

# EDUCATIONAL AIDE / ATTENDANT AIDE / PARAPROFESSIONAL EVALUATION FORM

**Name:**

**School Year:**

**Position:**

**School:**

In making the following evaluation, check (x) the appropriate box:

A= exceptional, B=very good, C=average, D=below average, E=poor

	<b>Assignments/Performance of Duties</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
1.	Arrives for work on time	<input type="checkbox"/>	Arrives late for work				
2.	Finishes work on time	<input type="checkbox"/>	Finishes work late				
3..	Completes neat work, properly done	<input type="checkbox"/>	Produces poor work				
4.	Follows school policies and procedures	<input type="checkbox"/>	Does not follow school policies and procedures				
5.	Documents work and files material promptly and efficiently	<input type="checkbox"/>	Does not perform necessary documentation and leaves files disorganized				
6.	Handles routine tasks promptly and efficiently	<input type="checkbox"/>	Does not handle routine tasks promptly and efficiently				
7.	Performs assigned school health services in a safe and sanitary manner	<input type="checkbox"/>	Does not perform assigned school health services in a safe and sanitary manner				
8.	Appropriately performs school duties (i.e. playground, cafeteria, etc.)	<input type="checkbox"/>	Inappropriately performs school duties				

	<b>INITIATIVE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
9.	Requests clarification when instructions are unclear	<input type="checkbox"/>	Proceeds whether or not instructions are clear				
10.	Initiates tasks without being told	<input type="checkbox"/>	Shows initiative only rarely				
11.	Volunteers a better way	<input type="checkbox"/>	Does only as told				
12.	Finds work to do when caught up with own duties; uses time wisely	<input type="checkbox"/>	Seeks additional work only rarely when caught up; does not use time wisely				
13.	Helps others when needed	<input type="checkbox"/>	Ignores needs of others				
14.	Works beyond stopping time	<input type="checkbox"/>	Refuses to stay after hours				
15.	Works to maintain and improve professional skills	<input type="checkbox"/>	Does not work to maintain and improve professional skills				

	<b>ATTITUDE/PERSONAL QUALITIES</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
16.	Treats people with courtesy	<input type="checkbox"/>	Gives others difficult time				
17.	Cooperates with others	<input type="checkbox"/>	Cooperates with only few				
18.	Demonstrates trustworthiness in confidential matters	<input type="checkbox"/>	Lacks discretion in dealing with confidential matters				
19.	Accepts suggestions affably	<input type="checkbox"/>	Rejects suggestions				
20.	Responds constructively to change	<input type="checkbox"/>	Resists change				
21.	Maintains good rapport with colleagues/parents	<input type="checkbox"/>	Establishes only minimal rapport				
22.	Reacts positively to constructive criticism	<input type="checkbox"/>	Opposes constructive criticism				
23.	Advises supervisor of needs	<input type="checkbox"/>	Communicates needs poorly				
24.	Avoids complaining	<input type="checkbox"/>	Complains constantly				
25.	Reports for work regularly	<input type="checkbox"/>	Works irregularly				
26.	Organizes well	<input type="checkbox"/>	Organizes poorly				
27.	Understands and adjusts to situations	<input type="checkbox"/>	Fails to understand and adjust to situations				
28.	Remains cheerful, friendly, patient	<input type="checkbox"/>	Is unfriendly and impatient				
29.	Uses sound judgment	<input type="checkbox"/>	Does not use sound judgment				
30.	Dresses appropriately for assigned tasks	<input type="checkbox"/>	Inappropriate dress for assigned tasks				

	<b>INSTRUCTIONAL SKILLS</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
31.	Uses effective oral communication	<input type="checkbox"/>	Uses poor oral communication				
32.	Follows directions carefully	<input type="checkbox"/>	Ignores direction				
33.	Checks and re-checks work	<input type="checkbox"/>	Checks accuracy of work infrequently				
34.	Learns new techniques willingly	<input type="checkbox"/>	Ignores new techniques				
35.	Demonstrates knowledge of subject matter / curriculum	<input type="checkbox"/>	Does not appear knowledgeable of subject matter / curriculum				
36.	Uses variety of methods and media in teaching to generate student enthusiasm for learning	<input type="checkbox"/>	Uses a few and routine methods and media in teaching				

37.	Uses appropriate questioning techniques	<input type="checkbox"/>	Does not use appropriate questioning techniques				
38.	Provides opportunities for the active involvement of students	<input type="checkbox"/>	Does not provide opportunities for the active involvement of students				
39.	Assists in preparing class displays, bulletin boards, and other instructional material	<input type="checkbox"/>	Does not assist in preparing class displays, bulleting boards, and other instructional material				

<b>BEHAVIOR MANAGEMENT</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
40.	Uses positive reinforcement appropriately	<input type="checkbox"/>	Does not use positive reinforcement appropriately				
41.	Appropriately maintains control of assigned students	<input type="checkbox"/>	Maintains little or inappropriate control of assigned students				
42.	Adheres to classroom and school discipline policies / procedures	<input type="checkbox"/>	Does not adhere to classroom and school discipline policies / procedures				
43.	Models and encourages constructive behavior patterns	<input type="checkbox"/>	Does not model and encourage constructive behavior patterns				

<b>RELATIONSHIP WITH STUDENTS</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
44.	Maintains good rapport with students; demonstrates patience	<input type="checkbox"/>	Establishes only minimal rapport with students; appears impatient				
45.	Encourages students to develop healthy, positive self-concepts that enable them to feel successful	<input type="checkbox"/>	Shows little interest in helping students develop healthy, positive self-concepts that enable them to feel successful				
46.	Is sensitive and responsive to the needs and feelings of students	<input type="checkbox"/>	Is insensitive and unresponsive to the needs and feelings of students				

Narrative Comments:

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Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor/Principal/Director Signature: \_\_\_\_\_

I acknowledge that this evaluation was discussed with me on this date:

Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_