

2012-2015

Teacher Assistant Performance Evaluation Plan

Maine Township High School District 207

Our mission is to improve student learning.

Teacher Assistant Performance Evaluation Program

Table of Contents

Table of Contents	Page 1
Introduction	Page 2
Performance Evaluation Components	Page 2
Administration of the Process	Page 4
Rubrics for Performance Standards - Domains I through IV	Page 5
Non-probationary Teacher Assistant Goal Setting Form	Page 9
Teacher Assistant Observation & Evidence Collection Form.....	Page 10
Determining the Rating of the Individual Domains – Flow Chart.....	Page 12
Determining the Overall Summative Ratings – Flow Chart	Page 13
Teacher Assistant Summative Evaluation Form	Page 14
Teacher Assistant Feedback Form	Page 17
Non-probationary Teacher Assistant Performance Reflection Form	Page 20
Teacher Assistant Performance Improve Plan	Page 21

Performance Evaluation Program for Teacher Assistants

I. Introduction

This performance evaluation program applies to all Teacher Assistants who are employed within Maine Township High School District 207 and its member schools. The purpose of this evaluation system is to:

- Recognize performance that meets or exceeds expectations.
- Set expectations (behavior, vital activities, and outcomes) for future performance.
- Create opportunities for communication between employees and their supervisors.
- Define areas for potential growth and development for employees.
- Provide timely feedback to enable employees to better manage their performance.
- Allow for an individualized and specific performance improvement plan.

Recognition, enhanced job performance, the promotion of professional growth and development of employees should result in greater job satisfaction for the employee and higher student achievement.

II. The Performance Evaluation Program Components

The components of the Performance Evaluation Program are:

- 1) ***Rubrics for Performance Standards:*** Performance standards are described in a rubric that is divided into four (4) domains. These domains are: Assistance in Planning and Preparation; Supporting the Classroom Environment; Delivery of Services; and Professional Responsibilities. These research-based performance standards have been specifically created for teacher assistants and clearly define how employee performance is to be measured.
- 2) ***Goal Setting and Efforts Toward Attainment:*** Non-probationary teacher assistants will set a goal for improvement for each two-year evaluation cycle based on self-reflection of their practice, cooperating teacher feedback and evaluator assessment of their performance in one or more of the domains.

Probationary teacher assistants will not set goals during their two-year probationary period, but will focus on demonstrating proficiency of the various standards within the four domains.

- 3) ***Formal Observation/Summative Evaluation:*** Evidence for the various performance standards will be gathered by the evaluator during one or more formal observations and used to determine a performance rating within each domain. This evidence, combined with information from the other components of this program, will be used to determine an overall summative evaluation rating. Probationary teacher assistants will be evaluated and receive a rating annually; whereas, non-probationary teacher assistants will be evaluated and rated once every two years. The teacher assistant will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement, the teacher assistant may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the summative evaluation report.
 - a) ***Rating Scale and Terminology:*** The evaluation program uses a four-point scale with rating labels: Unsatisfactory (1), Needs Improvement (2), Proficient (3), and Excellent (4). This terminology allows for more active reflection of a teacher assistant's performance. These labels will be used to rate a teacher assistant's performance in each individual domain as well as to provide the teacher assistance with an overall summative rating. The definitions are as follows:

- i) **Unsatisfactory (1):** This rating may be given for performance-challenged teacher assistants who demonstrate limited or no understanding of the standard. If a non-probationary teacher assistant does not meet expectations in one or more areas and there is no evidence of improvement, a Performance Improvement Plan may be developed with the intent to improve the areas of deficiency.
- ii) **Needs Improvement (2):** This rating is given to teacher assistants who demonstrate a rudimentary understanding of the standard, only partial knowledge of the standard's elements on a regular basis, or demonstrates knowledge of a standard on an inconsistent basis. This teacher assistant will generally require additional supervision and supports.
- iii) **Proficient (3):** This rating is given to teacher assistants who demonstrate a thorough understanding of the standard, practice the standards continuously, and work independently without constant supervision. These teacher assistants may be called on to collaborate with colleagues on special projects or assignments. Their performance is steady, reliable and cooperative.
- iv) **Excellent (4):** This rating is given to teacher assistants who consistently exceed the majority of standards each and every time they are applied. They are often called on to mentor or assist their colleagues. These teacher assistants take on extra projects and tasks, need minimal supervision, are self-reflective of their performance and demonstrate professionalism in all aspects of their position.

Two flow charts have been created to guide the decision- making process when an evaluator is determining a rating for a given domain and for the summative rating. The two charts, titled “Determining the Rating of the Individual Domains” and “Determining the Overall Summative Rating” are shown on pages 12 and 13 of this document.

- b) ***No Evidence Observed:*** May only be applied in a few instances where job responsibilities do not coincide with standards. An explanation must be provided whenever this is used.
- 4) ***Cooperating Teacher Feedback:*** Teacher assistants will receive feedback from one or more of their cooperating teachers as to the degree in which teacher assistants are meeting the performance requirements within each of the four domains. While teacher assistants may seek feedback from all the cooperating teachers with whom they work, they are *required to solicit feedback from at least one (1) cooperating teacher each school year*. When only one cooperating teacher is asked to provide feedback to the teacher assistant, it should be the cooperating teacher with whom the teacher assistant spends the most time with during the work day. The information contained in Part A of the feedback form will be shared with the teacher assistant's department chair or supervisor and will be kept on file only until the teacher assistant's evaluation cycle has been completed. The information supplied to the teacher assistant in Part B is intended to form the basis of the private conversation between the teacher assistant and his/her cooperating teacher. Copies of the information contained in both Part A and Part B of the Teacher Assistant Feedback Form will not become part of the teacher assistant's permanent file.
- 5) ***Non-probationary Teacher Assistant Reflection of Progress:*** A key component to improvement of a teacher assistant's performance is the thorough and thoughtful reflection of their effort and progress toward demonstrating proficiency of the various standards within each domain and the attainment of their personal goal for improvement.
- 6) ***Performance Improvement Plan:*** Any non-probationary teacher assistant who receives a rating of Unsatisfactory or Needs Improvement as the overall rating for a given domain, and is retained as an employee in the district, shall work collaboratively with the evaluator to establish a Performance Improvement Plan to be implemented during the following school year. This plan will include the corrective

action that must be taken, the specific evidence requirement to demonstrate proficiency of the standard, and the timeline by which the corrective action must be initiated and completed.

III. Administration of the Process

At the beginning of the school year, the evaluator will meet with all teacher assistants to explain the evaluation process and documents, review job expectations, and clarify roles and responsibilities. Non-probationary teacher assistants will have an opportunity to seek suggestions for goal-setting from their evaluator during this initial meeting. The specific components of the evaluation process will vary depending on the employment status of the teacher assistant and are outlined below:

1) First Year Probationary Teacher Assistants:

- Formal Observation #1 completed by December 15
- Formal Observation #2 completed by April 1
- Reflection of Progress Form submitted to evaluator by March 15
- Teacher Assistant Feedback Form to be completed by classroom teacher by March 15
- Summative Evaluation completed by May 1

2) Second Year Probationary Teacher Assistants:

- One Formal Observation completed by April 15
- Reflection of Progress Form submitted to evaluator by March 15
- Teacher Assistant Feedback Form to be completed by classroom teacher by March 15
- Summative Evaluation completed by May 1

3) Non-Probationary Teacher Assistants starting a new 2-year evaluation cycle:

- Set a performance goal to be shared with the evaluator prior to the formal observation, but no later than October 1 of the first year of the evaluation cycle
- One Formal Observation to be completed by April 15 of the last year of the evaluation cycle
- Reflection of Progress Form submitted to evaluator by March 15 of the last year of the evaluation cycle
- Teacher Assistant Feedback Form to be completed by classroom teacher by March 15 of each year of the evaluation cycle
- Summative Evaluation completed by May 1 of the last year of the evaluation cycle

4) Non-Probationary Teacher Assistants on Performance Improvement Plan:

- Performance Improvement Plan created collaboratively by September 1 in the year following the overall Needs Improvement or Unsatisfactory rating.
- Formal Observation #1 completed by December 15
- Formal Observation #2 completed by April 1
- Reflection of Progress Form submitted to evaluator by March 15
- Teacher Assistant Feedback Form to be completed by classroom teacher by March 15
- Summative Evaluation completed by May 1

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207 – TEACHER ASSISTANT EVALUATION PROGRAM

Domain I For Teacher Assistants: Assistance In Planning & Preparation

DOMAIN I: ASSISTANCE IN PLANNING AND PREPARATION	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of content	Displays little understanding of the subject or basic skill areas taught.	Knowledge of content area represents basic understanding, but does not extend to connections with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Knowledge of the content is extensive, showing evidence of a continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.
1b: Demonstrating knowledge of the students	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates partial knowledge of students' background, skills, and interests, and may attempt to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with groups of students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with individual as well as groups of students.
1c: Understanding instructional goals	The understanding and ability to implement student goals represents limited learning experiences, and are unsuitable for students.	The understanding and ability to implement student goals are of moderate value or suitability for students in the class or with individual students.	The understanding and ability to implement student goals represent valuable learning and are suitable for most students in the class.	Understanding and ability to implement student goals reflect high-level learning relating to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students.
1d: Assistance in planning and preparing for coherent instruction with supervision by a certified teacher/administrator	Shows little or no evidence of following the teacher's directions in planning or preparing the structured lesson as assigned. Unwilling and/or unable to collaborate or show initiative.	Follows the teacher's directions in planning or preparing the structured lessons as assigned most of the time. May need clarification and support. The plan for instruction has a recognized structure to engage students in meaningful learning.	Can independently follow directions in planning or preparing the structured lesson as assigned. Collaborates with teachers to plan and prepare meaningful learning experiences.	Collaborates with the teacher by contributing ideas, showing initiative in planning or preparing structured lessons with the teacher. Is able to plan and prepare for differentiated instruction strategies for individual students.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207 – TEACHER ASSISTANT EVALUATION PROGRAM

Domain II For Teacher Assistants: Supports the Learning Environment

DOMAIN II: SUPPORTS THE LEARNING ENVIRONMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of trust and respect	Interactions between the employee and students or among class members are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.	Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Interactions are highly respectful, and reflect genuine warmth/ caring toward individuals. As a result of direct support from the Teacher Assistant, students maintain high levels of civility.
2b: Understands strategies to assist in the inclusion of students in various settings	Has no understanding of inclusion as it relates to students in various educational settings.	Knows and identifies what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.	Implements best practices and strategies to facilitate inclusion of students with disabilities.	Can serve as a resource and model that encourages collaboration when including students in a variety of educational settings.
2c: Ability to use strategies to promote student independence	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting students' independence.
2d: Ability to effectively employ a variety of strategies that reinforce positive behavior	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior.	Demonstrates a variety of strategies that reinforce positive behavior using a student's behavior plan. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior. Appropriately collects objective, accurate information on student's behavior.
2e: Responsible for assisting with the health, safety, and welfare of students and the learning environment.	Limited awareness of health/safety factors that affect the student health and/or the teaching and learning environment. Does not recognize and report conditions, which may be potentially unsafe. Does not implement ways to improve the learning environment for students.	Is inconsistent in demonstrating this responsibility. Needs a teacher's direction to identify factors affecting the safety of the learning environment; to recognize and report potentially unsafe conditions; examine and implement ways to improve the learning environment.	Consistently identifies factors that affect the safety and learning environment; report conditions which may potentially be unsafe; examine and implement ways to improve the learning environment with minimal direction.	Is proactive about problem solving factors of the learning environment related to the health, safety, and welfare of the learning environment.

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207 – TEACHER ASSISTANT EVALUATION PROGRAM

Domain III For Teacher Assistants: Delivery of Services

DOMAIN III: DELIVERY OF SERVICES#	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<p>3a: Ability to employ constructive communication strategies and approaches in working with students, staff and the greater school community</p>	<p>Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with, students, families, staff, and where applicable, community partners.</p>	<p>Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.</p>	<p>Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with, students, families, staff, and where applicable, community partners.</p>	<p>Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Accomplished in the preparation/understanding of written documents, where applicable. Recognized by others as being concerned and effective in communicating with others and assimilating other points of view.</p>
<p>3b: Utilizes strategies, techniques, and general knowledge to implement suitable supports for students in the learning environment.</p>	<p>Support is ineffective and does not follow directives. Support provided is not conducive to meeting educational goals and does not lead to improved student outcomes. Behavioral challenges are not addressed or are addressed in an ineffective manner.</p>	<p>Attempts to follow and implement the instructional plan. Needs reminders or redirection regarding effective levels and methods of support. Addresses behavioral challenges with only minimal success.</p>	<p>Possesses thorough knowledge of methods and techniques for providing effective levels of support to individual students or groups of students. Collaborates with staff to facilitate improved student outcomes. Behavioral challenges are addressed immediately with success.</p>	<p>Collaborates with staff to continually improve the services being delivered to students. Is highly motivated to work as a team member and shares information in order to improve student growth and independence. Behavioral challenges are addressed preemptively and successfully.</p>
<p>3c: Engaging students in the learning process</p>	<p>In unable to effectively support staff members in achieving the desired student outcomes for improvement.</p>	<p>Requires direction from staff members to acquire and maintain student involvement in the learning process. Desired student outcomes for learning are achieved on an inconsistent basis only.</p>	<p>Collaborates with staff members to learn and implement methods and strategies designed to engage students in the learning process. Consistently supports students in achieving desired outcomes for learning.</p>	<p>Successfully assists in motivating and engaging individual students or groups of students in the learning process. Effectively assists in engaging students with various disabilities and ability levels in the learning process. Effectively implements methods that support the achievement of outcomes for learning.</p>

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207 – TEACHER ASSISTANT EVALUATION PROGRAM

Domain IV For Teacher Assistants: Professional Responsibilities

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES#	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Assists with the documentation of student learning and behavior management.	Does not follow the protocols set in place for documenting student learning or functional behavioral data. Documentation is not relevant to the goals.	Documentation of student learning or functional behavioral data is partially aligned with the protocols set in place and only marginally aligned with the goals.	Documentation of student learning or functional behavioral data is predominantly aligned with the protocols set in place and is at least aligned with the goals.	Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place and the goals.
4b: Relationships with colleagues	Relationships with colleagues are negative or self-serving.	Maintains cordial relationships with colleagues to fulfill a minimal number of position responsibilities.	Builds and maintains collegial relationships with all levels of staff.	Builds and maintains collegial relationships with all levels of staff. Takes initiative in assuming leadership opportunities among peers.
4c: Demonstrating integrity, professionalism, and confidentiality	Has not maintained confidentiality in more than one instance, and/or has made errors in judgment about how to show professional integrity on more than one occasion.	Has not maintained confidentiality in one instance and/or has made an error in judgment about how to show professional integrity.	Maintains confidentiality and demonstrates professionally-sound judgment.	
4d: Displaying a positive work ethic	Has a pattern of failing to be punctual, absent without notification, or prepared to start work on multiple occasions.	Has had a few instances of failing to be punctual, absent without notification, or prepared to start work without sufficient reason or acceptable explanation.	Consistently relied on to be punctual, present, and prepared to start work.	

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

Non-Probationary Teacher Assistant Goal Setting Form

(To be completed by the Teacher Assistant)

Teacher Assistant: _____ Date: _____

Position/Department: _____ School: _____

The teacher assistant should review the information from the previous year's summative evaluation, the cooperating teacher's feedback, and his/her own reflection of last year's progress to set a goal for improvement for the current school year.

The teacher assistant and evaluator will meet to discuss the goal setting information provided by the teacher assistant as described below:

Part 1: Domain and Component

Using the rubrics, identify the performance expectation that you would like to set as a goal for improvement.

- a) Domain:
- b) Performance Standards selected to demonstrate improvement:

Part 2: Observations

Provide examples/indicators you intend to demonstrate to your evaluator during a formal observation.

- a) I will
- b) The students will...

Part 3: Evaluator Support / Assistance:

Provide the evaluator with examples of support and/or assistance you need to attain your goal.

Part 4: Supervisor's Signature and Date: _____

Part 5: Employee Signature and Date: _____

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

Teacher Assistant Observation & Evidence Collection Form

(For the optional use of the Department Chair/Supervisor)

Teacher Assistant _____ Subject/Teacher _____ Date _____

Evaluator _____ Class Period _____ Time In _____ Time Out _____

<u>DOMAIN I: Assistance in Planning & Preparation</u>	<u>DOMAIN II: Supports the Learning Environment</u>
1a) Evidence that demonstrates knowledge of content:	2a) Evidence of creating an environment of trust and respect:
1b) Evidence that demonstrates knowledge of students:	2b) Evidence that demonstrates an understanding of strategies to assist in the inclusion of students in various settings:
1c) Evidence that demonstrates an understanding of instructional goals:	2c) Evidence of ability to use strategies to promote student independence:
1d) Evidence that demonstrates the teacher assistant assists in the planning and preparation of coherent instruction with the certified teacher/administrator:	2d) Evidence of ability to effectively employ a variety of strategies that reinforce positive behavior:
	2e) Evidence of taking responsibility for assisting with the health, safety and welfare of students and the learning environment:

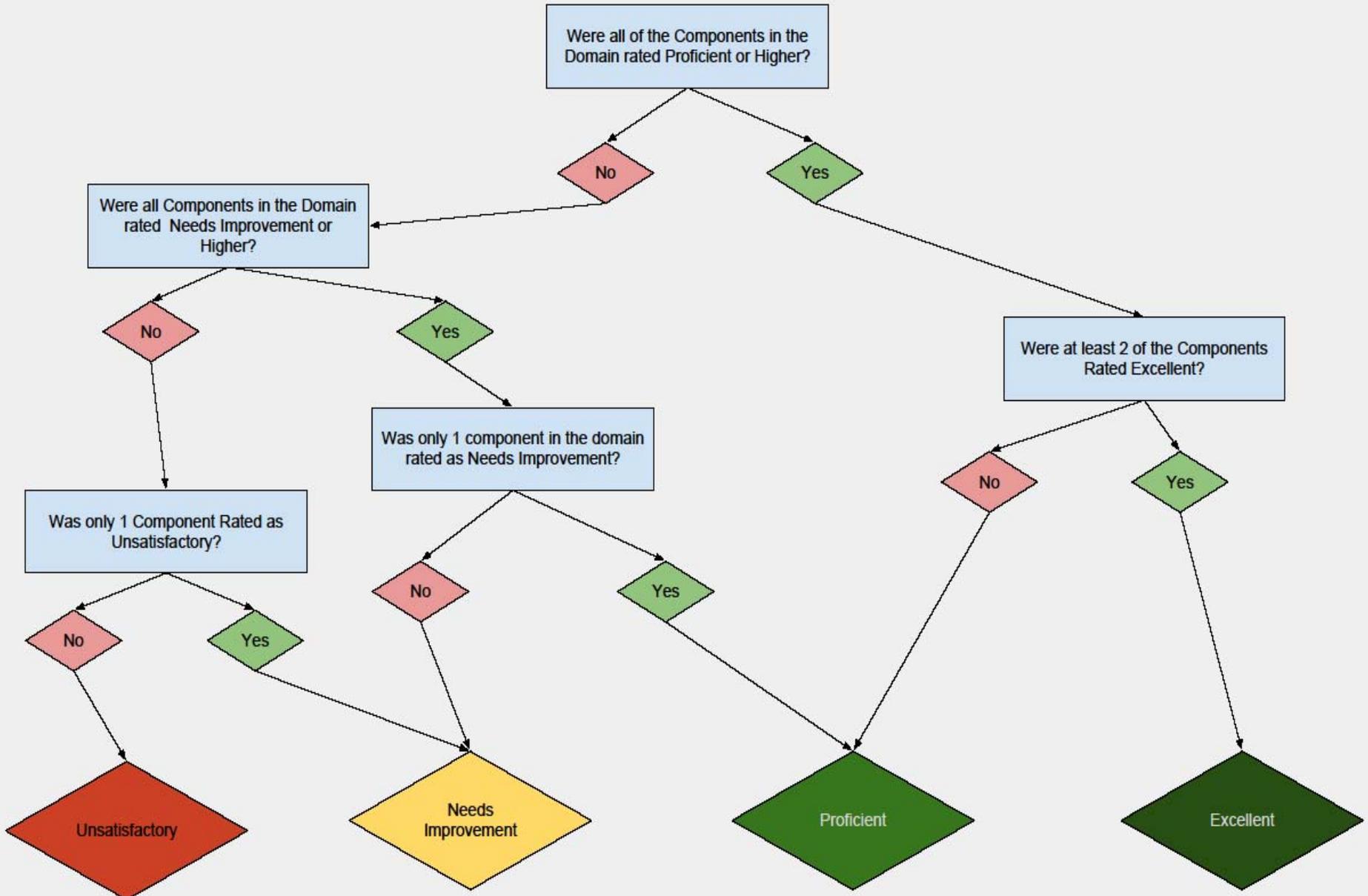
<u>DOMAIN III: Delivery of Services</u>	<u>DOMAIN IV: Professional Responsibilities</u>
3a) Evidence of ability to employ constructive communication strategies and approaches in working with students, staff and the greater school community:	4a) Evidence that supports the teacher assistant assists the teacher with the documentation of student learning and behavior management:
3b) Evidence of utilizing strategies, techniques, and general knowledge to implement suitable supports for students in the learning environment:	4b) Evidence demonstrating the types of relationships the teacher assistant fosters with colleagues:
3c) Evidence of engaging students in the learning process:	4c) Evidence that demonstrates integrity, professionalism and confidentiality:
	4d) Evidence of displaying a positive work ethic:

Areas of demonstrated strengths:

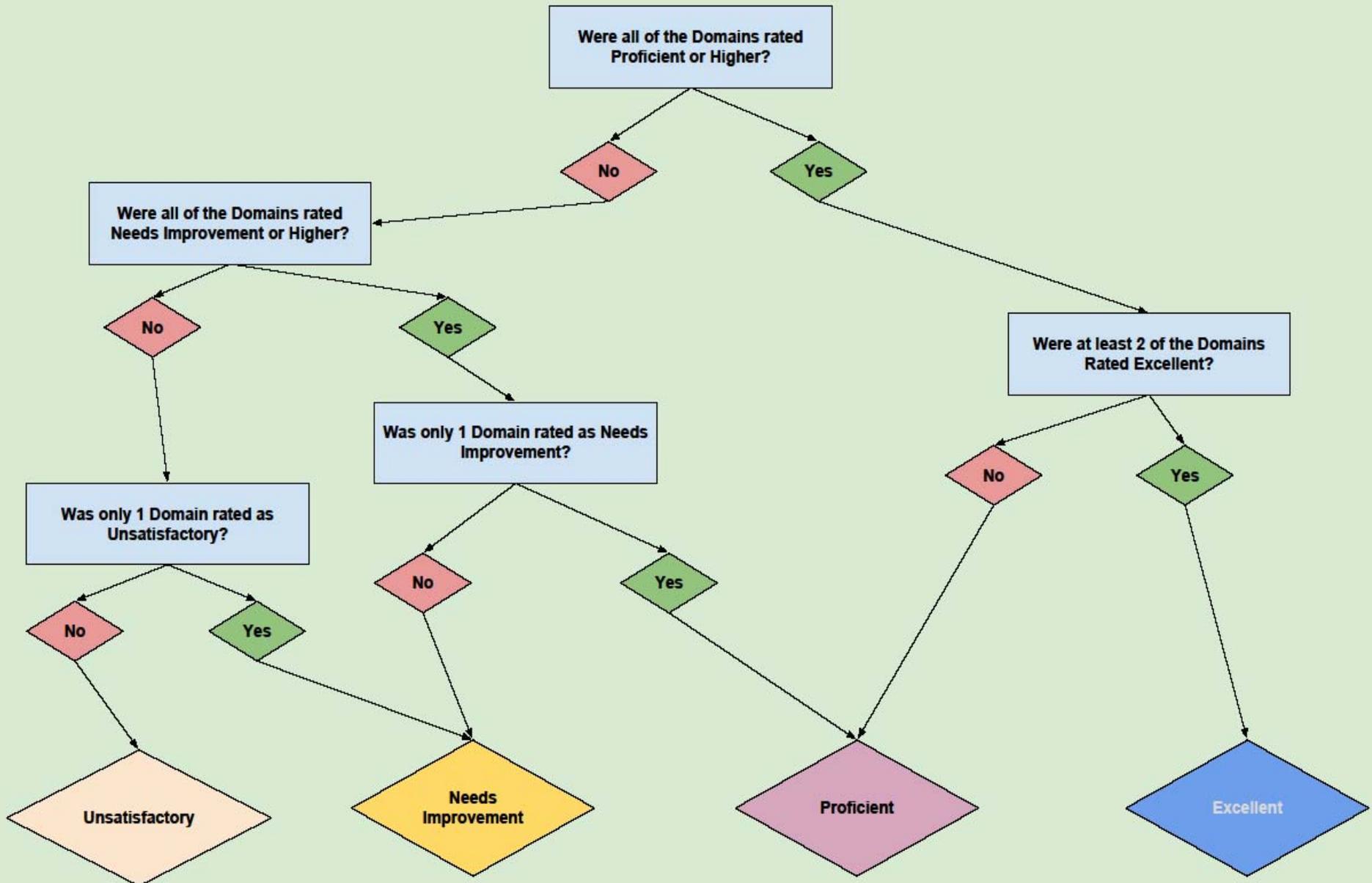
Areas in which to focus on growth and improvement:

Suggested resources to be utilized for professional development:

Determining the Rating of the Individual Domains



Determining the Overall Summative Rating



MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207
TEACHER ASSISTANT SUMMATIVE EVALUATION FORM

(To be completed by the Department Chair/Supervisor)

NAME OF TEACHER ASSISTANT	DATE
BUILDING / DEPARTMENT	NAME OF EVALUATOR

The following ratings should be used to evaluate a teacher assistant's performance:

<p><u>Excellent</u> - Performance consistently exceeds desired standards. Contribution is continuously above and beyond normal expectations.</p> <p><u>Proficient</u> - Performance meets and sometimes exceeds desired standards. Contribution is consistently and reliably satisfactory.</p>	<p><u>Needs Improvement</u> - Performance may, from time to time, fall below desired standards. Contributions are usually acceptable.</p> <p><u>Unsatisfactory</u> - Performance does not meet minimum requirements and is consistently below desired standards. Contribution is unacceptable</p>
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No Evidence To Support A Rating - NE

The inclusion of written comments is encouraged for each domain, but comments must be provided in support of an Unsatisfactory or Excellent rating for any of the Domains.

Domain I- Assistance In Planning & Preparation:

	E	P	NI	U	NE
(1a) Demonstrates knowledge of content	<input type="checkbox"/>				
(1b) Demonstrates knowledge of the students	<input type="checkbox"/>				
(1c) Understands instructional goals	<input type="checkbox"/>				
(1d) Plans and prepares for coherent instruction with supervision of the certified teacher	<input type="checkbox"/>				

DOMAIN I RATING =

E	P	NI	U
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207
TEACHER ASSISTANT SUMMATIVE EVALUATION FORM

Domain II- Supports the Classroom Environment:

	E	P	NI	U	NE
(2a) Creates an environment of trust and support	<input type="checkbox"/>				
(2b) Understands strategies to assist in the inclusion of students in various settings	<input type="checkbox"/>				
(2c) Uses strategies to promote student independence	<input type="checkbox"/>				
(2d) Effectively employs a variety of strategies that reinforce positive behavior	<input type="checkbox"/>				
(2e) Assists with the health, safety, and welfare of students and the classroom environment	<input type="checkbox"/>				

DOMAIN II RATING = **E** **P** **NI** **U**

COMMENTS:

Domain III- Delivery of Services:

	E	P	NI	U	NE
(3a) Employs constructive communication strategies and approaches in working with students, staff and the school community	<input type="checkbox"/>				
(3b) Uses strategies, techniques, and general knowledge to implement suitable supports for students	<input type="checkbox"/>				
(3c) Engages students in the learning process	<input type="checkbox"/>				

DOMAIN III RATING = **E** **P** **NI** **U**

COMMENTS:

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TEACHER ASSISTANT SUMMATIVE EVALUATION FORM

Domain IV- Professional Responsibilities:

- (4a) Assists with the documentation of student learning and behavioral management
- (4b) Relationships with colleagues
- (4c) Demonstrates integrity, professionalism, and confidentiality
- (4d) Displays a positive work ethic

E	P	NI	U	NE
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

DOMAIN IV RATING=

E	P	NI	U
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

OVERALL SUMMATIVE RATING =

E	P	NI	U
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have read and received a copy of this evaluation and I understand I may attach my own written comments to this evaluation.

Teacher Assistant Signature

Date Received

Evaluator Signature

Date Completed

cc: Assistant Principal-Instruction
Personnel File

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

TEACHER ASSISTANT FEEDBACK FORM

(To be completed by one or more Cooperating Teacher each school year)

By March 15th each school year, the teacher assistant will seek and submit feedback from one or more cooperating teachers. The purpose of providing this feedback to colleagues is to acknowledge the effort and performance of the teacher assistant and to provide useful information and insight to help improve the services delivered to D207 students. Only the information that comprises Part A of this form will be shared with the teacher assistant’s Department Chair/Supervisor. Part A of the feedback form will only be kept on file by the Department Chair/Supervisor until the completion of the teacher assistant’s evaluation cycle. The information contained in Part B is intended solely for the teacher assistant to reflect on his/her practice and to drive professional development and personal goal-setting decisions in the future. The information in Part B is not required to be shared with the Department Chair/Supervisor and neither Part A nor Part B will be entered into a teacher assistant’s permanent file.

Teacher assistants may provide this form to any and all of the cooperating teachers from whom they would like to receive feedback; however, the teacher assistant is required to receive feedback only from one (1) cooperating teacher each year. When feedback is sought from only one cooperating teacher, it should be from the cooperating teacher with whom the teacher assistant spends the majority of his/her work day assisting.

For each of the performance indicators within the four domains, the certified teacher should check the box that best represents their overall observations of the teacher assistant’s contributions and performance for the current school year. This form is to be completed by March 15th annually.

- 4- The behavior is observed in nearly every instance the opportunity presents itself.**
- 3- The behavior is observed during the majority of opportunities that are presented.**
- 2- The behavior is observed in less than one-half of the opportunities that are presented.**
- 1- The behavior is rarely observed, if at all, when opportunities are presented.**
- NA- There were no opportunities for this behavior to be exhibited.**

Teacher Assistant Name _____ School _____

Teacher providing feedback _____ Department _____

PART A:

Domain I: Assistance in Planning and Preparation	4	3	2	1	NA
<i>1b) Assists classroom teacher or other immediate supervisor with the provision of instructional activities at the appropriate level for all students.</i>					
<i>1d) Works with teacher to maintain a positive and engaging learning environment through consistency and organization.</i>					
<i>1d) When appropriate assists the classroom teacher in the preparation of instructional materials.</i>					
<i>1d) Supports the classroom teacher in implementing the curriculum.</i>					

Domain II: Supports the Learning Environment**4 3 2 1 NA**

<i>2b) Assists classroom teacher or other immediate supervisor with establishing and maintaining a challenging teaching and learning environment.</i>					
<i>2c) Appropriately assists students to develop self-help skills.</i>					
<i>2c) Supervises students on field trip activities and when instruction occurs in non-classroom learning environments.</i>					
<i>2e) Treats students with fairness, respect and consistency.</i>					
<i>2e) Assists teacher to maintain physical environment to ensure safety, maximize learning and facilitate student independence e.g. classroom set-up, accessibility of learning materials to students, visual aides to guide students' learning.</i>					

Domain III: Delivery of Services**4 3 2 1 NA**

<i>3a) Demonstrates respect through language and behavior in interactions with students, staff and employees of community job sites.</i>					
<i>3b) Implements techniques to accommodate students' best modes for learning.</i>					

Domain IV: Professional Responsibilities**4 3 2 1 NA**

<i>4c) Performs routine duties of the job in a professional manner.</i>					
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Comments:_____
Signature of teacher providing feedback_____
Date

cc: Department Chair/Supervisor -Part A Only

PART B: (To be shared with the Teacher Assistant only)

Domain I: Assistance in Planning and Preparation

4 3 2 1 NA

<i>1b) Promotes understanding and development of ways to respond to differences in culture, race, language, class, gender and sexual orientation.</i>					
<i>1c) Uses materials related to the objectives of the lesson at the direction of the classroom teacher or other immediate supervisor.</i>					
<i>1d) Follows planned lessons for small group instruction at the direction of the teacher or immediate supervisor that will achieve the short and long term objectives of the classroom.</i>					

Domain II: Supports the Learning Environment

4 3 2 1 NA

<i>2a) Assists classroom teacher or other immediate supervisor with the creation of an environment in which students work with a sense of purpose and understand what is expected of them.</i>					
<i>2d) Manages individual and classroom behavior using prescribed approaches.</i>					
<i>2d) Supports students to have central roles in holding self and others accountable for behavioral expectations, including roles in resolving conflict and eliminating bullying and harassment.</i>					

Domain III: Delivery of Services

4 3 2 1 NA

<i>3c) Interacts with students appropriately to engage them in the learning process.</i>					
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Domain IV: Professional Responsibilities

4 3 2 1 NA

<i>4b) Works cooperatively with supervising teacher.</i>					
<i>4c) Respects and maintains confidentiality.</i>					

Comments on Performance: Describe (in the space below) evidence and samples of the teacher assistant’s practice that demonstrate how the teachers is exceeding your expectations and/or how the teacher assistant is not meeting your expectations.

Suggested resources to be utilized for professional development:

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

Teacher Assistant Reflection of Progress Form

(To be completed by the Non-probationary Teacher Assistant)

Teacher Assistant: _____ Date: _____

Position/Department: _____ School: _____

The non-probationary teacher assistant should reflect upon his/her own performance and efforts to attain his/her goals as a means of communicating with his/her evaluator and to assist in determining individual performance goals.

Part 1: Domains and Standards

Using the rubrics, identify the performance goal that was selected for the school year.

- a) Domain:

- b) Performance Standards selected to demonstrate improvement:

Part 2: Reflection of Progress Toward Achieving the Goal

Summarize the progress you have made toward this goal.

Describe the evidence you've collected to support that you've attained your goal.

What problems or roadblocks hindered your ability to be successful in achieving your goal?

Part 3: Employee Signature and Date: _____

Part 4: Supervisor Signature and Date: _____

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

Teacher Assistant Performance Improvement Plan

(To be completed by the Department Chair/Supervisor if necessary)

Teacher Assistant: _____ Date: _____

Position: _____ School: _____

This Performance Improvement Plan has been developed to assist a teacher assistant in addressing the areas of needed improvement or unsatisfactory performance. While the performance improvement plan process is intended to be collaborative between the teacher assistant and his/her evaluator, it is the responsibility of the teacher assistant to utilize available resources to improve his/her work performance in the identified areas.

The teacher assistant and evaluator will meet to complete the various parts of the Performance Assistance Plan as described below:

Part 1: Domain and Component:

Using the rubrics, identify the performance expectation that has not been satisfactorily met.

Part 2: Observations:

Provide examples/indicators that demonstrated the employee's substandard performance.

Part 3: Performance Expectations and Timelines:

Set specific goals, behaviors, standards, and timelines for performance improvement.

Part 4: Strategies for Improvement

Provide suggested resources, tools, persons

Part 5: State follow-up steps

Set expectation and timelines for follow up.

Part 6: State consequence

Advise the employee of consequences if he/she fails to attain and maintain the above standards.

Part 7: Supervisor's Signature and Date

Part 8: Employee Signature and Date