






Paraprofessional to Teacher Rubric

The competency standards and rubric outlined below are based on the Colorado State Model Educator Evaluation System, which is built upon the state’s definition of effective educators.

NOTE: Each level builds upon the prior level. For example, an apprentice at the emerging level will be able to perform the skills in the novice category as well as the emerging category.

 COMPETENCY	 NOVICE	 EMERGING	 PROFICIENT	 ADVANCED
Foundational Skills				
Clerical Tasks	<ul style="list-style-type: none"> -Assists with creating and distributing any instruction and learning materials. -Completes clerical tasks on-time and prior to each instructional period. 	<ul style="list-style-type: none"> -Independently creates and copies all necessary printed materials and copies in a timely fashion. 	<ul style="list-style-type: none"> -Assists with grading student work. 	<ul style="list-style-type: none"> -Anticipates the teacher’s needs and proactively takes steps to prepare for classes.
Supervision Responsibilities	<ul style="list-style-type: none"> -Positively acknowledges and reinforces positive students’ behaviors. 	<ul style="list-style-type: none"> -Explicitly states learning and behavioral 	<ul style="list-style-type: none"> -Fosters engagement of students in a proactive manner. 	<ul style="list-style-type: none"> -If familiar with students’ personalized learning plans (if applicable) and can act

	<ul style="list-style-type: none"> -Reports any student and behavioral concerns to the appropriate personnel. -Circulates among students to ensure on-task and safe behaviors 	<ul style="list-style-type: none"> expectations in a variety of settings. -Consistently maintains expectations aligned with school systems amongst all students. 	<ul style="list-style-type: none"> -Positively and effectively redirects student behavior when necessary. 	<ul style="list-style-type: none"> or intervene accordingly to challenging behavioral scenarios.
Attitude/Disposition	<ul style="list-style-type: none"> -Attentive during meetings. -Demonstrates values of school and school district. 	<ul style="list-style-type: none"> -Willingly takes on new tasks. -Professionally responds to constructive feedback and puts suggestions to practice. -Engages in open and honest dialogue. 	<ul style="list-style-type: none"> -Consistently displays a positive attitude towards challenging situations. -Actively seeks out feedback to improve overall performance. -Actively participates in significant or challenging conversations. 	<ul style="list-style-type: none"> -Engages and supports systemic efforts of a positive school community. -Demonstrates a solutions-oriented attitude.
Safety and Security	n/a	n/a	<ul style="list-style-type: none"> -Maintains a safe and clean work environment. -Follows proper safety protocols to ensure a safe environment for all students and/or staff. 	
<p>Quality Standard I Demonstrating mastery of pedagogical expertise in the content they teach.</p>				

<p>Element A (Aligned Instruction) <i>Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.</i></p>	<ul style="list-style-type: none"> -Assists in checking for understanding with students. -Reviews lesson objectives with the teacher to ensure accurate instructions and explanations. 	<ul style="list-style-type: none"> -Supports the delivery of rigorous and culturally relevant content and learning objectives, with direction and guidance. -Reviews lesson objectives with the teacher and student to ensure accurate instructions and explanations. -Can articulate the critical components of a lesson. 	<ul style="list-style-type: none"> -Independently and effectively supports the teacher in lesson delivery. -Asks students thoughtful probing questions that align to lesson objectives. -Displays introductory knowledge of the structure/content of academic standards. -Demonstrates understanding of how lesson structure and design is tied to learning objectives. 	<ul style="list-style-type: none"> -Assists in lesson planning and design. -Is able to independently instruct and deliver components of a lesson. - Can connect instructional strategies in the lesson to the aligned student outcomes. -Can articulate the purpose of lesson components to justify teacher strategies/decisions.
<p>Element C (Knowledgeable of disciplines being taught) <i>Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional</i></p>	<ul style="list-style-type: none"> -Can identify and communicate the learning goal. 	<ul style="list-style-type: none"> -Understands prerequisite skills necessary for a student in the disciplines being taught. -Uses materials aligned to the student task 	<ul style="list-style-type: none"> -Encourages and provides opportunities for students to make connections to prior learning. -Can develop an understanding of how to distinguish instructional materials that are accurate and appropriate for the 	<ul style="list-style-type: none"> -Asks questions aligned to the student learning target -Implements multiple instructional techniques to explain concepts accurately. -Can identify effective scaffolding of questions,

<p><i>practices, and specialized characteristics of the disciplines being taught.</i></p>			<p>lessons from those that are not.</p>	<p>concepts, and skills based on sequence of learning.</p> <p>-Adjust instructional practices based on student evidence.</p>
<p>Quality Standard II</p> <p>Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>				
<p>Element A (Learning Environment) <i>Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a</i></p>	<p>Maintains -Safety and welfare of the students and the environment.</p> <p>-Supports clear expectations for student behavior.</p>	<p>-Consistently reinforces student expectations.</p> <p>-Develops and demonstrates a caring and respectful relationship with students, staff, and families.</p>	<p>-Facilitates student accountability to school and class procedures/routines.</p> <p>-Develops positive and appropriate rapport with students, staff, and families.</p>	<p>Makes maximum use of instructional time by:</p> <p>-Using appropriate strategies to proactively reduce disruptive and off-task behaviors.</p>

<p><i>positive, nurturing relationship with caring adults and peers.</i></p>	<p>-Procedures and routines to guides instruction and transitions.</p>			<p>-Anticipates challenging situations and adapts to set students up for success.</p>
<p>Element B (Diversity & Community Engagement)</p> <p><i>Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</i></p>	<p>Maintains</p> <p>-An environment based around acceptance and community.</p> <p>-An attitude centered on treating each student as an individual, and meeting students where they are.</p>	<p>-Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and other aspects of culture on student perspectives, community, and learning.</p> <p>-Interacts with students in ways that accept students' cultural preferences and native languages that may be different than the educators'.</p>	<p>-Through words and actions, demonstrates an understanding of how varying backgrounds and worldviews impact the learning environment, experience of students, and family engagement.</p>	<p>Meaningfully contributes to a classroom environment grounded in honoring diversity, building equity, and a sense of community.</p>
<p>Element C (Individualization)</p> <p><i>Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of students</i></p>	<p>-Recognizes that students have a variety of learning needs.</p> <p>-Makes an effort to build a rapport with each student in the classroom.</p>	<p>-Encourages and ensures contributions of students across a range of ability levels.</p> <p>-Can relate lesson material to students' personal experiences.</p>	<p>With guidance from the teacher:</p> <p>-Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests.</p> <p>-Implements learning plan(s) to address student needs.</p>	<p>- Supports opportunities for students to self-select tasks that accelerate progress toward their learning goals.</p> <p>-Integrates coping skills such as self-reflection, self-regulation, and persistence into instruction.</p> <p>-Anticipates learning accommodations based on individual student needs and learning styles.</p>

<p>Element D (Family Collaboration) <i>Teachers work collaboratively with the families and/or significant adults for the benefit of students.</i></p>	<p>-Understands the importance of educator relationships with families.</p>	<p>-Seeks to develop respectful relationships with families and/or significant adults, as appropriate, with the students he/she is assigned.</p>	<p>-Through words and actions, demonstrates an understanding of how varying backgrounds and worldviews impact family engagement.</p>	<p>-Builds trust and is seen as a resource by family and/or significant adults.</p>

Quality Standard III Plans and delivers effective instruction and creates an environment that facilitates learning.				
Element F (Effective Communication) <i>Teachers model and promote effective communication.</i>	-Makes an effort to alter typical communication style to be age-appropriate. For example, uses appropriate vocabulary with kindergarteners.	-Effectively alters communication style to be age-appropriate. -Often provides directions to students that are clear and easy to understand.	-Reinforces good communication norms through modeling, such as active listening and doesn't speak over classroom chatter. -Consistently provides clear directions to guide student learning and behavior.	-Supports the teaching of students to articulate thoughts and ideas clearly and effectively. -Effectively and independently gives clear directions with 100% student participation and engagement.
Quality Standard IV Educators demonstrate professionalism through ethical conduct, reflection, and leadership.				

<p>Element A <i>Teachers demonstrate high standards for professional conduct.</i></p>	<ul style="list-style-type: none"> -Models ethical, reliable, and responsible behavior. -Maintains confidentiality of student records and data as required by law. -Maintains confidentiality of student, family, and fellow teacher interactions with colleagues. -Maintains an appropriate appearance. -Is punctual to duties and classroom. 	<p>Engages in interactions that are</p> <ul style="list-style-type: none"> -Respectful -Consistent -Reasonable 	<ul style="list-style-type: none"> -Supports and promotes ethical behavior of students as individuals and as members of a community. -Demonstrates personal accountability to school and district vision and mission. 	<ul style="list-style-type: none"> -Encourages colleagues' accountability to school and district vision and mission.
<p>Element C <i>Teachers respond to a complex, dynamic environment.</i></p>	<ul style="list-style-type: none"> -Maintains a productive and respectful relationship with colleagues. 	<p>Adapts to the changing demands of the:</p> <ul style="list-style-type: none"> -Classroom environment. -School environment. 	<p>Collaborates with colleagues to:</p> <ul style="list-style-type: none"> -Navigate change while maintaining focus on student learning. -Implement change efforts. 	<ul style="list-style-type: none"> -Contributes to classroom or school improvement planning efforts.