

South Bergen Jointure Commission
 Observation Form: Paraprofessional Staff
 2022-2023

Staff Member: _____

Campus: _____

Date: _____

Teacher: _____

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<input type="checkbox"/> Demonstrates excellent punctuality (98-100%)	<input type="checkbox"/> Demonstrates good punctuality (95-97%)	<input type="checkbox"/> Demonstrates poor punctuality (less than 95% of the time being punctual)
<input type="checkbox"/> Demonstrates excellent attendance (98-100%)	<input type="checkbox"/> Demonstrates good attendance (95-97%)	<input type="checkbox"/> Is in attendance less than 95% of the time
<input type="checkbox"/> Sets the standard for professional dress and personal hygiene	<input type="checkbox"/> Maintains proper dress and personal hygiene	<input type="checkbox"/> Does not or occasionally maintains proper dress and personal hygiene
<input type="checkbox"/> Remains past work to assist with students whose buses/parents are late	<input type="checkbox"/> Consistently assists with arrival and dismissal of students	<input type="checkbox"/> Does not regularly assist with arrival and dismissal of students
<input type="checkbox"/> While assigned in a different room, takes initiative to make class run smoothly	<input type="checkbox"/> Demonstrates positive and flexible attitude toward assigned roles in any classroom	<input type="checkbox"/> Demonstrates displeasure with assignment and/or is not flexible in being assigned to different classrooms
<input type="checkbox"/> Exhibits professionalism with all school personnel. Makes suggestions and ideas for improving professional work environments	<input type="checkbox"/> Is ethical and forthright, uses good judgment, and maintains confidentiality with student records	<input type="checkbox"/> Does not maintain student confidentiality and/or exercise good judgment as a school district employee
<input type="checkbox"/> Takes initiative to begin upcoming	<input type="checkbox"/> Consistently prepared and ready to	<input type="checkbox"/> Does not consistently demonstrate

<p>projects, often arriving early or staying past dismissal to complete assignments prior to the due date</p>	<p>instruct students and exhibits effective time management prior to student arrival, after student dismissal and throughout the day</p>	<p>time management skills and/ or engage with work related tasks prior to student arrival or after student dismissal or throughout the day</p>
<p><input type="checkbox"/> Suggests procedures that effectively improves district procedures</p>	<p><input type="checkbox"/> Consistently follows district policies, school procedures</p>	<p><input type="checkbox"/> Does not follow district policies, school procedures</p>
<p><input type="checkbox"/> Seeks out constructive feedback from colleagues and administration</p>	<p><input type="checkbox"/> Consistently responds to and implements constructive feedback from colleagues and administration</p>	<p><input type="checkbox"/> Does not readily or professionally respond to constructive feedback from colleagues and administration</p>
<p><input type="checkbox"/> Completes all required trainings prior to timelines and not only attends in-service programs, schoolwide training sessions and class meetings and is a member of school and district committees, actively participating with suggestions and ideas.</p>	<p><input type="checkbox"/> Completes all required trainings within timelines and attends in-service programs, school wide training sessions, and class meetings</p>	<p><input type="checkbox"/> Does not complete all required trainings within timelines and/or does not attend all in-service programs, schoolwide training session and class meetings</p>
<p><input type="checkbox"/> SD/directions/ instructions and procedures are clear to students and anticipates possible student misunderstandings</p>	<p><input type="checkbox"/> SD/directions/ instructions and procedures are clear to students</p>	<p><input type="checkbox"/> Not all SD/directions/ instructions and procedures are clear and consistently delivered</p>
<p><input type="checkbox"/> Applies errorless teaching procedures and incidental teaching procedures across all environments under direction of teacher</p>	<p><input type="checkbox"/> Implements errorless teaching and/or error correction procedures correctly in all instructional environments under direction of teacher</p>	<p><input type="checkbox"/> Does not implement errorless teaching, error correction procedures correctly in all instructional environments</p>
<p><input type="checkbox"/> Implements prompting correctly by using a hierarchy of prompts and fading procedures consistently in all environments and all assigned classrooms</p>	<p><input type="checkbox"/> Implements prompting correctly by using a hierarchy of prompts and fading procedures consistently in all environments</p>	<p><input type="checkbox"/> Does not prompt correctly and/or does not use hierarchy of prompts and fading procedures consistently during the school day</p>
<p><input type="checkbox"/> Consistently ensures student is actively engaged with instructional materials throughout the day and in any assigned classroom/special area</p>	<p><input type="checkbox"/> Consistently ensures student is actively engaged with instructional materials during the school day (this includes curriculum, textbooks, and</p>	<p><input type="checkbox"/> Does not consistently employ strategies used to ensure students are actively engaged with instructional materials during the school day (this</p>

(this includes curriculum, textbooks, and assistance with teaching concepts, etc.)	assistance with teaching concepts, etc.)	includes curriculum, textbooks, and assistance with teaching concepts, etc.)
<input type="checkbox"/> Makes suggestions and provides further ideas to enhance students' behavior management plans	<input type="checkbox"/> Consistently assists and employs the implementation of the students' behavior management strategies/plans for students who they are instructing	<input type="checkbox"/> Does not employ correctly the implementation of students' behavior management strategies/plan for students who they are instructing
<input type="checkbox"/> Manages students' behavior in a calm, professional and effective manner in all environments and in any assigned classroom or area (Including but not limited to use of appropriate positive language, tone, and body language)	<input type="checkbox"/> Manages students' behavior in a calm, professional and effective manner throughout the school day (Including but not limited to use of appropriate positive language, tone, and body language)	<input type="checkbox"/> Does not manage all students' behavior management strategies/plan for students who they are instructing (Does not consistently use appropriate positive language, tone, and/or body language)
<input type="checkbox"/> Consistently monitors student behavior and intervenes in a positive manner before behavior escalates providing reinforcement for positive student behaviors	<input type="checkbox"/> Demonstrates knowledge of and utilizes strategies that reinforce positive student behavior	<input type="checkbox"/> Limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive student behavior
<input type="checkbox"/> When recognizing an area of concern related to health and safety, makes relevant suggestions for procedures to address the concern	<input type="checkbox"/> Consistently follows approved district health/safety techniques and strategies	<input type="checkbox"/> Does not follow approved district health/safety techniques and strategies
<input type="checkbox"/> Utilizes supports (schedule reinforcement systems, timers, communication systems, etc.) across all environments and in any assigned classroom	<input type="checkbox"/> Utilizes supports (schedule, reinforcement systems, timers, communication systems, etc.) across all environments	<input type="checkbox"/> Does not consistently utilize instructional supports across the school day
<input type="checkbox"/> Consistently takes data throughout the day on programs and behavior management plans that are in place, notifying the teacher when step changes and/or instructional changes	<input type="checkbox"/> Consistently takes data throughout the day on programs and behavior management plans that are in place	<input type="checkbox"/> Does not consistently take data throughout the day on all programs and behavior management plans that are in place

need to be made		
<input type="checkbox"/> Willing to enter data for additional students at the request of the teacher	<input type="checkbox"/> Enters data consistently in the data collection system	<input type="checkbox"/> Does not enter data consistently in the data collection system
<input type="checkbox"/> Consistently and effectively applies CPI strategies and principles (not limited to but can include restraints, de-escalation, blocking, verbal strategies, proximity, etc.) in all environments and is accountable for others' use of such strategies	<input type="checkbox"/> Consistently and effectively applies CPI strategies and principles (not limited to but can include restraints, de-escalation, blocking, verbal strategies, proximity) in the classroom	<input type="checkbox"/> Does not consistently apply and/or ineffectively applies CPI strategies and principles (not limited to but can include restraints, de-escalation, blocking, verbal strategies, proximity, etc.)
<input type="checkbox"/> Models and reinforces appropriate behavior during instruction in the students natural environment (not limited to CBI, work, field trip, leisure, or recreational setting) and engages other staff to enhance the learning experience	<input type="checkbox"/> Models and reinforces appropriate behavior during instruction in the students natural environment (not limited to CBI, work, field trip, leisure, or recreational setting) to enhance the learning experience	<input type="checkbox"/> Does not consistently model and reinforce appropriate behavior during instruction in the students natural environment (not limited to CBI, work, field trip, leisure, or recreational setting) to enhance the learning experience

Additional Comments:

Staff Members' Comments:

Attendance:

Tardy:

Staff Member Signature: _____

Date:

Supervisor/Principal Signature:

Date: