Port Chester-Rye Union Free School District
Dr. Aurelia Henriquez, Superintendent of Schools

Name of Teaching Assistant:
School:
Principal:

Period Covered by this report: From: To:

Year of Assignment:

Grade Assignment: K 1 2 3 4 5 6 7 8 9-12

Attendance:
Number of days absent exclusive of school business:

Evaluator Comments:

Punctuality:
Satisfactory Needs Improvement Unsatisfactory

Professional Dress:
Appropriate Inappropriate

Teaching Assistant Evaluation Document

The following rubric was designed by administrators, Teachers, and Teaching Assistants based on research in the field of Teaching by Charlotte Danielson and based on the specific needs of Port Chester educators. It meets the criteria of providing a meaningful tool for the assessment and measurement of collaborative teaching. It addresses four domains of Professional Practice:

1. *Planning and Preparation*
2. *The Classroom Environment*
3. *Instruction*
4. *Professional Responsibilities*

The Rating Scale is: *Unsatisfactory* *Satisfactory* *Proficient Professional*

DOMAIN 1: PLANNING AND PREPARATION
Demonstrating Knowledge of Content and Pedagogy, Instructional Goals, Resources and Assessment

	Element	Unsatisfactory	Satisfactory	Proficient Professional
1	**Knowledge of Content**	Teaching Assistant makes content errors or does not correct content errors students make.	Teaching Assistant displays basic content knowledge.	Teaching Assistant displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
2	**Knowledge of Content – Related Pedagogy**	Teaching Assistant displays little understanding of pedagogical issues involved in student learning of the content.	Teaching Assistant displays basic pedagogical knowledge. Teaching Assistant strives to anticipate student misconceptions.	Teaching Assistant practices reflect good pedagogy in content area and often anticipate student misconceptions.
3	**Knowledge of Students' Varied Approaches to Learning and Culture**	Teaching Assistant is unfamiliar with the different approaches to student learning styles, and the needs of diverse students.	Teaching Assistant displays general understanding of the different approaches to student learning styles, and the needs of diverse students.	Teaching Assistant displays solid understanding of the different approaches to student learning styles and the needs of diverse students.

In the area of **Planning and Preparation**, your holistic rating is: **Unsatisfactory** **Satisfactory** **Proficient**

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Creating an Environment of Respect and Rapport

	Element	Unsatisfactory	Satisfactory	Proficient Professional
1	**Teaching Assistant Interaction with Students**	Teaching Assistant's interaction with at least some students is inappropriate for the age and/or culture of the students (i.e. negative, demeaning, sarcastic, etc).	Teaching Assistant-student interactions are friendly and generally demonstrate respect. Interactions are appropriate for the age and/or culture of the students.	Teaching Assistant demonstrates genuine caring and respect for individual students. Students exhibit respect for Teaching Assistant and an eagerness to learn.
2	**Importance of Content**	Teaching Assistant conveys an indifferent attitude toward the content, suggesting that the content is not important.	Teaching Assistant conveys genuine enthusiasm for the subject. Students demonstrate enthusiasm and passion for the subject.	Teaching Assistant inspires students to demonstrate active participation, curiosity, attention to detail, and appreciation of the content's importance while capturing enthusiasm for the subject.
3	**Expectations for Learning**	The Teaching Assistant's interactions and activities convey inconsistent expectations for student achievement.	The Teaching Assistant's interactions and activities convey positive expectations for student achievement.	The Teaching Assistant's interactions and activities convey high expectations for student achievement.
4	**Monitoring Student Behavior**	Student behavior is not monitored, and Teaching Assistant is unaware of what students are doing. Teaching Assistant does not enforce standards of conduct.	Teaching Assistant is alert to student behavior. Teaching Assistant actively enforces standards of conduct.	The Teaching Assistant's use of instructional practices establishes effective standards of behavior as well as awareness of and expectations of self-monitoring.

In the area of **The Classroom Environment**, your holistic rating is: **Unsatisfactory** **Satisfactory** **Proficient**

DOMAIN 3: INSTRUCTION

Communicating Clearly and Accurately, Discussion/Questioning Techniques, Engaging Students in Learning and Providing Feedback

	Element	Unsatisfactory	Satisfactory	Proficient Professional
1	**Directions and Procedures**	Teaching Assistant directions and procedures are confusing to students.	Teaching Assistant directions and procedures are generally clear to students and contain an appropriate level of detail.	Teaching Assistant directions and procedures are explicit to students and anticipate possible student misunderstanding.
2	**Quality of Questions (see Bloom's Taxonomy)**	Teaching Assistant's questions elicit only low level thinking.	Teaching Assistant's questions develop a combination of low and middle level thinking skills. There is a need to develop more higher order thinking skills questions.	Most of Teaching Assistant's questions are of high quality, tapping higher order thinking skills.
3	**Pacing of Questions**	Inadequate time is allowed for student response; Teaching Assistant often answers his/her own questions.	Generally, adequate time is allowed for student response. Teaching Assistant sometimes answers his/her own questions.	Adequate time is available for students to respond. Teaching Assistant elicits student responses with clarifying, follow-up questions.
4	**Discussion Techniques**	Interaction between Teaching Assistant and students is predominately recitation style, with Teaching Assistant mediating all questions and answers; few students participate.	Teaching Assistant attempts to engage some students in a true discussion.	Interactions represent true discussion, successfully engaging all students.
5	**Quality of Feedback**	Feedback is neither provided nor timely.	Feedback is consistently appropriate and provided in a timely manner.	Feedback is consistently appropriate and timely. Provision is made for students to use specific and constructive feedback to improve their learning.
6	**Lesson Adjustment / Response to Students**	Teaching Assistant adheres rigidly to an instructional plan, neglecting results of continuous assessment. Teaching Assistant's attitude indicates that lesson failure is due to student inability to learn.	Teaching Assistant successfully makes adjustments to lessons based on assessment, and accommodates students' questions, persistently seeking approaches for students who have difficulty learning.	Teaching Assistant consistently makes successful adjustments to lessons based on continuous assessment, and seizes opportunities to enhance learning directed by student questions.
7	**Student Learning Progress**	Teaching Assistant fails to collaborate with teacher(s) relative to learning progress.	Teaching Assistant collaborates with teacher(s) providing information on student learning and progress.	Teaching Assistant consistently communicates with the teachers(s) relative to students learning and progress. Teaching Assistant takes the initiative to make recommendations for student improvement.

In the area of **Instruction**, your holistic rating is: **Unsatisfactory** **Satisfactory** **Proficient**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Assessing Learning, Communicating with Families, Reflecting on Teaching and Growing Professionally

	Element	Unsatisfactory	Satisfactory	Proficient Professional
1	**Accuracy in Assessing Teaching / Lessons as a Reflective Practitioner**	Teaching Assistant does not know if lessons are effective or if goals have been achieved; has no suggestions for how lessons may be improved.	Teaching Assistant has a generally accurate impression of lesson effectiveness and the extent to which instructional goals were met and how lessons may be improved.	Teaching Assistant accurately assesses student outcomes to determine effectiveness of teaching, lesson effectiveness and the extent to which they achieved the goals as well as how lessons may be improved.
2	**Enhancement of Knowledge and Skills and Service to the Profession**	Teaching Assistant does not engage in professional development activities related to responsibilities.	Teaching Assistant participates in some professional development activities related to responsibilities.	Teaching Assistant consistently participates in workshops, conferences, etc. directly related to responsibilities.
3	**Participation in School and District Projects**	Teaching Assistant has not participated in school and/or district/community projects.	Teaching Assistant makes a contribution to school and/or district community through active participation.	Teaching Assistant seeks opportunities and makes a substantial contribution to school and/or district community.

In the area of **Professional Responsibilities**, your holistic rating is: **Unsatisfactory** **Satisfactory** **Proficient**

Relative to certification requirements you are:

❒Provisional ❒Permanent ❒Non-Certified

Comments:

Teaching Assistant Evaluation	**May 7 Evaluation**

__A. This Teaching Assistant shows continued growth and is performing proficiently.
___B. This Teaching Assistant's level of performance is below proficiency level and therefore, unsatisfactory.

Comments of Evaluator

Please use one of the three holistic rating categories in your comments: **Unsatisfactory** **Satisfactory** **Proficient Professional**

Statement of Evaluated Teaching Assistant:

I have read the foregoing report. I understand that a copy of it will be placed in my professional file.

Signature of Teaching Assistant: _____

Signature of Evaluator(s): _____

Position: **Date**: