|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **1** | **2** | **3** | **4** | **5** |
|  | **Not Acceptable** | **Needs Improvement** | **Effective** | **Highly Effective** | **Exceptional** |
| **Promptness:**  *Ready to begin work in assigned location and works assigned hours.* | Regularly late to work and does not work assigned hours. Frequently leaves early and/or arrives late, absent from assignment location during school hours. | Inconsistently ready to begin work in assigned location. Inconsistently works assigned hours, late to work and/or leaves early and/or occasionally absent from assignment location during school hours. | Ready to begin work in assigned location and works assigned hours. | Consistently ready to begin work in assigned location and works assigned hours. | Consistently ready to begin work in assigned location and works assigned hours; has exceptional time management skills. |
| **Maintains confidentiality:**  *Maintains confidentiality for staff and students. (Including: social media, interactions in the community, not sharing information outside of the classroom)* | Does not respect the rules of confidentiality, frequently shares information outside of the classroom team and/or has shared information through social media or in the community. | Inconsistently respects the rules of confidentiality. Has occasionally shared information outside of the classroom team or made disclosures through social media or in the community. | Observes the rules of student and staff confidentiality. | Consistently upholds high standards of confidentiality and supports efforts to maintain those standards. | Actively promotes standards of confidentiality, will confront violations, and/or notify supervisor/ administration regarding possible violations of confidentiality. |
| **Personal appearance:**  *Appropriately dresses for the assignment. Follows the program dress code. (Including: indoor/outdoor activities, pool, CBI, etc…)* | Does not dress appropriately for the assignment. | Inconsistently dresses appropriately for the assignment. | Dresses appropriately for the assignment. | Adjusts clothing to meet the needs of the assignment, including special events. | Adjusts clothing to meet the needs of the assignment, including special events, beyond the general expectations. |
| **Positive attitude:**  *Demonstrates a positive attitude and commitment toward work.* | Demonstrates a poor attitude and shows little commitment toward the work or creates a negative atmosphere for others. | Inconsistent attitude and shows minimal commitment toward the work or contributes to a negative atmosphere. | Demonstrates a positive attitude and shows a commitment toward the work. | Consistently demonstrates a positive attitude, shows a solid commitment toward the work, and toward creating a positive atmosphere. | Consistently demonstrates a positive attitude, shows passion for the work, and goes above and beyond to create a positive atmosphere for others. |
| **Understands and fulfills roles and responsibilities:**  *Understands job roles and responsibilities. (Follows student IEP’s and BIP’s, helps student(s) to improve sense of responsibility)* | Does not accept roles or job responsibilities and/or carry assignments through to completion. Does not follow student IEPs and/or BIPs. | Inconsistently accepts roles or job responsibilities. Inconsistently carries assignments through to completion. Inconsistently follows student IEPs and/or BIPs. | Accepts job roles and responsibilities. Will carry assignments through to completion. Follows student IEPs and/or BIPs. | Consistently accepts job roles and responsibilities. Consistently carries out assignments to completion. Consistently follows student IEPs and/or BIPs. | Exceeds expectations for job roles and responsibilities. Offers assistance to others. |
| **Goal** | **1** | **2** | **3** | **4** | **5** |
|  | **Not Acceptable** | **Needs Improvement** | **Effective** | **Highly Effective** | **Exceptional** |
| **Follows teacher, administrative, and support staff direction:**  *Does what is expected and/or asked and abides by administrative and teacher decisions.* | Does not do what is expected and/or asked and does not abide by administrative and/or teacher decisions. | Inconsistently does what is expected and/or asked and abides by administrative and/or teacher decisions. | Does what is expected and/or asked and abides by administrative and/or teacher decisions. | Consistently does what is expected and/or asked and abides by administrative and/or teacher decisions; highly effective in his/her task execution. | Consistently does what is expected and/or asked and abides by administrative and/or teacher decisions; is exceptional in his/her task execution. |
| **Appropriately manages students’ behavior:**  *Treats students in a respectful and consistent manner, and appropriately manages students’ behavior with good judgment. Supports classroom, school rules, and expectations.* | Does not:  - Treat students in a respectful and/or consistent manner.  - Appropriately manage student behaviors with good judgment.  - Support classroom, school rules, and expectations. | Inconsistently:  - Treat students in a respectful and/or consistent manner.  - Appropriately manage student behaviors with good judgment.  - Support classroom, school rules, and expectations. | Treats students in a respectful and consistent manner, and appropriately manages students’ behavior with good judgment. Supports classroom, school rules, and expectations. | Consistently:  - Treat students in a respectful and/or consistent manner.  - Appropriately manage student behaviors with good judgment.  - Support classroom, school rules, and expectations. | Consistently and Exceptionally:  - Treat students in a respectful and/or consistent manner.  - Appropriately manage student behaviors with good judgment.  - Support classroom, school rules, and expectations. |
| **Job knowledge:**  *Understands job and what is expected as a BOCES paraeducator, notetaker, sign skills coach, job coach. Understands and executes duties per job description.* | Does not understand job and/or what is expected as a BOCES employee. Needs frequent direction regarding expectations and duties per job description. | Inconsistently understand job and/or what is expected as a BOCES employee. Needs occasional direction regarding expectations and duties per job description. | Understands job and/or what is expected as a BOCES employee. Understands and executes job duties per job description. | Consistently understands job and/or what is expected as a BOCES employee. Consistently understands and executes job duties per job description with minimal error. | Consistently and exceptionally understands job and/or what is expected as a BOCES employee. Understands and executes job duties per job description with minimal error in an exceptional manner. |
| **Able to do physical tasks and approved intervention techniques (when appropriate):**  *Performs all physical tasks required by position including: walking, lifting, and moving students.*  *Able to participate in approved Therapeutic Crisis Intervention Training.* | Is not able to physically perform job duties. Has difficulty walking, lifting, and/or moving students. Is unable to successfully complete TCI training. Has not provided medical documentation to justify physical accommodations. | Struggles to perform physical tasks as required by position including walking, lifting, and/or moving students. Struggles to implement TCI training consistently. | Performs all physical tasks as required by position including walking, lifting, and/or moving students. Able to implement TCI training successfully. | Consistently performs all physical tasks required by position including, walking, lifting, and/or moving students. Consistently implements TCI training successfully. | Exceeds physical expectations by performing all physical tasks required by position including walking, lifting, and/or moving students. Offers assistance to others when needed. Models correct implementation of TCI training. |
| **Goal** | **1** | **2** | **3** | **4** | **5** |
|  | **Not Acceptable** | **Needs Improvement** | **Effective** | **Highly Effective** | **Exceptional** |
| **Organizational skills:**  *Organizes and performs tasks effectively and efficiently.* | Demonstrates disorganization, is inefficient and mismanages time. | Demonstrates minimal organization which effects ability to perform tasks effectively and efficiently. | Organizes and performs tasks effectively and efficiently. | Consistently demonstrates organization and performs tasks effectively and efficiently with minimal error. | Consistently and exceptionally demonstrates organizational skills that promote effective and efficient task completion with minimal error. Is a model to others. |
| **Communication with staff:**  *Maintains open and appropriate communication with others including school staff.* | Demonstrates difficulty communicating with others, including school staff as evidenced by tone of voice, word choice, negative body language, and/or poor listening skills. Unable to engage in adult-to-adult discussions and/or becomes defensive. Unable to accept constructive criticism given by others. | Inconsistently maintains appropriate communication with others, including school staff as evidenced by tone of voice, word choice, negative body language, and/or poor listening skills. Inconsistently able to engage in adult-to-adult discussions and/or becomes defensive. Inconsistently able to accept constructive criticism given by others. | Maintains open and appropriate communication with others including school staff*.* | Consistently maintains appropriate communication with others, including school staff as evidenced by tone of voice, word choice, positive body language, and/or listening skills. Consistently able to engage in adult-to-adult discussions without becoming defensive. Consistently able to accept constructive criticism given by others. | Maintains exceptional communication with others, including school staff as evidenced by tone of voice, word choice, positive body language, and/or listening skills. Consistently able to engage in adult-to-adult discussions without becoming defensive. Consistently able to accept constructive criticism given by others and models positive communication for others. |
| **Communication with students:**  *Communicates information and expectations clearly and respectfully. Demonstrates good listening skills.* | Does not communicate information and/or expectations clearly and/or respectfully. Does not demonstrate good listening skills. | Inconsistently communicates information and/or expectations clearly and/or respectfully. Inconsistently demonstrates good listening skills. | Communicates information and expectations clearly and respectfully. Demonstrates good listening skills. | Consistently communicates information and expectations clearly and respectfully. Consistently demonstrates good listening skills. | Consistently and exceptionally communicates information and expectations clearly and respectfully. Consistently demonstrates exceptional listening skills. Perceptive and adaptive to individual communication styles/needs of students. |
| **Goal** | **1** | **2** | **3** | **4** | **5** |
|  | **Not Acceptable** | **Needs Improvement** | **Effective** | **Highly Effective** | **Exceptional** |
| **Works well with others:**  *Is adaptive, flexible, and works harmoniously with staff and students. Is a good role model.* | Not adaptive or flexible. Difficulty working harmoniously with staff and/or students. | Inconsistently adaptive and/or flexible. Occasionally has difficulty working harmoniously with staff and/or students. | Is adaptive, flexible, and works harmoniously with staff and students. Is a good role model. | Consistently shows ability to be adaptive, flexible, and work harmoniously with staff and students. Is a very good role model. | Consistently and exceptionally shows ability to be adaptive, flexible, and work harmoniously with staff and students. Is an exceptional role model at all time. |
| **Maintains appropriate boundaries:**  *Uses good judgment and maintains appropriate student/staff boundaries.* | Does not show good judgment. Does not maintain appropriate boundaries with staff and students. | Inconsistently demonstrates good judgment. Inconsistently maintains appropriate boundaries with staff and students. | Uses good judgment and maintains appropriate student/staff boundaries | Consistently demonstrates good judgment. Consistently maintains appropriate boundaries with staff and students. | Demonstrates exceptional judgment. Is a model of how to maintain appropriate boundaries with staff and students. |
| **Attends meetings:**  *Attends required meetings as expected or directed.* | Does not attend all required meetings. | Inconsistently attends required meetings and/or arrives late and/or leaves early. | Attends all required meetings as expected or directed. | Consistently attends and participates in all required meetings and some optional meetings. | Consistently participates in all required and optional meetings. |
| **Uses email:**  *Uses BOCES email system regularly to communicate and remain informed regarding BOCES operations.* | Does not use BOCES email system to communicate and/or remain informed. | Inconsistently uses BOCES email system to communicate and/or remain informed. | Uses BOCES email system regularly to communicate and remain informed regarding BOCES operations. | Frequently utilizes BOCES email system to communicate and remain informed regarding BOCES operations. | Frequently utilizes BOCES email system to communicate and remain informed regarding BOCES operations. Assists others learning the system. |
| **Uses Technology in appropriate manner:**  *Uses technology to assist students and/or to enhance work activity. Uses personal technology devices appropriately during work day.* | Does not utilize technology to assist students or to enhance the quality of work. Uses personal technology devices at inappropriate times during the work day. | Inconsistently utilizes technology to assist students or to enhance the quality of work. Inconsistently uses personal technology devices at inappropriate times during the work day. | Uses technology to assist students and/or to enhance work activity. Uses personal technology devices appropriately during work day. | Consistently utilizes technology to assist students and/or to enhance work activity. Consistently utilizes personal technology devices appropriately during the work day. | Proficient utilization of technology to assist students and/or to enhance work activities. Always maintains appropriate boundaries regarding use of personal technology devices during the work day. Is a model to others. |