

## INDICATORS OF PERFORMANCE FOR THE LICENSED TEACHING ASSISTANT EVALUATION

<u>Areas</u>	<u>Exceeding Standards</u>	<u>Meeting Standards</u>	<u>Working Toward Standards</u>	<u>Not Meeting Standards</u>	<u>Did Not Observe</u>
<b>Content Knowledge</b>	Clearly demonstrates an exceptional level of knowledge of the subject area(s) content.	Demonstrates general knowledge of the subject area(s) content.	Demonstrates some knowledge of the subject area(s) content.	Lacks subject area(s) content knowledge.	
<b>Preparation</b>	Clearly demonstrates a broad range of instructional techniques to support student learning.	Demonstrates a variety of instructional techniques to support student learning.	Demonstrates limited instructional techniques to support student learning.	Does not possess an understanding of instructional techniques to support student learning.	
<b>Instructional Delivery</b>	Consistently demonstrates effective and diverse instructional delivery resulting in active student involvement and interaction.	Demonstrates successful instructional delivery.	Demonstrates limited instructional delivery.	Lacks the understanding of instructional delivery.	
<b>Classroom Management</b>	Consistently demonstrates exceptional classroom management techniques to support diverse learning needs.	Demonstrates a variety of classroom management techniques to support diverse student needs.	Demonstrates some classroom management techniques to support diverse student needs.	Lacks understanding of various classroom management techniques.	
<b>Student Development</b>	Clearly demonstrates knowledge and understanding of student development for the benefit of all students.	Demonstrates general knowledge and understanding of student development.	Demonstrates some knowledge and understanding of student development.	Lacks understanding of student development.	
<b>Collaboration</b>	Continually demonstrates effective collaborative relationships with teachers, students, appropriate support personnel, and parents/caregivers (if relevant) to meet the learning needs of students.	Demonstrates effective collaborative relationships with teachers, students, appropriate support personnel, and parents/caregivers (if relevant) to meet the learning needs of students.	Demonstrates limited collaborative relationships with teachers, students, appropriate support personnel, and parents/caregivers (if relevant) to meet the learning needs of students.	Lacks interpersonal skills and an understanding of the importance of collaboration to support the learning needs of students.	
<b>Student Assessment</b>	Consistently assists the teacher in implementing assessment techniques designed to measure student's progressive learning and review assessment results with the teacher.	Assists the teacher in implementing assessment techniques designed to measure student's progressive learning and reviewed assessment results with the teacher.	Assists on a limited basis in the assessment of student's progress in learning.	Lacks an understanding of the relationship between the student assessment and student performance.	
<b>Professionalism</b>	An exceptional model of professionalism displayed by a positive attitude, respectful relationships, district contributions, professional growth, exceptional attendance and promoting positive morale for students, staff, and parents.	Models professionalism in a variety of ways conducive to a positive work and educational experience for students, staff, and parents.	Tries to model professionalism in ways conducive to a positive work and educational experience for students, staff, and parents.	Lacks the ability to be professional.	



**Frank W. Cyr Center**  
 159 West Main Street  
 Stamford, NY 12167  
 Phone: 607-652-1200

# CLASSROOM LICENSED TEACHING ASSISTANT OBSERVATION/EVALUATION

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Program: \_\_\_\_\_ Location: \_\_\_\_\_  
 Teacher \_\_\_\_\_ Employment Status: Probationary Tenured  
 Certification Status: \_\_\_\_\_

Did Not Observe	Not Meeting Standards	Working Toward Standards	Meeting Standards	Exceeding Standards

**Content Knowledge:**

1. Demonstrates content knowledge and is comfortable with delivery of that knowledge.					
2. Re-teaches and reinforces concepts and key ideas in multiple ways.					

**Preparation:**

1. Prepares support for lessons that:					
a. Engages students.					
b. Promotes academic rigor to meet diverse learner needs.					
c. Includes learning activities and resources/materials that support instructional objectives and accommodate different learning styles.					
d. Incorporates technology when available.					

**Instructional Delivery:**

1. Provides clear directions and explanations.					
2. Uses questioning and discussion techniques that foster student learning and actively promotes student achievement.					
3. Practices active listening and uses good judgment to respond to student needs.					

**Classroom Management:**

1. Fosters an environment that is fair, consistent and physically and emotionally safe for all students.					
2. Monitors student behavior and responds to student misbehavior in an appropriate, sensitive manner per the classroom management plan.					
3. Promotes positive student interaction.					
4. Demonstrates effective implementation of de-escalation techniques.					
5. Demonstrates knowledge and implementation of Behavior Intervention Plan.					

**Student Development:**

1. Demonstrates and promotes mutually respectful and polite interactions.					
2. Reinforces high expectations for student achievement.					
3. Fosters students' confidence in themselves and encourages students to take pride in their work.					

**Collaboration:**

1. Seeks opportunities to develop respectful relationships and cooperative partnerships with parents, guardians, caregivers, and District personnel.					
2. Identifies and uses school and community resources to foster student learning and development.					

**Student Assessment:**

1. Communicates learning objectives to the student.					
2. Provides the teacher with appropriate and timely feedback on students.					
3. Informally assesses student achievement during instruction and provides input to the teacher.					
4. Maintains a record keeping system as necessary.					
5. In conjunction with the teacher, uses appropriate assessments that are meaningful, challenging and current.					

# CLASSROOM LICENSED TEACHING ASSISTANT OBSERVATION/EVALUATION

## Reflective and Responsive:

1. Strengths:
  
  
  
  
  
  
  
  
  
  
2. Weaknesses:
  
  
  
  
  
  
  
  
  
  
3. Recommendations for Improvement:

## Teacher's Comments:

## Licensed Teaching Assistant's Comments:

Signature \_\_\_\_\_  
(Observer)

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
(Licensed Teacher Assistant)

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
(Teacher)

\_\_\_\_\_ Date

Signature \_\_\_\_\_  
(Director)

\_\_\_\_\_ Date