Domain 1 for Teacher Assistants: Knowledge and Understanding

	LEVEL OF PERFORMANCE			
ELEMENT	**INEFFECTIVE**	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Demonstrating knowledge of content	TA displays little understanding of the subject or basic skill areas taught.	TA's 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.
Demonstrating knowledge of students	TA makes little or no attempt to acquire knowledge of students' background, skills or interests, and does not use such information.	TA demonstrates partial knowledge of students' background, skills and interests, and may attempt to use this knowledge when working with students.	TA demonstrates knowledge of students' background, skills and interests, and uses this knowledge to work with students.	Demonstrates thorough knowledge of students' background, skills and interests, and uses this knowledge to work with individual students.
Understanding instructional goals	TA's understanding and ability to implement student goals represents limited learning experiences and are unsuitable for students.	TA's understanding and ability to implement student goals are of moderate value or suitability for students in the class or with individual students.	TA's understanding and ability to implement student goals represent valuable learning and are suitable for most students in the class.	TA's 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.
Demonstrates knowledge of resources for classroom use	TA is unaware of resources for classroom use available through the school.	TA displays awareness of resources available for classroom use through the school but no knowledge of resources available more broadly.	TA displays awareness of resources available for classroom use through the school and some familiarity with resources external to the school and on the Internet.	TA's knowledge of resources for classroom use is extensive, including those available through the school, in the community, through professional organizations and universities, and on the Internet.

ELEMENT	**L E V E L O F P E R F O R M A N C E**			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Assists in adapting instructional strategies, materials and supplies according to the student needs.	TA has limited knowledge of the process of adapting and modifying materials according to the needs of the student	TA is able to understand and demonstrate the adaptation process when looking at the needs of the student(s) and can provide an appropriate alternative activity	TA can successfully collaborate with educational team on meeting the student needs in adapting lesson plans	TA takes a leadership role on the educational team in providing anecdotal observation, written or oral of student needs
Knowledge of students' special needs	TA displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	TA displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	TA is aware of students' special learning and medical needs.	TA possesses information about student's learning and medical needs.

	Domain 2 for Teacher Assistants: The Classroom Environment			

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**INEFFECTIVE**	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Interaction with students. Creates an environment of trust and respect	TA interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the staff.	TA student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the staff.	TA-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the staff.	TA interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the staff with sensitive information.
Importance of the content	TA or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	TA communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	TA conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the TA's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Management of learning activities	TA does not assist teacher to manage learning activities.	TA attempts to assist teacher but is inconsistent.	TA assists teacher in management of learning activities independently and productively.	TA is highly proactive, taking a leadership role in the management of learning activities.

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Responsible for assisting with health, safety and welfare of students and the classroom 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 contribute to the organization and cleaning of the physical space.	Is inconsistent. 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 classroom environment.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Domain 2 for Teacher Assistants: The Classroom Environment *(continued)*

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Monitoring of student behavior	Student behavior is not monitored, and TA is unaware of what the students are doing.	TA is generally aware of student behavior but may miss the activities of some students.	TA is alert to student behavior at all times.	Monitoring by TA is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	TA does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	TA attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	TA response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	TA response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
Demonstrates good judgment and reacts calmly and in a professional manner to student behavior while providing safe interventions	TA is unable to demonstrate sound judgment in regard to student behaviors	TA Is knowledgeable of prevention strategies and is able to implement effectively some of the time	TA identifies prevention opportunities and antecedents to behavior while employing effective use of interventions most of the time	TA recognizes impact of behavior on others and is able to analyze incidents to determine appropriate future interventions

Domain 3 for Teacher Assistants: Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Directions and procedures	TA's directions and procedures are confusing to students.	TA's directions and procedures are clarified after initial student confusion.	TA's directions and procedures are clear to students.	TA's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	TA's explanation of the content is unclear or confusing or uses inappropriate language.	TA's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	TA's explanation of content is appropriate and connects with students' knowledge and experience.	TA's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	TA's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly.	TA's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	TA's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	TA's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. TA finds opportunities to extend students' vocabularies.
Fosters student independence	TA is unable to use inclusive strategies that promote student independence.	TA knows and implements strategies to promote student independence some of the time.	TA knows and implements strategies to promote student independence most of the time.	TA can implement and encourage collaboration of educational team on promoting student independence

ELEMENT	**L E V E L O F P E R F O R M A N C E**			
	INEFFECTIVE	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Response to students	TA ignores or brushes aside students' questions or interests.	TA attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	TA successfully accommodates students' questions or interests.	TA seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Feedback to students	TA's feedback to students is of poor quality and not provided in a timely manner.	TA's feedback to students is uneven, and its timeliness is inconsistent.	TA's feedback to students is timely and of consistently high quality.	TA's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

Domain 4 for Teacher Assistants: Para-Professional Responsibilities

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Maintaining non-instructional records.	TA's records for non-instructional activities are in disarray, resulting in errors and confusion.	TA's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	TA's system for maintaining information on non-instructional activities is fully effective.	TA's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
Assists in gathering and recording data about performance and behavior of students	The TA has not taken responsibility to collect and record performance data on students.	TA has the understanding and is able to collect and record performance data (observations) on students.	TA is capable of obtaining and recording accurate, relevant data and has a broad knowledge on ways that observations are recorded.	In addition to knowing how to obtain accurate information, TA is capable of developing a data collection system.
Student progress in learning	TA does not maintain information on student progress in learning, or the system is in disarray	TA's ability for maintaining information on student progress in learning is rudimentary and only partially effective.	TA's ability for maintaining information on student progress in learning is fully effective.	TA's ability for maintaining information on student progress in learning is fully effective. TA's ability to contribute in interpretation is evident.
Communication with teacher or administrator.	TA does not communicate with teacher or administrator.	TA is inconsistent in communicating specific needs or only communicates when asked.	TA consistently communicates student's needs to teacher or administrator.	TA consistently communicates student's needs to teacher or administrator and can determine relative information.

Domain 4 for Teacher Assistants: Para-Professional Responsibilities *(continued)*

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Participation in school community	TA is unable or unwilling to communicate with teacher and related staff.	TA learns effective and appropriate communication techniques and procedures to actively participate in team problem solving.	TA participates and contributes to all program communication efforts and provides input and information to team.	TA interacts knowledgeably and effectively with colleagues and staff, while creating solutions and demonstrating conflict resolution skills.
Involvement in a culture of professional inquiry	TA avoids participation in a culture of inquiry, resisting opportunities to become involved.	TA becomes involved in the school's culture of inquiry when invited to do so.	TA actively participates in a culture of professional inquiry.	TA takes a leadership role in promoting a culture of professional inquiry.
Job Relationships. Degree to which TA gets along with others.	TA has communication difficulties that contribute to poor job performance.	TA has adequate communication skills.	TA communicates appropriately with all stakeholders.	TA is positive, appropriate, and respectful in all employment related communications.
Service to the school. Participation in school and district projects	TA avoids becoming involved in school events.	TA participates in school events when specifically asked.	TA volunteers to participate in school events, making a substantial contribution.	TA volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**INEFFECTIVE**	**PARTIALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Interpersonal Skills	Unable to demonstrate sound judgment in interactions with others	Treats others with respect and shows a commitment to good interpersonal interactions	Demonstrates an understanding and appreciation of the contributions of people with diverse backgrounds and work styles	Uses the unique contributions of others to help create an effective work team
Receptivity to feedback.	TA resists feedback on performance from either supervisors or more experienced colleagues.	TA accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues.	TA welcomes feedback from both colleagues and supervisors or when opportunities arise through professional collaboration.	TA seeks out feedback on performance from both supervisors and colleagues.
Self-Improvement. Independent effort to expand professional knowledge.	TA does not take advantage of professional development opportunities offered by the school.	TA has taken advantage of required professional development opportunities.	TA has taken advantage of required professional development activities offered by the school.	TA has taken advantage of many professional development opportunities both in and out of district.
Use Technology tools for communication and productivity as provided by the district	TA is unable to demonstrate basic use of technology	TA demonstrates the ability to use phone, email, and computer software for routine communication and instructional materials.	TA uses technology to organize and improve efficiency of communication and instruction.	TA promotes and assists others in the use of technology to improve communication and instruction.

Domain 4 for Teacher Assistants: Para-Professional Responsibilities *(continued)*

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Quality of work. Accuracy, completeness and frequency of errors.	TA has inconsistent quality of work that negatively impacts job performance.	TA work quality is acceptable. Errors and mistakes are minimal.	TA demonstrates consistent good quality of work with very few errors.	TA consistently exhibits superior quality of work, accurate and thorough.
Integrity and ethical conduct.	TA displays dishonesty in interactions with colleagues, students, and the public.	TA is honest in interactions with colleagues, students, and the public.	TA displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	TA can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students to which teacher's assistant attends to students' needs.	The TA is not alert to students' needs.	The TA's is alert to student needs but needs assistance in developing ways to meet the needs.	The TA is alert to student needs and is able to take care of them.	The TA is alert to student needs and is creative and independent in serving the students' needs and developing alternatives.
Dependability. Ability to do required jobs well with minimal supervision.	TA's lack of dependability interferes with successful job completion.	TA completes tasks with reasonable promptness; is usually reliable.	TA requires little supervision; is very reliable.	TA consistently requires little if any supervision. TA independently initiates activities.
Compliance with school and district regulations	TA does not comply with school and district regulations.	TA complies minimally with school and district regulations, doing just enough to get by.	TA complies fully with school and district regulations.	TA complies fully with school and district regulations, taking a leadership role with colleagues.

ELEMENT	L E V E L o f P e r f o r m a n c e			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Reports to work on the designated time and days. Stays for entire work day.	TA's absences and /or late arrivals/early departure interfere with job performance.	TA is seldom absent or late. Rare absences, late arrivals or early departure do not interfere with job performance.	TA is rarely if ever absent and is always on time.	TA is rarely if ever absent, always on time, and prompt with all absence related paperwork.
Attendance.	TA exceeds yearly allotted days absent (to date) other than approved leaves.	TA uses all allotted days absent and has no accumulated number of days (to date) other than approved leaves.	TA uses few days absent and has accumulated a number of days (to date) other than approved leaves.	TA does not utilize days off and has accumulated substantial number of days (to date) other than approved leaves.
Initiative. Independent effort to improve quality of work and work output.	At times TA does not accept responsibility and/or requires supervision.	TA accepts most responsibilities and completes work with little supervision.	TA accepts responsibility and uses initiative to complete work with little or no supervision.	In addition to accepting all responsibilities and completing work, TA uses initiative to enhance learning for students, the environment etc.
Job Attitude. Enthusiastic and positive commitment to performing duties and responsibilities.	TA is negative about job, co-workers, school and community to the detriment of the school climate.	TA is usually positive about school and school community.	TA is always positive about school and school community.	TA is always positive and enthusiastic about school and school community, and promotes school in a positive manner in all situations.

Domain 4 for Teacher Assistants: Para-Professional Responsibilities *(continued)*

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Confidentiality. Degree to which TA maintains confidentiality.	TA has difficulty with confidentiality (including talking about students or staff members in front of the students), which interferes with job performance and /or negatively impacts climate.	TA maintains confidentiality (including talking about students or staff in front of the students) but needs occasional reminders.	TA's level of confidentiality (including talking about students or staff members in front of the students) is acceptable.	TA maintains confidentiality (including talking about students or staff members in front of the students) in all school and district related matters.
Other Duties	TA refuses to complete other duties as assigned by Principal, Supervisor or Teacher.	TA partially or ineffectively completes other duties as assigned by Principal, Supervisor or Teacher.	TA effectively completes other duties as assigned by Principal, Supervisor or Teacher	TA takes initiative to effectively complete other duties as assigned by Principal, Supervisor or Teacher