



PROCESS FOR USING THE STANDARDS OF EFFECTIVE PRACTICE FOR EVALUATION OF TEACHING ASSISTANTS

Timelines for Evaluation

1. For teaching assistants in their probationary period (one duty year):
 - Supervisors will complete an evaluation based on the rubric once midway through the probationary period and once prior to the end of the probationary period.
 - The Summary Evaluation form will be completed once, prior to the end of the probationary period.
2. Supervisors will complete an annual evaluation based on the rubric including one Summary Evaluation.
3. Supervisors may choose to evaluate a teaching assistant at any time.

Evaluation Process

1. Teaching assistants will complete the standards rubric based on their own perception of their job performance.
2. Supervisors will complete the standards rubric based on their own observations and the input from others who work with the teaching assistant.
3. The supervisor and teaching assistant will meet to discuss the performance evaluation and any differences noted on the rubric.
4. The supervisor will submit his/her final rubric and summary evaluation to the Human Resource Department, and the evaluation will be placed in the teaching assistant's Personnel File.

Improvement Plans and Disciplinary Action

Supervisors may develop an Improvement Plan or take disciplinary action according to the labor agreement with the teaching assistants' bargaining unit. Supervisors are encouraged to contact the Human Resource Department for assistance in these matters.

STANDARDS OF EFFECTIVE PRACTICE FOR TEACHING ASSISTANTS

Teaching Assistant's Name: _____ School Year: _____

Observer's Name: _____ Site: _____

Subject/Grade _____ ☐ Probationary Evaluation ☐ Annual Evaluation

Instructions: Mark an "X" in the box at the appropriate continuum range that best describes observed behavior or overall performance. The lowest skill level is at the left side of the box with the highest skill level at the right side of the box (see example below). If a standard does not apply to a specific role, mark N/A in the box to the far left.

Example:

Meets Standard
Builds positive relationships with students that are appropriate to developmental, cultural and socioeconomic differences.
X

DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL		
	Below Standard	Meets Standard	Exceeds Standard
Environment of Respect/Rapport N/A ☐	Teaching assistant-student relationships are not positive and/or do not account for developmental, cultural or socioeconomic differences	Builds positive relationships with students that are appropriate to developmental, cultural and socioeconomic differences	Strengthens relationships with students through community involvement, school events, etc.
N/A ☐	Does not support teacher in creating a positive classroom community	Supports teachers in creating a positive classroom community	Supports teachers in creating an exceptional classroom community

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Classroom Procedures	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Some needed equipment or materials are missing or poorly planned	Prepares materials and equipment as needed	Materials are exceptionally well prepared
N/A ☐	Fails to learn and/or follow safety procedures	Knows and follows safety procedures	Helps to develop safety procedures for site/program
N/A ☐	Incorrectly uses equipment related to job assignment	Correctly uses equipment related to job assignment	

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Student Behavior	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Inconsistently communicates and reinforces standards of conduct to all students	Consistently communicates and reinforces standards of conduct to all students	Effectively involves students in establishing, reviewing, and enforcing standards of conduct
N/A ☐	Fails to effectively monitor student behavior and minimize disruptions	Effectively monitors student behavior and works to minimize disruptions	Supports teachers in developing highly effective and proactive classroom management
N/A ☐	Response to misbehavior is inconsistent, ineffective, or disrespectful	Response to student misbehavior is timely, appropriate and effective	Response to misbehavior is highly effective and differentiated

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Does not collaboratively implement effective instruction that results in increased student achievement	Collaboratively implements effective instruction that results in increased student achievement for all students over time	Actively researches best practices for instruction and collaboratively implements effective instruction that results in increased student achievement
N/A ☐	Minimal or no variation in instructional strategies	Varies instructional strategies to meet individual needs	Instructional strategies are highly varied to meet individual needs
N/A ☐	Limited or no use of student work to monitor and adjust instruction	Uses student work to monitor and adjust instruction	Uses student work to monitor and adjust instruction thoroughly
N/A ☐	Does not effectively assist students to use technology in learning	Assists students to effectively use technology in learning	Assists students to access and present information using a variety of technologies
N/A ☐	Fails to follow instructional plan and/or seek clarification and directions as needed	Follows instructional plan and seeks clarification and direction as needed	Shares ideas for instructional planning with teachers; offers help to implement instructional plan when teacher is absent
N/A ☐	Fails to set and communicate high expectations for all students	Sets and communicates high expectations for all students	
N/A ☐	Does not communicate the importance of work to students	Models the importance of the work to students	Communicates and models the importance of the work to students

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)
Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Knowledge of Content	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Fails to demonstrate basic skills in reading, writing, and math	Demonstrates basic skills in reading, writing, and math	Demonstrates exceptional skills in reading, writing, and/or math
N/A ☐	Fails to demonstrate appropriate knowledge of content	Demonstrates appropriate knowledge of content	Demonstrates exceptional knowledge of content

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Communication	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Does not use oral and written language that is clear and correct	Uses oral and written language that is clear and correct	Oral and written language is correct and expressive, enriching the lesson for students
N/A ☐	Directions are confusing or unclear	Directions are clear, appropriate, and are modified as needed	Directions are clear to students and anticipate misunderstanding
N/A ☐	Accommodations for English Language Learners are inadequate or ineffective	Accommodates English Language Learners while encouraging students to communicate in English	Multiple and highly effective accommodations are made for English Language Learners
N/A ☐	Fails to give constructive and timely feedback to students	Gives instructional feedback to students that is constructive and timely	Gives exceptionally helpful feedback to students

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)
Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Questioning-Discussion Techniques	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Questions are often lower-order knowledge and comprehension and require limited student response	Uses a range of questions from simple understanding to analysis and evaluation	Questions lead to students creating their own conceptual frameworks
N/A ☐	Rarely engages students in the discussion	Engages students in the discussion, modifying techniques as needed	Facilitation leads to student driven discussion

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)
Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Engaging Students in Learning	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Limited or no link between new information and prior knowledge and experience	Effectively links new information with students’ knowledge and experience	Strong link between new information and student knowledge and experience
N/A ☐	Activities and assignments are often “busy work”	Assists students in activities, assignments and materials by capitalizing on their interests, abilities and experiences	Activities and assignments result in student initiation of new ways to understand the content
N/A ☐	There is limited or no accommodation for diverse backgrounds and learning styles	Acknowledges and accommodates students’ diverse backgrounds, language, and learning styles	Demonstrates cultural competence and self-awareness, leading to high levels of trust with all students

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL		
Work Habits	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Fails to maintain good attendance or follow call-in procedures	Maintains good attendance and follows call-in procedures	
N/A ☐	Attire may be inappropriate	Dresses appropriately	
N/A ☐	Fails to observe working hours and/or to follow schedules	Observes working hours and follows schedule	
N/A ☐	Does not complete assigned work in a timely manner	Completes assigned work in a timely manner	
N/A ☐	Fails to gather and record data regarding student achievement and behavior	Gathers and records appropriate data regarding student achievement and behavior	
N/A ☐	Does not solve problems effectively within assigned role	Solves problems effectively within assigned role	
N/A ☐	Violates confidentiality and privacy of information requirements	Maintains confidentiality and privacy of information as required	
N/A ☐	Does not apply effective conflict resolution skills	Applies effective conflict resolution skills	
N/A ☐	Fails to accept appropriate tasks willingly	Accepts appropriate tasks willingly	
N/A ☐	Often must be reminded of what needs to be done	Works independently within assigned role	
N/A ☐	Fails to maintain appropriate professional boundaries with students	Maintains appropriate professional boundaries with students	

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Informing Families as Required by Job	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Communication with parents is not timely, appropriate and accurate	Communication with parents is clear, timely, appropriate and accurate	Provides appropriate feedback to parents with great sensitivity
N/A ☐	Families are rarely engaged in the instructional program	Engages families in the program	Teaches students to engage their families in the program
N/A ☐	Makes minimal efforts to identify resources to help students and families	Identifies resources that provide student and family support	Assists families in accessing resources

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Professional Growth	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Ignores or minimizes feedback from colleagues and supervisors	Accepts feedback from colleagues and supervisors	Actively seeks feedback from colleagues and supervisors
N/A ☐	Participates in professional development if required or at a minimal level	Seeks out and participates in opportunities for professional development	Regularly participates in professional development and shares information with others
N/A ☐	Feedback is only solicited if required, and results are ignored or minimized	Uses feedback surveys for professional growth	A variety of feedback surveys are sought and effectively used

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Collaboration with Staff	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Impedes the process of team or departmental meetings	Works effectively as a member of a team or department	Takes leadership on teams or committees
N/A ☐	Rarely collaborates with specialists	Effectively collaborates with staff	Seeks specific help from specialists
N/A ☐	Tends to be isolated or avoids professional discussions	Assists other educators when appropriate	Contributes to the profession by mentoring, publishing, etc.
Alternative N/A ☐	Rarely provides appropriate information to staff regarding students	Provides appropriate information to staff regarding students	Consistently provides information to staff regarding students

Notes:



Standards of Effective Practice for Teaching Assistants

SUMMARY EVALUATION

Please rate the overall performance of _____
Teaching Assistant

School Year _____ Program _____

Evaluation

☐ Exceeds Standard

☐ **Meets Standard**

☐ Below Standard

(If non-probationary, an Improvement Plan may be developed.)

Comments

Signed: _____ Date: _____

Principal/Administrator

This evaluation was completed with input from:

This performance appraisal has been discussed with me, and I have received a copy of it.
(Teaching Assistants may submit a letter for inclusion in their personnel file pertaining to this appraisal)

Signed: _____ Date: _____

Teaching Assistant

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008