

Paraeducator Effectiveness Self-Check

Directions: Note your performance two to three times throughout the year as you work with a new partner or new setting. Identify priority areas for improvement.

	Never	Rarely	Periodically	Always	Priority
1. Communicating with the partner teacher:					
• Uses information and suggestions provided by the partner teacher(s).					
• Maintains confidentiality with all information.					
• Uses written documentation as part of the communication process.					
2. Implementing assigned tasks:					
• Remains in assigned classes rather than being pulled to substitute or other non-instructional duties.					
• Follows directions as given by the partner teacher(s).					
3. Planning and scheduling:					
• Regularly plans with partner teacher(s).					
• Asks questions and responds to information during planning.					
• Records important information from planning.					
• Brings information needed for planning.					
4. Providing instructional support as directed:					
• Has necessary materials prepared for instruction.					
• Makes necessary accommodations in instructional materials and techniques based on the students' responses/performance.					
• Understands and implements levels of support based on the needs of the students.					
• Utilizes natural cues and supports whenever possible to instill independence in students.					
• Appropriately fades supports.					
• Uses appropriate data collection techniques to bring pertinent information to the IEP process.					
• Is aware of and supports the IEP goals/objectives established for the students.					
• Provides services and supports in a manner that dignifies all students.					

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5. Practicing skills taught by partner teacher(s):					
• Follows teacher suggestions and recommendations to improve instructional and behavioral support.					
6. Monitoring own performance:					
• Periodically assesses own interactions with partner teacher(s).					
• Demonstrates self-initiative with regard to routines and responsibilities.					
7. Implements corrective feedback:					
• Uses teacher feedback to improve instructional support skills with students.					
• Uses teacher feedback to improve behavioral support skills with students.					
8. Providing instructional support as directed:					
• Openly discusses issues and/or concerns with the partner teacher and team.					
• Participates in team meetings.					
• Attends school-wide meetings.					
• Participates in school improvement committees.					
• Mentors other paraeducators.					