

Teaching Assistant Evaluation Reference Guide

Content Knowledge and Preparation

	Ineffective	Developing	Effective	Highly Effective
Knowledge of Content	Conveys knowledge of content that is inaccurate.	Conveys knowledge that is accurate and current.	Conveys knowledge that is accurate and current, corrects errors made by students. Regularly accesses resources available to increase knowledge of content.	Conveys knowledge that is accurate and current, makes real-life connections with the curriculum.
Use of Instructional Time	Teaching Assistant does not effectively support the teacher's efforts to maximize instructional time.	Aware of resources and materials but demonstrates minimal use of different resources.	Teaching Assistant consistently supports the teacher's efforts to maximize instructional time.	Teaching Assistant consistently supports and enhances the teacher's efforts to maximize instructional time.
Resources for Students/ Use of Materials	Not aware of resources or uses materials that are not appropriate.	Aware of resources and materials but demonstrates minimal use of different resources.	Aware of and uses a wide variety of resources and materials to meet students' different learning needs.	Aware of and uses a wide variety of resources that enrich and enhance learning.

Instructional Delivery

	Ineffective	Developing	Effective	Highly Effective
Implements/Supports Instructional Lesson Plans	Teaching Assistant has limited knowledge and understanding of the roles and responsibilities of implementing the instructional plan.	Teaching Assistant has a basic knowledge and understanding of the roles and responsibilities of implementing the instructional plan.	Teaching Assistant is clear about the purpose for the lesson or unit, implements it effectively and collaborates with the classroom teacher to implement the instructional plan.	Teaching Assistant makes the purpose of the lesson or unit clear, implements it effectively and collaborates with the classroom teacher to implement and enhance the instructional plan.
Reinforcing Student Expectations	Teaching Assistant has consistently reinforced low expectations for students' ability to learn.	Teaching Assistant sometimes has reinforced low expectations for students' ability to learn.	Teaching Assistant has consistently reinforced high expectations in accordance with students' ability to learn and provides the necessary supports.	Teaching Assistant has consistently reinforced high expectations in accordance with students' ability to learn and provides the necessary supports. Includes students in setting the expectations.
Instructional Techniques	Teaching Assistant does not vary instructional technique to accommodate the variety of student learning styles.	Teaching Assistant offers minimal variation in instructional techniques to accommodate the variety of student learning styles.	Teaching Assistant consistently varies instructional techniques to accommodate the variety of student learning styles. Instructional delivery is differentiated for students.	Teaching Assistant has consistently varied instructional techniques, materials to best meet all students' learning styles and modifies techniques to meet individual student needs. Teaching assistant seeks additional techniques to support student needs.
Oral and Written Language	Teaching Assistant's spoken language is inaudible or written language is illegible. Spoken or written language may contain grammar and syntax errors.	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.	Teaching Assistant's spoken and written language is clear and correct. Vocabulary is appropriate to student's age and interest.	Teaching Assistant's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Classroom Management

	Ineffective	Developing	Effective	Highly Effective
Reinforcing Expectations for Student Behavior	Teaching Assistant does not reinforce established classroom rules.	Teaching Assistant minimally supports established classroom rules.	Teaching Assistant consistently reinforces established classroom rules.	Teaching Assistant consistently reinforces established classroom rules and collaborates with the classroom teacher to modify the environment as needed
Use of Preventative Strategies	Teaching Assistant rarely uses preventative strategies.	Teaching Assistant inconsistently uses preventative strategies.	Teaching Assistant frequently uses preventative strategies.	Teaching Assistant consistently utilizes a variety of preventative strategies.
Interactions with Students	Teaching Assistant's interactions are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teaching Assistant's interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teaching Assistant's interactions with students are consistently positive and demonstrate general warmth, caring, and respect.	Teaching Assistant's interactions with students are consistently positive and demonstrate general warmth, caring, and respect. Favoritism is not displayed.
Data Collection	Teaching Assistant does not follow established record keeping systems within the classroom. Student information is not recorded accurately or recorded at all.	Teaching Assistant inconsistently follows record keeping system within the classroom. On some occasions there are errors made by the teaching assistants.	Teaching Assistant consistently follows assigned record keeping tasks within the classroom. Student information is consistently recorded accurately.	Teaching Assistant consistently follows established record keeping systems within the classroom. Student information is consistently recorded accurately. Teaching Assistant consistently collaborates with the classroom teacher to improve record keeping systems in the classroom.

Student Development

	Ineffective	Developing	Effective	Highly Effective
Students Needs	Teaching Assistant is not alert to student's needs or learning.	Teaching Assistant attempts to address students' needs.	Teaching Assistant effectively addresses students' needs.	Teaching Assistant is highly proactive in addressing students' needs.
Supporting Student Involvement	Teaching Assistant does not support student involvement.	Teaching Assistant attempts to support instruction that actively involves students.	Teaching Assistant supports instruction that actively involves students.	Teaching Assistant supports instruction that actively involves students in a variety of ways.
Fosters Student Independence	Teaching Assistant is unable to use strategies that promote student independence.	Teaching Assistant knows and implements strategies to promote student independence some of the time.	Teaching Assistant knows and implements strategies to promote student independence most of the time.	Teaching Assistant knows and implements strategies to promote student independence. Incorporates students' input in how they are supported.

Collaboration

	Ineffective	Developing	Effective	Highly Effective
Interactions with Colleagues	Teaching Assistant's interactions with colleagues are negative and can have a negative effect on students	Teaching Assistant maintains basic interactions with colleagues to be able to fulfill required duties	Teaching Assistant's interactions with colleagues are characterized by mutual support and cooperation to meet the needs of students	Teaching Assistant's relationships with colleagues are characterized by mutual support and cooperation. Teaching Assistant takes initiative in assuming leadership roles among faculty
Participation in School and District Events/Activities	Teaching Assistant avoids participation in school projects/activities	Teaching Assistant participates in school projects/activities when specifically asked	Teaching Assistant demonstrates a desire to participate in school projects/activities	Teaching Assistant takes a leadership role in school projects/activities and makes substantial contributions in the development and outcome of major school projects/activities
Integrity and Ethical Conduct	Teaching Assistant displays dishonesty in interactions with students. Teaching Assistant violates confidentiality	Teaching Assistant is honest in interactions with staff, students, and the public. Teaching Assistant inconsistently respects confidentiality	Teaching Assistant displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public	Teaching Assistant takes a leadership role in the maintenance of the highest standards of honesty, integrity and confidentiality

Reflective and Responsive Practice

	Ineffective	Developing	Effective	Highly Effective
Professional Growth	Teaching Assistant does not seek opportunities to grow professionally.	Teaching Assistant occasionally seeks to grow professionally. Teaching Assistant attempts to apply new learning and reflect on practice.	Teaching Assistant consistently attends professional growth opportunities, applies new learning and reflects on practice.	Teaching Assistant initiates and attends professional growth opportunities, applies new learning and shares new learning with colleagues. The Teaching Assistant reflects on practice.
Receptivity to Feedback	Teaching Assistant resists feedback on performance from either supervisor or more experienced colleagues.	Teaching Assistant reluctantly accepts feedback on performance.	Teaching Assistant welcomes feedback from others and uses such feedback to modify instruction.	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.