**Part 1: Professionalism**

Teacher Assistants (under the guidance of the classroom teacher) reinforce and clarify instructions in small group or one-to-one; monitors student learning and behavior; plans & collaborates with the teacher; attends PLCs & parent-teacher meetings.

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| **Standards** | **Not Met** | **Met** | **Exceeds** |
| 1. TA arrives on time to the classroom prepared to work. |  |  |  |
| 1. TA’s professional character is respectful throughout the school; pleasant, caring, tempered for classroom collaboration, support, and guidance. |  |  |  |
| 1. TA’s appearance is clean; attire is neat & presentable for professional engagement: tops & bottoms, and lengths are reasonably positioned for coverage of cleavage, thighs, and underwear. Breath is fresh. |  |  |  |
| 1. TA uses professional language and professional tone. |  |  |  |
| 1. TA communicates effectively with teacher, students, parents, & staff |  |  |  |
| 1. TA performs his/her support role, responsibilities, and given tasks in alignment with the principal, classroom teacher, & district guidance. |  |  |  |
| 1. TA uses tools to facilitate instruction: technology tools, video, instructional guides, whiteboard, anchor charts,& lesson plan |  |  |  |
| 1. TA adds to the classroom culture: demeanor is positive & supportive; monitors, provides timely feedback, & nurtures teaching & learning |  |  |  |
| 1. TA emphasizes effective methods of problem solving. |  |  |  |
| 1. TA is a self-starter; takes initiative to problem-solve; demonstrates strong ability to carry out directives and suggest next steps. |  |  |  |
| 1. TA uses class time effectively: performs timely transitions, paces student support; minimizes wait time for student assistance |  |  |  |
| 1. TA speaks respectfully to students: patient and does not embarrass or belittle students. Use classroom behavior plan to correct students. |  |  |  |
| 1. TA is an asset to the substitute teacher in the absence of the classroom teacher; supports teaching & learning routines; flexible when needed |  |  |  |
| 1. TA provides for timely and orderly transition to maximize teaching & learning (restroom, lunch, recess, dismissal, bus, & hallway routines) |  |  |  |
| 1. TA takes timely break, lunch, & check-in w/teacher prior to dismissal. |  |  |  |
| 1. TA attendance: consistent, per contract, notice provided ahead time when absent |  |  |  |
| 1. TA attends required meetings: staff, mentor, planning, & professional development |  |  |  |
| 1. TA participates in instructional and classroom readiness for BOY, MOY, EOY assessment implementation and monitoring |  |  |  |
| 1. TA creates his/her professional development plan with the classroom teacher’s input |  |  |  |
| **Comments:** | | | |

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**Part 2: Planning and Preparation**

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| **Standards** | **Not Met** | **Met** | **Exceeds** |
| 1. TA plans collaboratively with the classroom teacher/grade level team |  |  |  |
| 1. TA routinely sees 3 small groups on a daily bases. |  |  |  |
| 1. TA requests directives from the classroom teacher on a weekly/daily bases. |  |  |  |
| 1. TA’s work station is conducive to student support & practice; is clean, replenished with students’ tasks & lesson materials. (Free from personal items & clutter) |  |  |  |
| 1. TA is well-prepared and able to begin work tasks as scheduled. |  |  |  |
| 1. TA is familiar with the standard, content materials, goal and tasks. |  |  |  |
| 1. TA work station is prepared for frequent rotations and routines to take place. |  |  |  |
| 1. TA station work is data driven and in alignment with lesson plan. |  |  |  |
| 1. TA establishes filing system for progress monitoring & student work portfolio |  |  |  |
| 1. TA’s small group table is free of personal items: cup/water bottle, lunch bag, lotion, filing baskets, phone, personal books, personal notes |  |  |  |
| 1. TA has access to a filing cabinet for storage space and personal items |  |  |  |
| 1. TA collaborates with classroom teacher: shares student updates, needs/concern. |  |  |  |
| **Comments:** | | | |

**Part 3: Small Group Lesson Delivery & Support**

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| **Standards** | **Not Met** | **Met** | **Exceeds** |
| 1. TA station demonstrates effective small group routines & behavior management |  |  |  |
| 1. TA actively encourages intervention strategies with prompting and support |  |  |  |
| 1. TA listens to and responds respectfully to students’ leveled work tasks |  |  |  |
| 1. TA responds appropriately to students’ questions |  |  |  |
| 1. TA ensures the class hears and understands task directives |  |  |  |
| 1. TA explains reasons for rejecting an answer with reference to textual evidence. |  |  |  |
| 1. TA corrects and redirects misconceptions in teaching and learning. |  |  |  |
| 1. TA uses appropriate content to confirm student responses and unfamiliar questions. |  |  |  |
| 1. TA checks student work; asks questions to monitor students’ understanding |  |  |  |
| 1. TA appropriately encourages use of manipulatives to problem-solve |  |  |  |
| 1. TA follows instructional format: scripted lesson delivery and instructional routines |  |  |  |
| **Comment:** | | | |

Teacher Assistants (under the guidance of the classroom teacher) reinforces and clarifies instruction in small group or one-to-one; monitors student learning and behavior; plans & collaborates with the teacher; attends PLCs & parent-teacher meetings. The classroom teacher provides guidance & support through timely feedback and assistance with the development of a professional growth plan.

**Pre-Observation Conference Notes:**

**Post-Observation Conference Notes: (Glows & Grows)**

**Next Steps:**