**U.S. Virgin Islands Performance Evaluation Framework for Paraprofessionals**

***Domain 1: Planning and Preparation***

Since the job responsibilities for paraprofessionals in the Virgin Islands do not typically include planning and preparation, this Domain is not included in the evaluation Framework. However, to maintain the alignment with the Danielson Framework that Administrators are already using for teacher evaluations, the numbering has not been changed.

***Domain 2: Supports the Classroom Environment***

|  | **Levels of Performance: Domain 2** | | | | |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | | **Basic** | **Proficient** | **Distinguished** |
| **2a. Supports an Environment of Respect and Rapport**  *(Standard 5)* | Interactions with students and in the presence of students are negative, inappropriate, or insensitive to students’ cultural backgrounds, and/or characterized by sarcasm, put-downs, or conflict. | | Interactions with students and in the presence of students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions with students and in the presence of students reflect general warmth and caring, and are polite and respectful of the cultural and developmental differences among groups of students. | Interactions with students and in the presence of students are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of the direct support from the paraprofessional, students maintain high levels of civility among members of the class. |
| **2b. Reinforces a Culture of Learning**  *(Standard 1, 2)* | The paraprofessional contributes to a negative culture for learning, low expectations for student achievement, and offers no encouragement for student learning efforts. Paraprofessional does not demonstrate a knowledge methods used to teach students. The paraprofessional does not engage the students in work. | The paraprofessional assists the teacher’s attempts to create a culture of learning with partial success, characterized by little interaction with students.  Paraprofessional offers some encouragement and reinforcement of expectations for student achievement. | | The paraprofessional is able to assist in the implementation of a variety of strategies that reinforce a culture of high expectations for most students. The paraprofessional is engaged with students the majority of the time students are working. | The paraprofessional encourages a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance. The paraprofessional works with the teacher and students to insure optimal learning throughout the period. |
| **2c. Managing Classroom Procedures**  *(Standard 5)* | The paraprofessional fails to assist the teacher and students in the implementation of the classroom routines and procedures. | | The paraprofessional occasionally assists the teacher and students with implementing classroom routines and procedures. | The paraprofessional assists the teacher and students with implementing classroom routines and procedures that allow little instructional time to be lost. | The paraprofessional assists the teacher and students with the seamless operation of classroom routines and procedures. |
| **2d. Managing Student Behaviors**  *(Standard 5)* | The paraprofessional fails to implement strategies that reinforce positive student behavior. The paraprofessional does not help to resolve any behavioral issues. | | The paraprofessional is able to implement some strategies that reinforce positive student behavior. The Paraprofessional sometimes supports the teacher in managing student behavior. | The paraprofessional demonstrates knowledge of expected student behavior. The paraprofessional’s response to student misbehavior is appropriate and respectful to students. | As appropriate and necessary, the paraprofessional monitors student behavior and intervenes in a positive manner before behaviors escalates. In the presence of student’s misbehavior, the paraprofessional is sensitive to individual student needs. The Paraprofessional reinforces positive student behavior. |

***Domain 3: Delivery of Services/Accommodations (Instruction)***

|  | **Levels of Performance: Domain 3** | | | |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a. Communicating Clearly and Accurately: Ability to employ constructive communication strategies and approaches in working with students.**  *(Standard 6)* | Attempts to communicate ideas, opinions, and instructions to others. Directions, procedures, and explanations of content may be confusing to students. Oral and written communication is not clear and concise, contains grammatical errors, and is inappropriate to students’ level of development. | Communicates ideas, opinions, and instructions to others. Directions, procedures, and explanations of content may be confusing to students. Oral and written communication is not always clear and concise. Vocabulary is not always appropriate to students’ levels of development. | Effectively communicates ideas, opinions, and instructions to others. Provides clear directions, procedures, and explanations of content to students. Oral and written communication is appropriate to students’ levels of development and students’ cultures. | Is highly effective in communicating ideas, opinions, and instructions to others. Consistently provides clear directions, procedures, and explanations of content to students. Reinforces expectations for learning by ensuring directions, procedures, and explanations of content are clear to students. Oral and written communication is consistentlyappropriate to students’ levels of development and students’ cultures. |
| **3b. Assists in Engaging Students In Learning**  *(Standard 2, 3)* | Does not read and follow a lesson plan. Does not provide students with complete and specific instructions to activities. Does not interact with students regarding the lesson. | Has basic knowledge of how to adapt materials according to students' needs. Has difficulty following oral and written directions, and does not seek clarification from the teacher.  Interactions with students are infrequent and not helpful. | Understands and demonstrates how to adapt materials according to students' needs. Provides an appropriate alternative strategy for learning. Seeks out clarification and/or direction, when needed, from the teacher.  Interactions with students are frequent and helpful. | Successfully collaborates with teachers/education professionals in meeting student’s needs by giving suggestions on how to adapt lesson plans specific to the struggling students.  When the lesson plan is unavailable, the paraprofessional takes the initiative to locate a plan from other teachers to provide a quality experience for students.  Interactions with students are consistent and promote student learning. |
| **3c. Assisting in the Use of Assessment in Instruction**  *(Standard 8)* | Does not utilize assessment in assisting instruction. Does not monitor student progress. Does not ensure that students are aware of assessment criteria used to evaluate their work. Does not check for learning when working with students. | Assists the teacher occasionally in monitoring students’ progress and providing students with feedback.  Occasionally checks for student learning when they work with students usually using yes /no questions. | Paraprofessional is fully aware of students' assessment criteria and ensures that students are fully aware. Paraprofessional frequently monitors students' understanding by collecting and utilizing assessment data to enhance student learning. | Paraprofessional facilitates students' self-monitoring and self-assessment of their own learning. Paraprofessional provides students and teachers with high quality feedback from a variety of sources. |

***Domain 4: Professionalism and Self-Reflection***

|  | **Levels of Performance: Domain 4** | | | |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **4a. Professional Relationships**  *(Standard 10)* | Paraprofessional's professional relationships with students, families,colleagues and administrators are negative or self-serving. | |  | | --- | | Paraprofessional maintains basic relationships with students, families,colleagues and administrators in order to fulfill required duties. | | Paraprofessional's professional relationships with students, families,colleagues and administrators are characterized by mutual respect**,** support and cooperation to meet the needs of the students | |  | | --- | | Paraprofessional's professional relationships with students, families, colleagues, administrators and stakeholdersare characterized by mutual respect**,** support and cooperation. Paraprofessional takes initiative in assuming a supportive and leadership role among faculty and staff. | |
| **4b. Participation in Classroom and/or School Activities**  *(Standard 2, 7)* | |  | | --- | | Paraprofessional avoids participation in classroom and/orschool based projects and activities. Paraprofessional fails to perform duties and responsibilities based on program needs. | | Paraprofessional participates in classroom and/or school based projects and activities when specifically asked. Paraprofessional minimally performs the duties and responsibilities based on program needs. | Paraprofessional willingly participates in classroom and/or school basedprojects and activities, including school based professional growthopportunities. Paraprofessional willingly performs the duties and responsibilities based on program needs. | Paraprofessional takes a leadership role in classroom and/or school based projects and activities and school based professional growth and makes a substantial contribution in the development and outcome of these activities. Paraprofessional supports others in successfully meeting student and/or program needs. |
| **4c. Integrity and Ethical Conduct**  *(Standard 10)* | Paraprofessional does not display standards of ethical behavior in interactions with students, families, colleagues, administration, and stakeholders. Paraprofessional disregards confidentiality requirements. | Paraprofessional displays standards of ethical behavior in interactions with students, families, colleagues, administration, and stakeholders. Paraprofessional is aware of but does not always honor confidentiality requirements. | Paraprofessional displays high standards of ethical behavior in interactions with students, families, colleagues, administration, and stakeholders and honors confidentiality requirements. | Paraprofessional models and takes a leadership role in the maintenance of the highest standards of ethical behavior and confidentiality in interactions with students, families, colleagues, administration, and stakeholders. |
| **4d. Knowledge of Educational Federal and Territory Laws, Regulations & Policies, and District and School Policies**  *(Standard 10)* | Paraprofessional is unable to explain various Federal and Territory Laws, Regulations & Policies, and District and School Policies and relate it to the everyday aspects of the position. | Paraprofessional understands and can explain the importance of various Federal and Territory Laws, Regulations & Policies, and District and School Policies and the responsibilities that come with each, using examples from the day-to-day practice of the position. | Paraprofessional knows, understands, can explain and demonstrates compliance with the guidelines of the Federal and Territory Laws, Regulations & Policies, and District and School Policies and the responsibilities of each as they relate to his/her day-to-day practice of the position. | Paraprofessional knows, understands, and can explain the guidelines of the Federal and Territory Laws, Regulations & Policies, and District and School Policies and the responsibilities as a paraprofessional. Paraprofessional demonstrates compliance with laws, regulations and policies and is a model for other team members. |
| **4e. Reflection & Professional Growth**  *(Standard 9)* | Paraprofessional does not reflect on his/her own professional practice and disregards feedback regarding performance. Paraprofessional does not participate in Professional Growth process and opportunities. | Paraprofessional reflects on his/her own professional practice, maintains qualified or highly qualified status and participates in Professional Growth process and opportunities. Paraprofessional reluctantly accepts feedback regarding performance. | Paraprofessional documents reflection on his/her own professional practice, maintains qualified or highly qualified status, participates in professional growth process and participates in other growth opportunities to continually improve. Paraprofessional welcomes feedback from others and uses such feedback to modify practice. | Paraprofessional documents reflection onhis/her own professional practice, maintains qualified or highly qualified status and participates in professional growth process, seeks professional growth opportunities independently to enhance their own learning and to stay abreast of trends in education. Seeks out feedback from a variety of sources, uses the feedback to improve practice, and provides information on the effectiveness of the changes. |