provides an opportunity for the paraeducator to reflect upon and develop a deeper understanding of their roles, their knowledge and skills, and training needs. Paraeducator responses will inform their supervising teachers and administrators of the training, coaching, and resources that the paraeducators need to be successful in their role. Through this self-assessment, the paraeducator ranks their level of knowledge and skills of each of the Core Competencies on the following scale:

- 0 None** - I do not know.
- 1 Emerging** - I have some understanding/skill.
- 2 Proficient** - I know and apply without assistance.
- 3 Advanced** - I have well-developed skills and knowledge.

Timeline of implementation

This form should be completed by the paraeducator at the beginning of the year and middle of the year. The supervising teacher uses these data checkpoints to plan and provide ongoing training, coaching, and resources to address areas of need and build the capacity of the paraeducator.

Form 2: Paraeducator Assessment and Evaluation for Supervising Teachers

This form provides an opportunity to the supervising teacher to determine the paraeducator's level of knowledge and skills for working with students with disabilities, to identify gaps within the Core Competency areas, and to plan for ongoing supports to strengthen areas of need. Through this assessment, the supervising teacher ranks the paraeducator's level of *knowledge* through one-on-one conversations and level of *skills* through observation.

The level of knowledge and skills under each of the Core Competencies is ranked on the following scale:

- 0 No Evidence** - The opportunity to address this component was present; however, the observed did not address the component or was unsuccessful.
- 1 Emerging** - The observed attempts to address the component; however, the performance is not consistent and/or is not fully successful all of the time.
- 2 Proficient** - The observed shows consistent and/or effective performance of the component.
- 3 Advanced** - The observed shows outstanding, consistent performance for this component.

Timeline of Implementation: The supervising teacher completes this form three times throughout the school year - the beginning of the year as a formative assessment, the middle of the year as a formative assessment to note progress

and, at the end of year. The supervising teacher provides **Form 2: Paraeducator Assessment and Evaluation for Supervising Teachers** to their administrator at the end of the school year.

Form 3: Annual Evaluation

This form provides an opportunity for the supervising teacher to compile the data from **Form 2** completed at the end of the year as the final, summative, annual evaluation of the paraeducator's level of knowledge and skills along with a narrative of the paraeducator's strengths and weaknesses. At the end of the year and after completing **Form 2** the third time, the teacher submits **Form 2** and **Form 3** to the school administrator who reviews both forms with the teacher and paraeducator and discusses future actions.

Recommendations

Support for Supervising Teachers

As supervising teachers utilize the formative and summative evaluation data to plan training and supports for the paraeducator, it is recommended that administrators provide time and resources to the supervising teachers to coach and mentor the paraeducator to ensure the progression of knowledge and skills of the Core Competencies for Special Education Paraeducators.

Customize the Paraeducator Assessment and Evaluation Toolkit

As districts adopt this toolkit, before implementation, it may be useful to tier the knowledge and skills of the Core Competency Areas and create a leveled system based on district need. To customize based on district need, teachers and administrators rank the knowledge and skills that are (1) basic, (2) intermediate, or (3) advanced. Edit the template to reflect the results of the recommended tiers. Determine the criteria of how paraeducators advance through the levels.

The following pages include

- Form 1: Paraeducator Self-Assessment
- Form 2: Paraeducator Assessment and Evaluation for Supervising Teachers
- Form 3: Annual Evaluation

Form 1: Paraeducator Self-Assessment

Directions for the Paraeducator: Complete this form by considering your current levels of knowledge and skills in the seven paraeducator competencies areas by checking one of the four options – *None*, *Emerging*, *Proficient*, and *Advanced*. The purpose of this form is to help you reflect on your level of knowledge and skills in different competency areas related to your role as a paraeducator. Your responses will help your supervising teachers and administrators to determine the training, supports, and resources that they can provide to you to ensure your success in your role as a paraeducator.

0 - None (I do not know)

1 - Emerging (I have some understanding/skill)

2 - Proficient (I know and apply without assistance)

3 - Advanced (I have well-developed skill and knowledge)

Note to the Supervising Teacher and Administrator: Based on the responses of the Paraeducator, identify training opportunities that may include the CEC Paraeducator HLP series, other standards and evidence-based training programs and resources (e.g., videos, written materials), on the job training (e.g., shadowing, demonstration), and ongoing coaching.

Core Competency Area 1: Professional Learning and Ethical Practice		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K1.1	Principles, standards, and policies that guide ethical practice				
K1.2	Personal and cultural biases and differences and how they may influence one's practice				
K1.3	Professional growth opportunities for continued learning				
Skills					
S1.1	Conduct activities with integrity and in compliance with applicable local, state and federal standards, policies, and guidelines				
S1.2	Maintain the dignity, privacy, and confidentiality of all students with disabilities, families, and school personnel				

Core Competency Area 1: Professional Learning and Ethical Practice		None 0	Emerging 1	Proficient 2	Advanced 3
S1.3	Follow the chain of command established by the district to address policy questions, system level issues, and personnel practices				
S1.4	Report suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures				
S1.5	Recognize and respect role differences of teachers, paraeducators, and other licensed professionals				
S1.6	Recognize the role of the licensed professional as the leader of the instructional team				
S1.7	Practice within the limits of the defined paraprofessional role				
S1.8	Practice within one's skill limits and request direction, instruction, guidance, or additional training for new or unfamiliar tasks				
S1.9	Maintain boundaries for relationships and communication with students and their families within the professional and ethical scope of responsibility				
S1.10	Refer questions about student progress to appropriate licensed professionals				
S1.11	Reflect on one's performance, seek guidance and use feedback from licensed professional to continually improve practice				
S1.12	Advocate for participation in ongoing professional growth and development opportunities				
S1.13	Demonstrate respect and appreciation for cultural differences in verbal and written interactions with students, families, and school personnel				

Core Competency Area 2: Learner Development and Individual Learning Differences		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K2.1	Cognitive, physical, social, emotional, and language development which impact milestones of students with disabilities compared to typically developing peers				
K2.2	Educational challenges manifested as a result of varying disabilities				
K2.3	Effect of disabilities on students, families, and society through the lifespan				
K2.4	Family systems and their influence on the educational process				
K2.5	Common concerns of families of students with disabilities				
K2.6	Effects of cultural and linguistic diversity on the educational process and relationships between school, home, and community				
K2.7	Characteristics and implications of one's own culture and use of language, including verbal and nonverbal communication, and how this may differ across cultures				
K2.8	Effect of speech and language development on academic and nonacademic learning of students with disabilities				
K2.9	Non-verbal modes of communication used by students with disabilities including augmentative and alternative communication				
Skills					
S2.1	Support student's independence, self-advocacy, positive sense of identity, self-control, and self-reliance under the guidance of the instructional team				
S2.2	Support students with disabilities in their use of self-assessment, problem-solving, and other cognitive strategies under the guidance of the instructional team				
S2.3	Recognize and respect individual differences between culture, religion, gender, and sexual orientation of students with disabilities and their families				

Core Competency Area 2: Learner Development and Individual Learning Differences		None 0	Emerging 1	Proficient 2	Advanced 3
S2.4	Align communication methods to individual's language proficiency under the guidance of the instructional team				
S2.5	Provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means to communicate thoughts and feelings under the guidance of the instructional team				
S2.6	Reinforce the use of oral and written communication efforts of students with disabilities under the guidance of the instructional team				

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
Purposes of supports, services, and specially designed instruction which provide access to general education curriculum					
General knowledge of categories from federal law for students with disabilities					
General knowledge of principles of inclusive practices for students with disabilities					
Individual learner characteristics as the primary basis for instructional programming and decision making, rather than disability categories or educational placement					
District/agency policies and procedures for protecting the safety, health, and well-being of learners and school personnel					
Rights and responsibilities of students with disabilities and the personnel who serve them					
Effects of paraeducator's proximity and fading of paraeducator support on student engagement, learning, and independence					
Skills					

Core Competency Area 3: Special Education Services and Supports in the Learning Environment	None 0	Emerging 1	Proficient 2	Advanced 3
Access credible and reliable websites and resources to expand understanding of special education services and students with disabilities under the guidance of the instructional team				
Support a safe and equitable learning environment that honors diversity and inclusion under the guidance of the instructional team				
Establish and maintain rapport with learners under the guidance of the instructional team				
Use knowledge of student's strengths and interests to encourage engagement in varied school and community activities under the guidance of the instructional team				
Prepare and organize materials to support teaching and learning as directed by the instructional team				
Adapt the physical environment and modify learning materials and activities as directed by the instructional team				
Support students with disabilities in following established school and classroom expectations and routines under the guidance of the instructional team				
Use routines and procedures to support effective transitions as determined by the instructional team				
Use and maintain adaptive equipment/materials and assistive technology for students with disabilities as determined by the instructional team				
Support students with disabilities in their use of augmentative and alternative communication devices and other assistive technology under the guidance of the instructional team				
Perform monitoring duties in learning environments as assigned by the instructional team				

Core Competency Area 3: Special Education Services and Supports in the Learning Environment	None 0	Emerging 1	Proficient 2	Advanced 3
Use universal precautions to assist in maintaining a safe, healthy environment in all settings				
Understand and articulate common educational and medical terminology used in the school setting				
Use techniques to address personal care, medical care, and physical assistance to students with disabilities as directed or authorized by a licensed professional				

Core Competency Area 4: Assessment		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K4.1	Rationale and methods for formative and summative assessment				
K4.2	Link between assessment and instruction				
K4.3	Accommodations on student IEP and procedures for proctoring accommodated tests				
Skills					
S4.1	Record objective and accurate data using collection procedures determined by the instructional team				
S4.2	Proctor routine classroom and standardized tests following student accommodations as directed by the instructional team				

Core Competency Area 5: Instructional Supports and Strategies		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K5.1	Concepts of differentiated instruction, accommodations, modifications, High Leverage Practices, specially designed instruction				
K5.2	Instructional strategies and instructional technology to support the individual student's learning				
Skills					
S5.1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the job assignment				
S5.2	Follow written instructional plans provided by the instructional team, seeking clarification and training as needed				
S5.3	Communicate relevant information about the student with disabilities to the instructional team				
S5.5	Review and reinforce learning activities, essential concepts, and modified content as directed by the instructional team				
S5.6	Use instructional time effectively				
S5.7	Modify pace of instruction and provide organizational cues under the guidance of the instructional team				
S5.8	Make responsive adjustments to instruction under the guidance of the instructional team				
S5.9	Provide least intrusive levels of support, fade support, and fade physical proximity from students with disabilities under the guidance of the instructional team				
S5.10	Provide feedback to students with disabilities regarding their performance under the guidance of the instructional team				

Core Competency Area 6: Social, Emotional, and Behavioral Supports		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K6.1	Basic principles of positive behavior supports to promote social, emotional, and educational well-being of students with disabilities				
K6.2	Communicative purpose of behaviors				
K6.3	Legal and ethical practices for the use of behavioral interventions				
K6.4	State and district policies and procedural safeguards regarding appropriate use of behavioral supports with students with disabilities				
K6.5	Importance of the paraeducator serving as a positive model for students with disabilities				
Skills					
S6.1	Implement positive behavior supports outlined in a behavior support plan as determined by the instructional team				
S6.2	Implement individualized reinforcement systems as determined by the instructional team				
S6.3	Support the implementation of social-emotional and behavioral interventions as determined by the instructional teams				
S6.4	Assist in teaching specific behaviors and procedures to facilitate safety and learning in each school setting as determined by the instructional team				
S6.5	Respond to student actions using strategies under the guidance and direction of the instructional team				
S6.6	Support development of social skills and facilitate proactive peer interactions for students with disabilities under the guidance of the instructional team				

Core Competency Area 6: Social, Emotional, and Behavioral Supports		None 0	Emerging 1	Proficient 2	Advanced 3
S6.7	Support students with disabilities by modeling and facilitating the use of conflict resolution and collaborative problem solving under the guidance of the instructional team				

Core Competency Area 7: Collaboration with Team Members		None 0	Emerging 1	Proficient 2	Advanced 3
Knowledge					
K7.1	Purpose of effective teamwork to improve student outcomes				
K7.2	Communication styles and strategies for problem-solving and decision-making				
Skills					
S7.1	Establish and maintain professional, collegial, and appropriate relationships with school personnel, students, and their families				
S7.2	Communicate effectively with school personnel, students and their families as determined by the instructional team				
S7.3	Attend meetings and participate with other team members				

FORM 2: Paraeducator Assessment and Evaluation by Teachers

Directions for Teachers and/or Administrators: Complete this form by interviewing the paraeducator on the Core Competency for Special Education Paraeducators level of knowledge in each of the seven areas. It is recommended that the teacher and/or administrator considers the scores on this scale in conjunction with paraeducators' self-assessment scale as that includes paraeducators' perceptions of their knowledge (K) in Core Competencies Areas.

In addition to evaluating the paraeducator, the purpose of this form is to help determine the training, supports, and resources that you can provide to the paraeducator to ensure their success in their role.

Proficiency Scale

0 - No Evidence: The opportunity to address this component was present; however, the observed did not address the component or was unsuccessful.

1 - Emerging: The observed attempts to address the component; however, the performance is not consistent and/or is not fully successful all of the time.

2 - Proficient: The observed shows consistent and/or effective performance of the component.

3 - Advanced: The observed shows outstanding performance for this component.

NA - Not Applicable: The opportunity to address this component was not present due to lesson, classroom, or school context.

Core Competency Area 1: Professional Learning and Ethical Practice		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs & opportunities
Knowledge						
K1.1	Principles, standards, and policies that guide ethical practice					
K1.2	Personal and cultural biases and differences and how they may influence one's practice					
K1.3	Professional growth opportunities for continued learning					
Skills						

Core Competency Area 1: Professional Learning and Ethical Practice		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs & opportunities
S1.1	Conduct activities with integrity and in compliance with applicable local, state and federal standards, policies and guidelines					
S1.2	Maintain the dignity, privacy, and confidentiality of all students with disabilities, families, and school personnel					
S1.3	Follow the chain of command established by the district to address policy questions, system level issues, and personnel practices					
S1.4	Report suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures					
S1.5	Recognize and respect role differences of teachers, paraeducators, and other licensed professionals					
S1.6	Recognize the role of the licensed professional as the leader of the instructional team					
S1.7	Practice within the limits of the defined paraprofessional role					
S1.8	Practice within one's skill limits and request direction, instruction, guidance or additional training for new or unfamiliar tasks					
S1.9	Maintain boundaries for relationships and communication with students and their families within the professional and ethical scope of responsibility					

Core Competency Area 1: Professional Learning and Ethical Practice		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs & opportunities
S1.10	Refer questions about student progress to appropriate licensed professionals					
S1.11	Reflect on one's performance, seek guidance and use feedback from licensed professional to continually improve practice					
S1.12	Advocate for participation in ongoing professional growth and development opportunities					
S1.13	Demonstrate respect and appreciation for cultural differences in verbal and written interactions with students, families, and school personnel					
Total Score for Competency AREA 1 (to be computed ONLY for the last assessment of the year)						

Core Competency Area 2: Learner Development and Individual Learning Differences		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
Knowledge						
K2.1	Cognitive, physical, social, emotional, and language development which impact milestones of students with disabilities compared to typically developing peers					
K2.2	Educational challenges manifested as a result of varying disabilities					

Core Competency Area 2: Learner Development and Individual Learning Differences		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
K2.3	Effect of disabilities on students, families, and society through the lifespan					
K2.4	Family systems and their influence on the educational process					
K2.5	Common concerns of families of students with disabilities					
K2.6	Effects of cultural and linguistic diversity on the educational process and relationships between school, home, and community					
K2.7	Characteristics and implications of one's own culture and use of language, including verbal and nonverbal communication, and how this may differ across cultures					
K2.8	Effect of speech and language development on academic and nonacademic learning of students with disabilities					
K2.9	Non-verbal modes of communication used by students with disabilities including augmentative and alternative communication					
Skills						
S2.1	Support student's independence, self-advocacy, positive sense of identity, self-control, and self-reliance under the guidance of the instructional team					
S2.2	Support students with disabilities in their use of self-assessment, problem-solving, and other cognitive strategies under the guidance of the instructional team					

Core Competency Area 2: Learner Development and Individual Learning Differences		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
S2.3	Recognize and respect individual differences between culture, religion, gender, and sexual orientation of students with disabilities and their families					
S2.4	Align communication methods to individual's language proficiency under the guidance of the instructional team					
S2.5	Provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means to communicate thoughts and feelings under the guidance of the instructional team					
S2.6	Reinforce the use of oral and written communication efforts of students with disabilities under the guidance of the instructional team					
Total Score for Competency AREA 2 (to be computed ONLY for the last assessment of the year)						

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
Knowledge						
K3.1	Purposes of supports, services and specially designed instruction which provide access to general education curriculum					

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
K3.2	General knowledge of categories from federal law for students with disabilities					
K3.3	General knowledge of principles of inclusive practices for students with disabilities					
K3.4	Individual learner characteristics as the primary basis for instructional programming and decision-making, rather than disability categories or educational placement					
K3.5	District/agency policies and procedures for protecting the safety, health, and well-being of learners and school personnel					
K3.6	Rights and responsibilities of students with disabilities and the personnel who serve them					
K3.7	Effects of paraeducator's proximity and fading of paraeducator support on student engagement, learning, and independence					
Skills						
S3.1	Access credible and reliable websites and resources to expand understanding of special education services and students with disabilities under the guidance of the instructional team					
S3.2	Support a safe and equitable learning environment that honors diversity and inclusion under the guidance of the instructional team					
S3.3	Establish and maintain rapport with learners under the guidance of the instructional team					

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
S3.4	Use knowledge of student's strengths and interests to encourage engagement in varied school and community activities under the guidance of the instructional team					
S3.5	Prepare and organize materials to support teaching and learning as directed by the instructional team					
S3.6	Adapt the physical environment and modify learning materials and activities as directed by the instructional team					
S3.7	Support students with disabilities in following established school and classroom expectations and routines under the guidance of the instructional team					
S3.8	Use routines and procedures to support effective transitions as determined by the instructional team					
S3.9	Use and maintain adaptive equipment/materials and assistive technology for students with disabilities as determined by the instructional team					
S3.10	Support students with disabilities in their use of augmentative and alternative communication devices and other assistive technology under the guidance of the instructional team					
S3.11	Perform monitoring duties in learning environments as assigned by the instructional team					

Core Competency Area 3: Special Education Services and Supports in the Learning Environment		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
S3.12	Use universal precautions to assist in maintaining a safe, healthy environment in all settings					
S3.13	Understand and articulate common educational and medical terminology used in the school setting					
S3.14	Use techniques to address personal care, medical care, and physical assistance to students with disabilities as directed or authorized by a licensed professional					
Total Score for Competency AREA 3 (to be computed ONLY for the last assessment of the year)						

Core Competency Area 4: Assessment		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
Knowledge						
K4.1	Rationale and methods for formative and summative assessment					
K4.2	Link between assessment and instruction					
K4.3	Accommodations on student IEP and procedures for proctoring accommodated tests					
Skills						

Core Competency Area 4: Assessment		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
S4.1	Record objective and accurate data using collection procedures determined by the instructional team					
S4.2	Proctor routine classroom and standardized tests following student accommodations as directed by the instructional team					
Total Score for Competency Area 4 (to be computed ONLY for the last assessment of the year)						

Core Competency Area 5: Instructional Supports and Strategies		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
Knowledge						
K5.1	Concepts of differentiated instruction, accommodations, modifications, High Leverage Practices, specially designed instruction					
K5.2	Instructional strategies and instructional technology to support the individual student's learning					
Skills						
S5.1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the job assignment					

Core Competency Area 5: Instructional Supports and Strategies		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
S5.2	Follow written instructional plans provided by the instructional team, seeking clarification and training as needed					
S5.3	Communicate relevant information about the student with disabilities to the instructional team					
S5.5	Review and reinforce learning activities, essential concepts, and modified content as directed by the instructional team					
S5.6	Use instructional time effectively					
S5.7	Modify pace of instruction and provide organizational cues under the guidance of the instructional team					
S5.8	Make responsive adjustments to instruction under the guidance of the instructional team					
S5.9	Provide least intrusive levels of support, fade support, and fade physical proximity from students with disabilities under the guidance of the instructional team					
S5.10	Provide feedback to students with disabilities regarding their performance under the guidance of the instructional team					
Total Score for Competency Area 5 (to be computed ONLY for the last assessment of the year)						

Core Competency Area 6: Social, Emotional, and Behavioral Supports		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
Knowledge						
K6.1	Basic principles of positive behavior supports to promote social, emotional, and educational well-being of students with disabilities					
K6.2	Communicative purpose of behaviors					
K6.3	Legal and ethical practices for the use of behavioral interventions					
K6.4	State and district policies and procedural safeguards regarding the appropriate use of behavioral supports with students with disabilities					
K6.5	Importance of the paraeducator serving as a positive model for students with disabilities					
Skills						
S6.1	Implement positive behavior supports outlined in a behavior support plan as determined by the instructional team					
S6.2	Implement individualized reinforcement systems as determined by the instructional team					
S6.3	Support the implementation of social-emotional and behavioral interventions as determined by the instructional teams					
S6.4	Assist in teaching specific behaviors and procedures to facilitate safety and learning in each school setting as determined by the instructional team					

Core Competency Area 6: Social, Emotional, and Behavioral Supports		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
S6.5	Respond to student actions using strategies under the guidance and direction of the instructional team					
S6.6	Support the development of social skills and facilitate proactive peer interactions for students with disabilities under the guidance of the instructional team					
S6.7	Support students with disabilities by modeling and facilitating the use of conflict resolution and collaborative problem-solving under the guidance of the instructional team					
Total Score for Competency Area 6 (to be computed ONLY for the last assessment of the year)						

Core Competency Area 7: Collaboration with Team Members		None 0	Emerging 1	Proficient 2	Advanced 3	Training/coaching needs and opportunities
Knowledge						
K7.1	Purpose of effective teamwork to improve student outcomes					
K7.2	Communication styles and strategies for problem-solving and decision-making					
Skills						
S7.1	Establish and maintain professional, collegial, and appropriate relationships with school personnel, students, and their families					

S7.2	Communicate effectively with school personnel, students and their families as determined by the instructional team					
S7.3	Attend meetings and participate with other team members					
Total Score for Competency Area 6 (to be computed ONLY for the last assessment of the year)						

FORM 3: Annual Evaluation Form

Directions for the Supervising Teacher: Complete this form after completing **Form 2** for the third time. Circle the level of proficiency the paraeducator has reached by the end of the year. Add any recommended training for each Core Competency area that could be done specifically with this paraeducator or for paraeducators across the district or school. Provide a narrative of the paraeducator’s strengths and areas for growth. Provide your administrator with Form 2 and Form 3.

Directions for the Administrator: Review **Form 2** and **Form 3** on your own, making notes in the area indicated below. Next, review both forms with the paraeducator and supervising teacher. Finally, determine any training that might be needed for all paraeducators across the district or school.

Name of Paraeducator:		Date:
Name of the Supervising Teacher:		
Summary of Scores: Paraeducator Evaluation of Skills		Recommended Training
Core Competency Area 1: Professional Learning and Ethical Practice:	No Evidence: 0 Emerging: 1-13 Proficient: 14-26 Advanced: 27-39	
Core Competency Area 2: Learner Development and Individual Learning Differences:	No Evidence: 0 Emerging: 1-5 Proficient: 6-12 Advanced: 13-18	
Core Competency Area 3: Special Education Services and Supports in the Learning Environment	No Evidence: 0 Emerging: 1-14 Proficient: 15-28 Advanced: 29-42	

Core Competency Area 4: Assessment	No Evidence: 0 Emerging: 1-2 Proficient: 3-4 Advanced: 5-6	
Core Competency Area 5: Instructional Supports and Strategies	No Evidence: 0 Emerging: 1-10 Proficient: 11-20 Advanced: 21-30	
Core Competency Area 6: Social, Emotional, and Behavioral Supports	No Evidence: 0 Emerging: 1-7 Proficient: 8-14 Advanced: 15-21	
Core Competency Area 7: Collaboration with Team Members	No Evidence: 0 Emerging: 1-3 Proficient: 3-6 Advanced: 7-9	
Narrative of Strengths and Areas of Growth:		

Administrator Notes:

Date:

Administrator Signature: