

CLASSROOM LICENSED TEACHING ASSISTANT OBSERVATION/EVALUATION CRITERIA

The Otsego Northern Catskills BOCES is committed to excellence. The Licensed Teaching Assistant (LTA) is intended to provide instructional support for students under the direct supervision of the classroom teacher. Therefore, the classroom teacher will plan, organize, implement and assess both students and lessons. Additionally, the classroom teacher will plan for the LTA's responsibilities, providing clear direction and support.

LTA's are expected to demonstrate competence in the areas of performance defined below. The behaviors and/or skills listed below are high levels of performance to which all LTA's aspire. We believe LTA's will move along a continuum of growth within each of the areas.

Content Knowledge

The LTA shall demonstrate knowledge of the subject area(s) and curriculum.

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

Preparation

The LTA shall demonstrate appropriate preparation employing the necessary educational practices to support instruction.

Prepares support for lessons that:

- Engages students.
- Promotes academic rigor to meet diverse learner needs.
- Includes learning activities and resources & materials that support instructional objectives and accommodate different learning styles.
- Incorporates technology when available and appropriate.

Instructional Delivery

The LTA shall demonstrate that the delivery of instruction results in active student involvement, appropriate teaching assistant/student interaction.

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

Classroom Management

The LTA shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to learning.

- Fosters an environment that is fair, consistent and physically and emotionally safe for all students.
- Monitors student behavior and responds to inappropriate student behavior in a manner that is appropriate and sensitive to the student and the classroom management plan.
- Promotes positive student interaction.
- Demonstrates effective implementation of de-escalation techniques.
- Demonstrates knowledge and implementation of Behavior Intervention Plans.

Student Development

The LTA shall demonstrate knowledge of and understanding of student development.

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

Collaboration

The LTA shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers and appropriate support personnel to meet the learning needs of students.

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

Student Assessment

The LTA shall demonstrate that he or she implements assessment techniques on appropriate learning standards designed to measure student's progress in learning.

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

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Reflective and Responsive Practice

- The LTA will identify professional strengths and weaknesses and make recommendations for professional improvement.

Licensed Teaching Assistant Professionalism

- Contributes to and participates in ONC BOCES activities.
- Displays professional qualities that contribute to the well-being of students, a positive school and district culture.
- Demonstrates professional responsibility by completing duties promptly and accurately.

Evaluation Process

The LTA evaluation process is designed to provide opportunities for ongoing dialogue and formative feedback to enhance the quality of the services provided to students by the LTA.

All LTAs shall receive an annual evaluation conducted by the immediate supervisor, or whomever the supervisor may designate as having immediate knowledge of the position requirements. The evaluation will be given to the LTA within two (2) weeks of the evaluation. No evaluation will be placed in the file until it is initialed by the LTA, unless he/she refused or is otherwise physically unable to initial the evaluation. Such initials indicate that the LTA has seen the document but does not necessarily indicate agreement with its contents. The LTA shall have the opportunity to attach a response to the evaluation. The employee will initial and return the evaluation instrument for filing within a period of two (2) weeks.

Each evaluation will contain an assessment of the employee's performance, his/her strong points and his/her areas in need of improvement. If areas of improvement are noted, specific suggestions in writing will be made as to how these areas may be corrected. Each employee shall be given a copy of his/her evaluation at the time it is to be placed in the personnel file.

Observation Process

In general, observations may be formal or informal. Informal observations (e.g., drop-ins, classroom visits, and walk-throughs) provide additional opportunities for dialogue regarding instruction and the enhancement of student learning.

The observation/evaluation process is intended to encourage LTAs practices that:

- Provide meaningful dialogue between the teacher and teaching assistant regarding successful instruction.
- Increase student success.
- Reinforce exemplary teaching practices.

- Discuss potential areas of growth.
- Promote opportunities to discuss common instructional values, and the District's instructional vision.
- Discuss resources for improvement of instruction.

Performance Ratings

Five (5) performance ratings will be used by supervisors when evaluating the performance of an LTA:

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

ONC BOCES ORGANIZATIONAL GOALS

Goal 1: *Provide high quality instructional programs that will prepare all students to be responsible, productive, and informed contributors to their community.*

Goal 2: *Provide effective leadership and support to assist districts in meeting the needs of all students.*

Goal 3: *Develop and enhance partnerships to provide high quality, cost effective collaborative services.*

Goal 4: *Develop and enhance communications within ONC BOCES and the region.*

