

## 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.

	Ne v e r	Ra r e l y	Per i o d i c a l l y	Al w a y s	Pri o r i t y
<b>1. Communicating with the partner teacher:</b>					
• Uses information and suggestions provided by the partner teacher(s).					
• Maintains confidentiality with all information.					
• Uses written documentation as part of the communication process.					
<b>2. Implementing assigned tasks:</b>					
• Remains in assigned classes rather than being pulled to substitute or other non-instructional duties.					
• Follows directions as given by the partner teacher(s).					
<b>3. Planning and scheduling:</b>					
• Regularly plans with partner teacher(s).					
• Asks questions and responds to information during planning.					
• Records important information from planning.					
• Brings information needed for planning.					
<b>4. Providing instructional support as directed:</b>					
• 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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	N e v e r	R a r e l y	P e r i o d i c a l l y	A l w a y s	P r i o r i t y
<b>5. Practicing skills taught by partner teacher(s):</b>					
• Follows teacher suggestions and recommendations to improve instructional and behavioral support.					
<b>6. Monitoring own performance:</b>					
• Periodically assesses own interactions with partner teacher(s).					
• Demonstrates self-initiative with regard to routines and responsibilities.					
<b>7. Implements corrective feedback:</b>					
• Uses teacher feedback to improve instructional support skills with students.					
• Uses teacher feedback to improve behavioral support skills with students.					
<b>8. Providing instructional support as directed:</b>					
• 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.					