Classified Evaluation Look-fors
COVID-19 Remote Learning 2020-2021

Competency Definition	Satisfactory (Existing rubric language at the Satisfactory performance level)	Para (Remote learning look-fors)	SAEOP (Remote learning look-fors)	Both Para & SAEOP (Remote learning look-fors)
#1 Functional/Technical Knowledge Possesses required educational, functional and technical knowledge as defined in individual job descriptions, and skills to do his/her job at a high level of accomplishment; demonstrates active interest and ability to acquire and apply new skills.	• Accomplishes the essential functions of the job. • Has and uses the required educational, functional and technical knowledge, experience and skills necessary to do his/her job. • Uses the appropriate tools and technology and follows District policies and procedures to accomplish a task. • Shares expertise and skills with others when appropriate.	• Helps students and colleagues access classroom materials (for example: students can't access breakout group and the parapro goes into the breakout group and calls the student into the space). • Uses technology/learning platforms appropriate to the position and/or role.	• Maintains communications consistent with job scope. • Accesses Power Schools and other related platforms to do essential job functions.	• Logs on to District email and District platforms successfully every day.
#2 Accountability Holds self answerable for measurable or observable quality and/or, timeliness and/or effective results; follows through on objectives; accepts	• Completes assigned work with limited supervision. • Has adequate knowledge of District policies and procedures and	• Shares student data as appropriate to position and role. • Screenshots work as appropriate.	• Signs on to District platforms at home or school site as appropriate to position and role. • Has knowledge of essential tasks.	• Responds to email (per MOU, 48 business hours).

responsibility for mistakes; complies with applicable and adopted SPS policies. Presents a high level of dependability in all aspects of the job. Sets priorities and delegates' work.	carries out work accordingly. • Accepts responsibility for errors/mistakes or assigned tasks. • Reliable – Follows through and meets commitments to others on time.	• Engages in email correspondence w/ colleagues.	• Checks in with SAEOP team and admin.	
#3 Collaboration Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties.	• Works cooperatively with others. • Assists the team in achieving goals. • Suggests or uses tools to increase team member involvement. • Builds relationships with others inside and outside the school, staff and/or community at large. • Seeks mutually beneficial solutions. • Works Interdependently- Supports co-workers in their job duties, as appropriate.	• Shares information w/other Paras and Certs.	• Collaborates with colleagues and team members. • Uses Inclusive ways to communicate. • Offers suggestions and solutions to concerns.	• Attends and participates in team meetings relevant to role.
#4 Communication/ Interpersonal Relationship Skills Actively and respectfully listens to others and	• Listens to other's interests and ideas and seeks feedback. • Adapts communication style		• Communicates with site supervisor to support building protocols.	• Uses a racial equity lens in communicating and interacting with others.

adapts his/her message style and tone to accommodate a variety of audiences. Encourages open expression of ideas and opinions. Communicates and relates to students, staff and the public. Builds constructive and effective relationships. Values the importance of providing high-quality service.	or format to get message across to different groups (students, staff and the public). • Easy to approach and engage in conversation and expresses self appropriately. • Recognizes tense situations and attempts to diffuse them; remains calm. • Strives to fulfill a service ethic by showing interest or concern and follow through on commitments.			• Follows virtual etiquette in meetings. • Communicates technical challenges or interruptions to supervisor. • Uses district approved communication platforms. • Participates in discussions. • Emails colleagues as necessary.
#5 Critical Thinking, Decision Quality and Problem Solving Uses analysis, experience and logical methods to make good decisions and solve difficult problems. Thinks about effects on others of one's words or actions.	• Weighs the consequences, implications and feasibility of alternative solutions for problems before making a decision. • Makes independent decisions, as appropriate. • Makes timely decisions based upon fact finding without			

	jumping to conclusions. • Identifies and intervenes in emergency situations using appropriate action. • Considers multiple actions, resources, and constraints before selecting a method for accomplishing a task or project.			
#6 Initiative/Action Oriented Strives for new levels of performance. Is self-reliant and takes responsibility for work with minimal direction (or supervision.) Seeks new responsibilities. Performs work with energy and drive; values planning but will take quick, decisive action when an opportunity presents itself.	• Maintains appropriate degree of productivity. • Starts and finishes work on required tasks with minimal supervision. • Accepts and completes new tasks when asked or assigned. • Addresses problems and/or situations. • Completes work in a routine manner.	• Logs on to learning platforms.		• Asks for support when needed. • Discusses successes and new ideas with their administrator/team. • Notifies administrator about technology accessibility issues by email or phone (for example: a power outage in your neighborhood prevents you from getting online).
#7 Planning and Organizing Work; Time Management	• Coordinates and organizes projects	• Communicates issues with teacher or administrator.	• Consistently meets and participates in staff meetings	• Responds to emails and/or calendar events in timely

Sets priorities and timelines to accomplish assigned duties and responsibilities, considering both difficulty and duration of the task. Utilizes resources efficiently and effectively. Manages to get the right tasks done, in the right order.	and/or time to avoid conflicts. • Identifies potential problems and addresses them. • Prepares information and materials are prepared to maximize productivity. • Keeps track of workload despite interruptions but may find it difficult to re-focus. • Uses systems in place to create/maintain informational files, records, projects or information. • Completes normal activities of his/her role; completes one task before beginning another.	• Communicates student or self tech connectivity issues to administrator. • Collects data appropriate to the position and/or role.	appropriate to position/role. • Organizes work based on work plan. • Handles interruptions and seeks solutions. • Properly identifies required tasks.	manner (per MOU, 48 business hours).

#8 Quality of Work Maintains high standards despite pressing deadlines; does work right the first time; corrects own errors; regularly produces accurate, thorough, professional work. Monitors process, progress and results; designs feedback loops into work.	• Meets deadlines on a timely basis. • Monitors accuracy and quality of work. • Ensures that correct processes are being followed. • Reviews outcomes; corrects all errors. • Uses current technology tools and established methods to ensure information is complete and accurate. • Implements differentiated instructional strategies while working with students, if applicable.	• Follows appropriate schedule for position/role. • Collects data appropriate to the position and/or role. • Uses appropriate district/building platforms to complete tasks appropriate to the position and/or role.	• Follows office and/or district procedures. • Handles deadlines effectively. • Uses district platforms and systems effectively.	• Uses a racial equity lens.
#9 Student Management (Paraprofessional only) Makes substantive contribution to the environment by understanding routines and procedures of the group, assists teacher in organization, shows patience and uses positive reinforcement. Able to perform the duties asked	• Meets average standards of professional responsibility. • Helps maintain order in the classroom when asked; communicates with the staff, students and parents when necessary.	• Attempts to engage students. • Attends building and team meetings. • Applies teacher adapted materials and/or instructional supports. • Applies knowledge of student(s) to tasks/work as		

in and out of the classroom, has excellent connection (rapport) with coworkers, students and community.	• Understands teamwork but does not always demonstrate this type of support. • Plans time with teachers and informs staff about the progress and status of students. • Performs beyond the minimum job requirements to complete a task.	appropriate to the position/role.		