

SAU # 16 Support Staff Evaluation Rubric
(1/11/05)

<u>Job Standard</u>	<u>Exemplary</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>
1.) Dependability	<ul style="list-style-type: none"> - Initiates communication with supervisor re: status of ongoing or unfinished projects. - Consistently completes tasks and meets deadlines, sometimes in advance of schedule. - Gives supervising teacher(s) advanced written notice when absence is anticipated. - 	<ul style="list-style-type: none"> - Prepared to start work on time - Informs appropriate personnel of absence in a timely manner - Completes tasks on time. 	<ul style="list-style-type: none"> - Arrives at work on time - Generally completes tasks on time. - Follows sub-line and/or emergency absentee procedures - Requires reminders to complete tasks on time 	<ul style="list-style-type: none"> - Frequently arrives to work late - Fails to notify proper personnel of tardiness/absence - Assigned tasks/projects are late or incomplete.
2.) Attitude <ul style="list-style-type: none"> - flexible - respectful - cooperative 	<ul style="list-style-type: none"> - Volunteers for unanticipated assignment - Anticipates new ideas and assists where needed 	<ul style="list-style-type: none"> - Independently identifies where assistance is needed and provides it. 	<ul style="list-style-type: none"> - Accepts unanticipated scheduled assignment - Upon request will assist students, co-workers & supervisors 	<ul style="list-style-type: none"> - Refuses or argues about reassignment - Displays negative attitude toward assisting others
3.) Initiative <ul style="list-style-type: none"> - self-motivated - resourceful - independent 	<ul style="list-style-type: none"> - Suggests solutions to supervisor. - Differentiates between decisions that need supervisor approval from those that are within the paraeducator role. - Engages in unplanned activities as assigned when scheduled is unexpected open 	<ul style="list-style-type: none"> - Seeks out direction from supervisor. - Anticipates schedule changes. 	<ul style="list-style-type: none"> - When given direction, accepts unanticipated schedule assignments 	<ul style="list-style-type: none"> - Is unavailable for reassignment when schedule is unexpectedly open.
4.) Judgment <ul style="list-style-type: none"> - discretion - confidentiality 	<ul style="list-style-type: none"> -Protects confidentiality of student/family/colleague/other. -Seeks out information related to law or school policy and rules. 	<ul style="list-style-type: none"> - Implements all school and district guidelines for confidentiality. 	<ul style="list-style-type: none"> -Practices confidentiality by implementing school/district 'need to know' guidelines. - Reports violations of law or school policy and rules to administration. 	<ul style="list-style-type: none"> -Indiscreet disclosure of personal information. -Ignores violations of law or school policy and rules.

<p>5.) Follows chain of command when communicating with supervising teacher(s), teacher(s), nurse, specialists, therapists, guidance, administration, and other support staff</p>	<ul style="list-style-type: none"> - Initiates and responds to contact with supervising teacher or others by written or oral means. - Volunteers to assist others in record keeping or reporting tasks. 	<ul style="list-style-type: none"> - Independently completes forms and reports accurately. - Responds to all requests for information. 	<ul style="list-style-type: none"> - Follows directions - With supervision, can complete forms required by district in a timely manner. - Inconsistently responds to written or verbal requests for information. 	<ul style="list-style-type: none"> - Incomplete or late with form completion. - Ignores requests by supervisors or others for written or verbal information.
<p>6.) Student Relationships</p>	<ul style="list-style-type: none"> - Models appropriate language in all situations. - Encourages students to become productively engaged - Designs opportunities for student independence 	<ul style="list-style-type: none"> - Consistently models appropriate language - Fosters student independence 	<ul style="list-style-type: none"> - Demonstrates appropriate behavior with occasional inconsistencies - When directed, encourages student independence 	<ul style="list-style-type: none"> - Uses negative tone of voice, inappropriate volume and pitch when speaking. - Makes demeaning, critical or condescending remarks - Discourages student independence
<p>7.) Professional Growth</p>			<p>Satisfactory</p> <ul style="list-style-type: none"> - Attends training offered by district or school. - Furthering education through college courses or conferences. 	<p>Unsatisfactory</p> <ul style="list-style-type: none"> - Does not attend training or other in-service opportunities.

8. **Attendance** Comment: