



LEADERSHIP MONITORING CHECKLIST

PARAPROFESSIONAL EFFECTIVENESS

This checklist supports program-level monitoring of the systems, structures, and coaching practices that contribute to effective paraprofessional performance. Use it to assess whether expectations, professional learning, and support are consistently in place across all seven key areas

Language Modeling and Communication

- ☐ Expectations for ASL and English language modeling have been clearly communicated
- ☐ Paraprofessionals receive feedback on language interactions with students
- ☐ Language modeling is included in observations and coaching conversations
- ☐ Paraprofessionals understand how ASL and English support one another in student learning
- ☐ Professional learning opportunities related to language development have been provided
- ☐ Leaders regularly observe language use across instructional and non-instructional settings

Instructional Support and Learning Facilitation

- ☐ Paraprofessionals understand instructional goals and lesson objectives
- ☐ Teachers have systems for communicating lesson plans and student needs
- ☐ Expectations for instructional support have been clearly defined
- ☐ Coaching focuses on supporting learning rather than task completion
- ☐ Paraprofessionals have opportunities to learn effective instructional strategies
- ☐ Leaders observe how paraprofessionals support student understanding and engagement

Student Access and Participation

- ☐ Expectations for promoting student participation and communication access are clearly communicated
- ☐ Paraprofessionals understand how to recognize barriers to participation
- ☐ Student inclusion and belonging are discussed during coaching conversations
- ☐ Leaders observe student participation across settings
- ☐ Staff are encouraged to support peer interactions and student self-advocacy
- ☐ Student access and participation are considered when making staffing decisions

Initiative and Responsiveness

- ☐ Leaders reinforce proactive problem-solving and initiative
- ☐ Paraprofessionals receive feedback on anticipating student needs
- ☐ Staff are encouraged to identify concerns before they become problems
- ☐ Coaching conversations include discussion of decision-making and judgment
- ☐ Leaders recognize examples of initiative and responsiveness
- ☐ Systems support appropriate autonomy while maintaining role clarity

Professionalism and Role Clarity

- ☐ Job responsibilities and role expectations are clearly defined
- ☐ Professional boundaries are explicitly discussed
- ☐ Expectations regarding appearance, conduct, and communication are communicated consistently
- ☐ Teachers and paraprofessionals share a common understanding of roles
- ☐ Leaders address role confusion when it occurs
- ☐ Professional conduct is consistently modeled and reinforced

Collaboration and Teaming

- ☐ Teachers and paraprofessionals have opportunities to communicate regularly
- ☐ Paraprofessionals receive information about lesson objectives and student needs
- ☐ Service providers and paraprofessionals collaborate when appropriate
- ☐ Expectations for teamwork are clearly communicated
- ☐ Leaders observe and support effective team interactions
- ☐ Collaboration is recognized as an essential part of paraprofessional effectiveness

Community Engagement and Culture

- ☐ Paraprofessionals are included in school-wide initiatives and events
- ☐ Contributions to school culture are recognized and celebrated
- ☐ Staff are encouraged to participate in student activities and community-building opportunities
- ☐ Leaders intentionally foster a sense of belonging among paraprofessionals
- ☐ Paraprofessionals are viewed and treated as valued members of the educational community
- ☐ Opportunities exist for paraprofessionals to contribute ideas and feedback

Coaching Opportunities

Consider the following questions and how to address them.

1. *Where are paraprofessionals most inconsistent in their practice, and what does that pattern suggest about gaps in expectations, training, or support?*
2. *How effectively are teachers and paraprofessionals communicating about lesson objectives and student needs and what structures could strengthen that?*
3. *Which settings outside of direct instruction (transitions, lunch, extracurriculars) require the most attention in terms of language modeling and student engagement?*
4. *Where do paraprofessionals need the most development: language modeling, instructional support, role clarity, or collaboration and how is that reflected in your current coaching plan?*
5. *What would it take to move one or two paraprofessionals from developing to exemplary practice, and what support does that require from leadership?*