

PROFESSIONAL PERFORMANCE REVIEW

Teaching Assistant Observation/Evaluation Form

Name _____		Evaluator _____	
Program _____	Grade Level _____	Site _____	
Tenured: Yes _____ No _____			
Observation Date _____	Time _____		
Pre-Conference Date _____	Post-Conference Date _____		

Note: Criteria must be evaluated in accordance with the Commissioner's Regulations. A rating of Unsatisfactory on any criteria requires a Professional Improvement Plan. A rating of Basic on any of the criteria may result in a Professional Improvement Plan.

Content Knowledge and Preparation				
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Conveys knowledge content that is inaccurate and out of date, does not correct errors made by students, makes minimal connections with curriculum and standards. <input type="checkbox"/>	Conveys knowledge that is accurate and current, corrects errors made by students, does not have a broad base of knowledge to answer questions, does not connect curriculum with standards. <input type="checkbox"/>	Conveys knowledge that is accurate and current, corrects errors made by students, does have a broad base of knowledge to answer student questions, makes connections with curriculum and standards, makes connections between the content and other disciplines. <input type="checkbox"/>	Conveys knowledge that is accurate and current, corrects errors made by students, does have a broad base of knowledge to answer student questions, makes connections between the content and other disciplines, makes real-life connections with the curriculum. <input type="checkbox"/>

Content Knowledge and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
Use of Instructional Time	Teaching Assistant does not effectively support the teacher's efforts to maximize instructional time. <input type="checkbox"/>	Teaching Assistant attempts to support the teacher's efforts to maximize full use of instructional time. <input type="checkbox"/>	Teaching Assistant consistently supports the teacher's efforts to maximize instructional time. <input type="checkbox"/>	Teaching Assistant consistently supports and enhances the teacher's efforts to maximize instructional time. <input type="checkbox"/>
Resources for Students Use of Materials	Not aware of resources or uses materials that are not appropriate or do not contribute to the overall clarity of the lesson. <input type="checkbox"/>	Aware of resources and materials but demonstrates minimal use of different resources. Consistently utilizes the same materials. <input type="checkbox"/>	Aware of and uses a wide variety of resources and materials to meet students' different learning needs (ex. technology, hands-on learning materials, multi-media, etc.). <input type="checkbox"/>	Aware of and uses a wide variety of resources that enrich and enhance learning. Allows students choice through the selection of materials and or resources that will foster their learning. <input type="checkbox"/>
Comments:				

Instructional Delivery

	Unsatisfactory	Basic	Proficient	Distinguished
Expectations for Learning	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. <input type="checkbox"/>	Teaching Assistant attempts to explain the instructional purpose with limited success as evidenced by students' inability to identify the purpose of the lesson. <input type="checkbox"/>	Teaching Assistant is clear about the purpose of the lesson or unit, including where it is situated within broader learning. Students demonstrate understanding of the instructional purpose of the lesson. <input type="checkbox"/>	Teaching Assistant makes the purpose of the lesson or unit clear, including where it is situated within broader learning linking that purpose to student interest. Students are able to identify and articulate the instructional purpose and how it is applicable to the real world. <input type="checkbox"/>
Instructional Techniques	Teaching Assistant does not vary instructional techniques to accommodate the variety of student learning styles. <input type="checkbox"/>	Teaching Assistant offers minimal variation in instructional techniques to accommodate the different learning styles of students. <input type="checkbox"/>	Teaching Assistant consistently varies instructional techniques to accommodate the different learning styles of students. <input type="checkbox"/>	Teaching Assistant varies instructional techniques, materials, and/or resources to best meet all students' learning styles. Teaching Assistant uses an extensive repertoire of strategies and seeks additional resources from the school. <input type="checkbox"/>

Instructional Delivery				
	Unsatisfactory	Basic	Proficient	Distinguished
Oral and Written Language	Teaching Assistant's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. <input type="checkbox"/>	Teaching Assistant's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but is not always appropriate to students' ages. <input type="checkbox"/>	Teaching Assistant's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. <input type="checkbox"/>	Teaching Assistant's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. <input type="checkbox"/>
Comments:				

Classroom Management				
	Unsatisfactory	Basic	Proficient	Distinguished
Expectation for Student Behavior	No standards of conduct appear to have been established, or students are confused as to what the rules are. <input type="checkbox"/>	Standards of conduct appear to have been established for some situations, and some students seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to all students, and they all seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to all students, and they all seem to understand them. Students are involved in holding each other accountable to the standards of conduct. <input type="checkbox"/>
Response to Student Behavior	Teaching Assistant does not respond to behavior, or the response is inconsistent, overly repressive. <input type="checkbox"/>	Teaching Assistant responds to student behavior, but with uneven results. <input type="checkbox"/>	Teaching Assistant response to behavior is appropriate and successful and respects the students' dignity. <input type="checkbox"/>	Teaching Assistant's response to behavior is highly effective and sensitive to students' individual needs. <input type="checkbox"/>
Interaction with Students	Teaching Assistant interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. <input type="checkbox"/>	Teaching Assistant – student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. <input type="checkbox"/>	Teaching Assistant – student interactions are consistently positive and demonstrate general warmth, caring, and respect. Favoritism is not displayed and students' cultures are respected. <input type="checkbox"/>	Teaching Assistant – student interactions are consistently positive and demonstrate general warmth, caring, and respect. Favoritism is not displayed and students' cultures are respected. The climate of the classroom is positive and respectful. <input type="checkbox"/>
Comments:				

Student Development				
	Unsatisfactory	Basic	Proficient	Distinguished
Student Needs	Teaching Assistant is not alert to students' needs or learning. <input type="checkbox"/>	Teaching Assistant attempts to diagnose and design instruction based on students' needs with minimal success. <input type="checkbox"/>	Teaching Assistant consistently diagnoses and designs instruction based on students' needs, utilizing differentiated instruction to meet those needs. <input type="checkbox"/>	Teaching Assistant is highly proactive in diagnosing and designing instruction based on learner's needs, utilizing differentiated instruction based on students' needs and creates opportunities for students to learn how to meet their own learning needs. <input type="checkbox"/>
Supporting Student Involvement	Teaching Assistant does not provide for active student involvement. Activities are led by the teaching assistant with little or no input from students. <input type="checkbox"/>	Teaching Assistant delivers instruction that actively involves some students. Other students are disengaged in the learning. <input type="checkbox"/>	Teaching Assistant delivers instruction that actively involves many students. Based on the objectives of the lesson, a variety of strategies are used to actively involve students. <input type="checkbox"/>	Teaching Assistant delivers instruction that actively involves all students in a variety of different ways (i.e. cooperative learning discussion, project based learning, etc.) <input type="checkbox"/>
Comments:				

Student Assessment				
	Unsatisfactory	Basic	Proficient	Distinguished
Techniques to Assess Student Learning	Teaching Assistant does not use a variety of techniques to assess student learning. <input type="checkbox"/>	Teaching Assistant uses few formative assessments to monitor student learning and adjust instruction. <input type="checkbox"/>	Teaching Assistant uses formative assessments effectively to monitor student learning and adjust instruction. <input type="checkbox"/>	Teaching Assistant has an extensive repertoire of formative assessments and selects the assessment tool to best measure the skills being taught. Student learning is monitored and adjustment to instruction occurs. <input type="checkbox"/>
Record Keeping	Teaching Assistant's system for maintaining information on students is ineffective. Student information is not recorded accurately or recorded at all. <input type="checkbox"/>	Teaching Assistant's system for maintaining information on students is rudimentary and only partially effective. On some occasions there are errors made in record keeping. <input type="checkbox"/>	Teaching Assistant's system for maintaining student information is effective. Student information is consistently recorded accurately. <input type="checkbox"/>	Teaching Assistant's system for maintaining student information is highly effective. Systems have been developed for tracking student information. Student information is consistently recorded accurately. <input type="checkbox"/>
Comments:				

Collaboration

	Unsatisfactory	Basic	Proficient	Distinguished
Involvement in a Culture of Professional Inquiry	Teaching Assistant actively avoids participation in a culture or inquiry. <input type="checkbox"/>	Teaching Assistant becomes involved in the schools culture of inquiry when invited. <input type="checkbox"/>	Teaching Assistant actively participates in a culture of professional inquiry and willingly shares discoveries with colleagues. <input type="checkbox"/>	Teaching Assistant takes a leadership role in promoting a culture of professional inquiry. <input type="checkbox"/>
Relationships with Colleagues	Teaching Assistant's relationships with colleagues are negative or self-serving. <input type="checkbox"/>	Teaching Assistant maintains basic relationships with colleagues to be able to fulfill required duties. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation to meet the needs of the students. <input type="checkbox"/>	Relationships with colleagues are characterized by mutual support and cooperation. Teaching Assistant takes initiative in assuming a leadership role among the faculty. <input type="checkbox"/>
Receptivity to Feedback	Teaching Assistant resists feedback on teaching performance from either supervisors or more experienced colleagues. <input type="checkbox"/>	Teaching Assistant accepts, with some reluctance, feedback on teaching performance. <input type="checkbox"/>	Teaching Assistant welcomes feedback from others and uses feedback to modify instruction. <input type="checkbox"/>	Teaching Assistant seeks out feedback from a variety of sources, uses the information to improve instruction and provides information on the effectiveness of the changes. <input type="checkbox"/>
Participation in School and District Projects/Activities	Teaching Assistant avoids participation in school projects/activities. <input type="checkbox"/>	Teaching Assistant participates in school projects/activities when specifically asked. <input type="checkbox"/>	Teaching Assistant demonstrates a desire to participate in school projects/activities. Teacher makes a substantial contribution to school projects/activities. <input type="checkbox"/>	Teaching Assistant takes a leadership role in school projects/activities and makes a substantial contribution in the development and outcome of major school projects/activities. <input type="checkbox"/>
Integrity and Ethical Conduct	Teaching Assistant displays dishonesty in interactions with colleagues, students and the public. Teaching Assistant violates confidentiality. <input type="checkbox"/>	Teaching Assistant is honest in interactions with colleagues, students, and the public. Teaching Assistant respects confidentiality. <input type="checkbox"/>	Teaching Assistant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. <input type="checkbox"/>	Teaching Assistant takes a leadership role in the maintenance of the highest standards of honesty, integrity, and confidentiality. <input type="checkbox"/>
Comments:				

Reflective and Responsive Practice				
	Unsatisfactory	Basic	Proficient	Distinguished
Collaborative Support of Teaching Practice	Teaching Assistant does not collaborate with the teacher to reflect on the lesson. <input type="checkbox"/>	Teaching Assistant attempts to collaborate with the teacher to reflect on the lesson. <input type="checkbox"/>	Teaching Assistant works collaboratively with the teacher to improve instruction. <input type="checkbox"/>	Teaching Assistant works collaboratively with the teacher and offers suggestions, which could enhance instruction for all students. Suggestions for how to differentiate instruction for learners are made. <input type="checkbox"/>
Comments:				

Summary Comments: *(Please include comments regarding professionalism and adherence to Board policies)*

Administrator's Signature

Date

I have read the above. My signature does not necessarily constitute agreement.

Teaching Assistant Signature

Date

Rubric adapted from Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching