



At City Charter High School, paraprofessionals are valuable members of our instructional team. A paraprofessional provides assistance to classroom teachers in preparing lesson plans and instructing students. They participate in evaluating and monitoring students' performance. Paraprofessionals work closely with their grade level team.

This position requires two years of college education (although a bachelor's degree in an area of specialty is preferred). Two years of experience in the field or in a related area are preferred. Paraprofessionals are familiar with standard educational practices and procedures. They work with the team to plan and accomplish goals. They work under the general supervision of grade level teachers and special education teachers. Paraprofessionals report to the CEO. A certain degree of creativity, patience, collaboration skills and flexibility are required.

There are five key areas of duties:

I. Team Collaboration

- a. Understand grade level teachers' classroom management policies and procedures.
- b. Collaborate with grade level teachers to determine focus students.
- c. Attend and participate in weekly team meetings.
- d. Determine appropriate classroom instruction and management support procedures.
 - i. Determine criteria for small group and one-to-one instruction
 - ii. Discuss classroom objectives and Paraprofessional's role in system of implementation
 - iii. Collaborate on lesson planning
- e. Active member of the grade level team regarding floor management and student issues/support.
- f. Create work schedule and share with team.
- g. Demonstrate flexibility in working with students and staff.

II. Classroom Instruction and Management

- a. Implement teacher created instructional materials for classes
- b. Monitor work assigned by teacher
 - i. Check and correct students' work while in progress
 - ii. Keep students on task
 - iii. Praise and reinforce achievement of students
 - iv. Report student progress
- c. Facilitate small group instruction
 - i. Adapt information to student instruction level
 - ii. Provide individual instruction and attention
- d. Understand and integrate with teacher strategies to help fulfill the instructional objective
- e. Collaborate with classroom teachers to develop clear classroom objectives for students



III. Student Behavior Management

- a. Record and monitor student behavior
- b. Participate in the development and execution of discipline policy
- c. Mediate problem solving between students
- d. Promote positive student/faculty relations
- e. Report discipline incidents and/or problems to appropriate party (i.e. team, administration, security, etc.)
- f. Report to team significant changes or lack of change in student behavior.
- g. Implement, impartially and consistently, proper methods of recognition, reward and punishment.

IV. Individual Education Plan (IEP) Management¹

- a. Review IEP and meet with Special Education Teacher to understand the needs of Special Education students and proper methods for addressing these needs.
- b. Provide academic assistance to students in inclusion, small group and one-to-one settings.
- c. Make and provide learning aids which strengthen lesson plans in collaboration with Special Education and subject area teachers.
- d. Track grades and progress of students who are designated as Special Education.

V. Professional Growth

- a. Continues to grow professionally through participation in City High workshops.
- b. Continues to take professional development workshops through PATTAN.
- c. Continues professional education through college courses.

Paraprofessional Evaluation: An annual evaluation of the Paraprofessional's performance will consist of:

- A peer review conducted by grade level team with input from administration. This consists of an anonymous survey completed by grade level team.
- Special Education Teacher will complete a similar survey on IEP Management for the Special Education Paraprofessional.
- A meeting with an Administrator to go over the evaluation rubric.

¹ This section applies to the Special Education Paraprofessional.



Levels of Proficiency Component 1 TEAM COLLABORATION	EVIDENCE	ADVANCED	PROFICIENT	NEARLY PROFICIENT	NEEDS SIGNIFICANT IMPROVEMENT
		Demonstrates unusual depth and breadth of knowledge and performance as a teacher. This level of performance is associated with the best and brightest in the profession and results in high levels of student performance.	Demonstrates competency in both knowledge and performance as a teacher. This level of performance is associated with competent teachers and results in above-average student performance.	Demonstrates gaps or inconsistencies in various aspects of teaching and learning. This level of performance is associated with novice teachers and results in average student performance.	Demonstrates a lack of knowledge and experience that inhibits student achievement. This level of performance is associated with beginning teachers.
Understands grade level teachers' classroom management policies and procedures.	Teacher evaluation document	Uses all avenues to develop a completely clear understanding of the management policies of the classroom teachers.	Makes an effort to gain a basic understanding of the management policies of the classroom teachers .	Makes little effort to gain an understanding of the management policies of the classroom teachers.	Makes no attempt to gain an understanding of the management policies of the classroom teachers.
Collaborate with grade level team to determine focus students.	Teacher evaluation document	Takes the opportunity to suggest focus students to the grade level team based on classroom observations.	Discusses focus students that are suggested by grade level team.	Offers little insight into the identification of focus students.	Takes no initiative to assist in the identification of focus students.
Attend and participate in weekly team meetings.	Teacher evaluation document	Attends and participates actively in all team meetings.	Attends and participates in most team meetings.	Attends, but does not actively participate in team meetings	Does not attend or actively participate in team meetings
Determine appropriate classroom instruction and management support procedures.	Teacher evaluation document/written plan for one such session	Schedule meetings with classroom teachers to identify struggling students. The ability to quickly assess the areas where the student needs most assistance, and develop a plan to address those areas.	Schedule meetings with classroom teachers to identify struggling students. The ability to assess the areas where the student needs the most assistance and develop a plan to address most of those areas.	Waits for the classroom teacher to assign them struggling students and makes little effort assess the areas of weakness and develops a weak plan to address those needs	Waits for the classroom teacher to assign them struggling students and relies on the classroom teacher to point out areas of weakness and develop the plan to address those areas
Create work schedule and share with team.	Teacher evaluation document	Takes initiative to discuss and understand all classroom objectives and how they may be effective in assisting the teacher to accomplish those objectives	Takes initiative to discuss most of the classroom objectives and how they may be effective in assisting the teacher to accomplish those objectives	Takes little initiative to discuss their role in the classroom and how to be the most effective in assisting the teacher in accomplishing classroom objectives	Takes no initiative to discuss their role in the classroom and how to be the most effective in assisting the teacher in accomplishing classroom objectives
Demonstrate flexibility in working with students and staff.	Teacher evaluation document	Meets with classroom teachers and offers creative and insightful suggestions to aide in lesson plan development	Meets with classroom teachers and offers some valuable suggestions to aide in lesson plan development	Meets with classroom teachers, but offers little insight into the development of lesson plans	Does not meet with classroom teachers to aide in lesson planning



Levels of Proficiency Component 2	EVIDENCE	ADVANCED	PROFICIENT	NEARLY PROFICIENT	NEEDS SIGNIFICANT IMPROVEMENT
		Demonstrates unusual depth and breadth of knowledge and performance as a teacher. This level of performance is associated with the best and brightest in the profession and results in high levels of student performance.	Demonstrates competency in both knowledge and performance as a teacher. This level of performance is associated with competent teachers and results in above-average student performance.	Demonstrates gaps or inconsistencies in various aspects of teaching and learning. This level of performance is associated with novice teachers and results in average student performance.	Demonstrates a lack of knowledge and experience that inhibits student achievement. This level of performance is associated with beginning teachers.
CLASSROOM INSTRUCTION AND MANAGEMENT					
Implement teacher created instructional materials for class	Teacher evaluation document/student work samples	Asks classroom teacher for materials. Works to gain a clear understanding of the skills covered and how to assist students with completing the assignment	Asks classroom teacher for instructional materials. Works to gain a basic understanding of the skills covered and how to assist students with completing the assignment	Relies on classroom teacher to give them instructional materials, and makes little effort to gain an understanding of the skills covered and how to assist students with completing the assignment	Makes no effort to obtain instructional materials or to gain an understanding of the skills covered and how to assist students complete the assignment
Monitor work assigned by teacher.	Teacher evaluation document	Discretely monitors student work and constructively corrects errors by helping students to understand the concept. Respectfully redirecting students who are off task	Discretely monitors student work and constructively calls attention to student errors. Redirects students who are off task.	Monitors student work and corrects student errors by giving them the correct answer. Disrespectfully redirects students who are off task	Does not monitor student work and/or correct errors. Makes little or no effort to redirect students who are off task
Facilitate small group instruction.	Teacher evaluation document/student work samples/call log/etc.	Takes the time to acknowledge positive student behavior and achievement to the administration, grade level team, and parents using various strategies	Takes the time to acknowledge positive student behavior and achievement to the administration and grade level team	Acknowledges positive student behavior and/or achievement to the student only	Makes no effort to acknowledge positive student behavior and/or achievement
Understand and integrate with teacher strategies to fulfill the instructional objective.	Teacher evaluation document	Asks to meet with the classroom teacher to gain a clear understanding of the class objectives, the strategies that will be used, and the role of the paraprofessional within those strategies	Meets with the classroom teacher to gain an understanding of classroom objectives, and the strategies that will be used to help students achieve those objectives	Relies on the teacher to explain the classroom objectives, strategies that will be used, and the role of the paraprofessional within those strategies	Does not make an effort to gain an understanding of classroom objectives, strategies that will be used, or the role of the paraprofessional within those strategies
Collaborate with classroom teachers to develop clear classroom objectives for students	Teacher evaluation document	Asks to meet with classroom teacher to offer assistance in developing classroom objectives	Will meet with classroom teachers when requested to assist in the development of classroom objectives	Offers suggestions regarding classroom objectives during the class period when students are working toward the objective developed by the classroom teacher	Does not make an effort to aide in the development of classroom objectives



Levels of Proficiency Component 3 STUDENT BEHAVIOR MANAGEMENT	EVIDENCE	ADVANCED	PROFICIENT	NEARLY PROFICIENT	NEEDS SIGNIFICANT IMPROVEMENT
		Demonstrates unusual depth and breadth of knowledge and performance as a teacher. This level of performance is associated with the best and brightest in the profession and results in high levels of student performance.	Demonstrates competency in both knowledge and performance as a teacher. This level of performance is associated with competent teachers and results in above-average student performance.	Demonstrates gaps or inconsistencies in various aspects of teaching and learning. This level of performance is associated with novice teachers and results in average student performance.	Demonstrates a lack of knowledge and experience that inhibits student achievement. This level of performance is associated with beginning teachers.
Record and monitor student behavior	Written record of student behavior	Accurately record student behavior via the discipline reporting system	Keep a personal journal regarding student behavior	Keep personal individual notes regarding student behavior	Does not keep a record of student behavior
Participate in the development and execution of discipline policy	Teacher evaluation document	Attends all meetings and actively aides in the development of the discipline policy. Enforces all components of the discipline policy fairly	Attends all meetings regarding the development of the discipline policy. Enforces many of the components of the discipline policy fairly	Attends most meetings regarding the development of the discipline policy. Enforces most of the components of the discipline policy fairly	Does not attend meetings regarding the discipline policy and frequently does not enforce the policy when needed
Promote positive student/faculty relations and mediate problems between students	Teacher evaluation document/oral example of one such incident	Recognizes a problem between students and /or faculty members and exhausts all possible strategies to mediate the situation before it escalates	Recognizes a problem between students and /or faculty members and uses various strategies to mediate the situation before it escalates	Recognizes a problem between students and /or faculty members and takes the appropriate steps to mediate the situation after it escalates	Recognizes a problem between students and/or faculty and does not take any steps to mediate the situation.
Report discipline incidents and changes in student behavior to the appropriate party (i.e. team, administration, security, etc.)	Teacher evaluation document/administrati on evaluation	Accurately and appropriately document all discipline incidents using the school discipline reporting system. Professionally communicate these incidents to all necessary parties	Accurately and appropriately document all discipline incidents using the school discipline reporting system. Professionally communicate these incidents to most of the necessary parties	Document all discipline incidents using the school discipline reporting system. communicate these incidents to most of the necessary parties	Does not appropriately use the school discipline reporting system to document discipline events, and makes little effort to communicate those events to the appropriate parties
Implement, impartially and consistently, proper methods of recognition, reward and punishment	Teacher evaluation document	Consistently and impartially use a variety of research based strategies to recognize, reward, and/or punish students	Consistently and impartially use various strategies to recognize, reward, and/or punish students	Consistently use various strategies to recognize, reward, and/or punish students	Allow bias to influence the recognition, reward, and/or punishment of students



Levels of Proficiency Component 4 IEP MANAGEMENT	EVIDENCE	ADVANCED	PROFICIENT	NEARLY PROFICIENT	NEEDS SIGNIFICANT IMPROVEMENT
		Demonstrates unusual depth and breadth of knowledge and performance as a teacher. This level of performance is associated with the best and brightest in the profession and results in high levels of student performance.	Demonstrates competency in both knowledge and performance as a teacher. This level of performance is associated with competent teachers and results in above-average student performance.	Demonstrates gaps or inconsistencies in various aspects of teaching and learning. This level of performance is associated with novice teachers and results in average student performance.	Demonstrates a lack of knowledge and experience that inhibits student achievement. This level of performance is associated with beginning teachers.
Review IEP and meet with Special Education Teacher to understand the needs of special education students and the proper methods for addressing these needs.	Evaluation document completed by the special education teacher	Have a clear understanding of the parts of an IEP and how to use those parts to identify the needs of the child. Meet with the special education teacher to discuss those needs	Have a basic understanding of the parts of an IEP and how to use those parts to identify the needs of the child. Meet with the special education teacher to discuss those needs	Review the IEP alongside the special education teacher while discussing the parts of the IEP and how they help to identify student needs. Discuss the needs of the child with the special education teacher	Discuss the needs of the child with the special education teacher without reviewing the student's IEP to gain an understanding of the necessary components
Provide academic assistance to students in inclusion, small group and one-to-one settings	Evaluation completed by special education teacher /administrative observation	Have a clear understanding of the students areas of weakness as they relate to curricular objectives and provide academic assistance that allows students to meet those curricular objectives	Have basic understanding of the students areas of weakness as they relate to curricular objectives and provide academic assistance that allows students to meet those curricular objectives	Have a clear understanding of the students areas of weakness and provide academic assistance that allows students to meet curricular objectives	Does not have an understanding of the areas of weakness of the student and does not provide academic assistance that helps students achieve curricular objectives
Make and provide learning aid which strengthen lesson plans in collaboration with Special Education and subject area teachers.	Sample learning aid and accompanying lesson plan.	Create a learning aid that enriches classroom instruction based on the needs of the student, and objectives created by the classroom teacher and special education teacher.	Create a learning aid that enriches classroom instruction based on the objectives created by the classroom teacher and special education teacher.	Use learning aids created by the special education or classroom teacher to help students achieve the curricular objectives	Does not use learning aids outside the material given by the classroom teacher.



Levels of Proficiency Component 5 Professional Growth	EVIDENCE	ADVANCED	PROFICIENT	NEARLY PROFICIENT	NEEDS SIGNIFICANT IMPROVEMENT
		Demonstrates unusual depth and breadth of knowledge and performance as a teacher. This level of performance is associated with the best and brightest in the profession and results in high levels of student performance.	Demonstrates competency in both knowledge and performance as a teacher. This level of performance is associated with competent teachers and results in above-average student performance.	Demonstrates gaps or inconsistencies in various aspects of teaching and learning. This level of performance is associated with novice teachers and results in average student performance.	Demonstrates a lack of knowledge and experience that inhibits student achievement. This level of performance is associated with beginning teachers.
Continues to grow professionally through participation in City High workshops.	Attendance Sheets	Attend and actively participate in all City High conducted professional development workshops	Attend and actively participate in some City High conducted professional development workshops	Attend some City High conducted professional development workshops	Does not attend or actively participate in any City High conducted professional development workshops
Continues to take professional development workshops through PATTAN **.	Program materials/certificate	Voluntarily attends all relevant workshops offered through PATTAN	Voluntarily attends some of the relevant workshops offered by PATTAN	Attends relevant workshops through PATTAN as directed by special education teacher/administration	Does not attend relevant workshops through PATTAN as directed by special education teacher/administration
Continues professional education through college courses.	School grade report/transcript	Completes college coursework at the outstanding level	Completes college coursework at the satisfactory level	Completes college coursework at the unsatisfactory level	Does not seek to pursue professional education through college coursework.

**Relates to special education paraprofessional.

We are an equal rights and opportunity charter school.