



**The District rubric contains four levels of performance. The following is a description of these levels:
Levels of Performance – Teaching Assistant**

Each element of a component has four levels of performance: **Distinguished, Satisfactory, Needs Improvement, Unsatisfactory**. The levels range from describing individuals who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (distinguished).

The levels of performance are especially useful if the components are used for supervision and evaluation. However, even when they are employed to help with self-assessment or to support mentoring or coaching relationships, they can inform a professional discussion and suggest areas for further growth.

Distinguished	Satisfactory	Needs Improvement	Unsatisfactory
<p>Individuals at this level are master educators and contribute to the field, both in and outside their school. They will differentiate and adapt materials to meet student needs based on knowledge of students, knowledge of content concepts, and knowledge of instructional strategies. This knowledge is used to supplement instruction and to monitor and adjust learning activities with no disruption to the flow of classroom instruction.</p>	<p>The individual clearly understands the concepts underlying the component and implements it well. Most experienced, capable teaching assistants will regard themselves and be regarded by others as performing at this level.</p>	<p>The individual appears to understand the concepts underlying the component and attempts to implement its elements. However, implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting workspaces of other individuals, and experience will enable the teaching assistant to become more proficient in this area.</p> <p>For supervision or evaluation, this level is minimally competent. Improvement is likely with experience, and little or no actual harm is done to students.</p>	<p>The individual does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teaching assistant to grow and develop in this area.</p>



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Sample methods of assessment: Classroom observations, sample lesson plans, unit plans, lesson plans, teaching artifacts, interviews, logs, tests, grade books, attendance, interview and technology integration.

INSTRUCTION	Distinguished	Satisfactory	Needs Improvement	Unsatisfactory
Assesses Student Learning	All instructional objectives are assessed through the proposed lesson plan through a variety of techniques that are congruent with proposed objectives.	Most instructional objectives are assessed through the proposed approach.	Some instructional objectives are assessed through the proposed approach but many are not.	Content and methods of assessment lack congruence with instructional objectives.
Recordkeeping Accuracy	Teaching assistant's system for maintaining or accessing information on students is effective and used to inform instruction. The teaching assistant consistently uses technology to assist in recordkeeping.	Teaching assistant's system for maintaining or accessing information on students is effective. The teaching assistant frequently uses technology to assist in recordkeeping.	Teaching assistant's system for maintaining or accessing information on students is effective. The teaching assistant sometimes uses technology to assist in recordkeeping.	Teaching assistant's system for maintaining or accessing information on students is inaccurate, inconsistent or in disarray. The teaching assistant seldom uses technology to assist in recordkeeping.
Communicates Clearly and Accurately	Teaching assistant's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teaching assistant's directions and procedures are clear to students.	Teaching assistant's directions and procedures are clarified after initial student confusion.	Teaching assistant's directions and procedures are confusing to students.

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INSTRUCTION	Distinguished	Satisfactory	Needs Improvement	Unsatisfactory
Uses Questioning and Discussion Techniques	Teaching assistant questions are adapted and a variety of types in order to accommodate students with varying needs. Adequate wait time is given for student response. Students assume responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Most of teaching assistant's questions is of higher order. Wait time is not always adequate for student response. Classroom interaction represents true discussion, with teaching assistant stepping, when appropriate, to the side.	Teaching assistant's questions are a combination of mostly recall with a few higher order. Only some invite a response. Teaching assistant attempts to engage students in a true discussion.	Teaching assistant's questions are virtually all recall quality. Interaction between teaching assistant and student is predominantly recitation style, with teaching assistant mediating all questions and answers.
Provides Feedback to Students	Feedback is consistently specific and timely. Student is observed using feedback in their learning.	Feedback is consistently specific and timely.	Feedback is consistent in quality and timeliness. Some elements of specificity are present; others are not.	Feedback is either not provided or is not provided in a timely manner. It is of uniformly poor quality.
Demonstrates Flexibility & Responsiveness	Teaching assistant persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Teaching assistant persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teaching assistant accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.	When a student has difficulty learning, the teaching assistant either gives up or blames the student or the environment for the student's lack of success.

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CLASSROOM ENVIRONMENT	Distinguished	Satisfactory	Needs Improvement	Unsatisfactory
Creates an Environment of Respect and Rapport	Teaching assistant demonstrates genuine caring and respect for individual students, their unique culture, and the culture of a class of students.	Teaching assistant-student relationships are respectful and caring. Teaching assistant takes into account cultural differences.	Teaching assistant is generally appropriate but clearly shows favoritism or disregard for students' culture. Students show minimal respect for teaching assistant.	Teaching assistant interactions are negative, demeaning, or sarcastic. Students show little respect for teaching assistant.
Manages Classroom Procedures	Transitions are seamless, with students assuming some responsibility for efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Transitions are inconsistent resulting in some loss of instructional time.	Much time is lost during transitions.
Manages Student Behavior	Rules of conduct are clear to all students and appear to have been developed with student participation.	Rules of conduct are clear to all students and are appropriately applied.	Rules of conduct appear to have been established.	No rules for conduct appear to have been established, or students are confused as to what the rules and consequences are.
Interdisciplinary & Multicultural Curriculum	Teaching assistant consistently supports the lessons in order to connect subjects and content areas in meaningful ways. Teaching assistant helps students celebrate their diversity.	Teaching assistant considers themes and concepts in the lessons that connect subjects and content areas. In the lessons presented, teaching assistant has assisted in the integration of students' cultural heritage and background.	Teaching assistant helps to assist in teaching lessons that connect to other content areas and subjects. In the lessons, teaching assistant considers students' cultural heritage and background.	Teaching assistant supports the lessons and isolation without connection to other content areas or student background.