

Instructional Assistants

Domain 1: Planning and Preparation

Element:

Knowledge of Learning Process

Unsatisfactory

Sees no value in understanding how students learn and does not seek such information.

Satisfactory

Recognizes the value of knowing how students learn, but this knowledge is limited or outdated.

Proficient

Knowledge of how students learn is accurate and current. Can apply knowledge in group and individual situations.

Distinguished

Displays extensive and subtle understanding of how students learn, and successfully applies this knowledge in student situations.

Task Completion

Inefficient and undependable in task completion.

Usually completes work according to timelines/directives.

Completes work efficiently and accurately according to timeline/directives provided.

Exceptionally dependable and conscientious in all tasks assigned; finds value-added tasks to do without being assigned.

Task Transitions

Much time is lost transitioning from one task to another.

Task transitions are sometimes inefficient resulting in loss of productive time.

Transitions occur smoothly with little loss of productive time.

Excellent in transitioning from task to task without loss of focus. Able to plan in advance for transition.

Use of Resources

Frequent misuse or wasteful use of available resources.

Some knowledge of and proper use of appropriate resources.

Effectively utilizes available resources for task completion.

Creative and resourceful in using appropriate materials and resources.

Task Priority

Is unable to prioritize tasks, or set daily agenda. Needs reminders to prioritize tasks.

Regularly prioritizes tasks and sets daily agenda.

Prioritizes tasks for short and long term goals. Determines needs daily and sets priorities for the future.

Efficiently prioritizes tasks for daily, weekly, and monthly responsibilities. Reviews priorities daily,

Domain 2: Environment

Component 1: Creating an Environment of Respect and Rapport

Element:

Interaction With Students

Unsatisfactory

Interactions with some students are negative, sarcastic, or inappropriate. May attempt to intimidate students.

Satisfactory

Student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism.

Proficient

Student interactions are friendly and demonstrate warmth and respect. Students show respect for the para-educator.

Distinguished

Consistently models respect and caring for all students; volunteers to work with students outside regular job.

Interaction With Staff

Does not demonstrate

Interactions with

Interactions with staff are

Genuinely respects and

	respect toward others, gossips and belittles others. Makes little attempt to establish harmonious relationships.	other staff members are usually respectful but may have difficulty working with some individuals.	friendly; attempts to work through differences and is sensitive to the feelings of others.	understands others and deservedly earns the respect of fellow staff members. Recognizes that "staff" includes all others in district.
Interaction With Parents/Community	Interactions with parents and community are negative, tactless, and/or non-supportive of administrator, teachers or school district.	Interactions are generally respectful and appropriate but are limited to providing basic information.	Interactions demonstrate warmth and respect. Provides appropriate assistance for parents and community.	Interactions with parents and community convey strong customer service orientation. Is viewed as a valued ambassador for the school/district.
Interaction With Classroom Teachers	Has difficulty providing consistent support to teacher(s). Is unclear or unsure of role.	Completes tasks as assigned by the classroom teacher(s). Asks questions when needed.	Effectively supports teacher(s) in their preparations and interactions with students. Can anticipate needs.	Can multi-task to provide quality materials; effectively uses time to meet others' needs. Is respected for constructive problem solving ideas.
Interaction With Administrator/Supervisor	Does not demonstrate respect or support. Interactions are often negative. Views constructive feedback as negative.	Instructional Assistant is generally respectful and supportive. Accepts feedback and requests advice when in doubt.	Consistently demonstrates cooperative work and collegial respect. Seeks feedback from administrator to learn and improve skills.	Consistently demonstrates thorough cooperation, support, and respect. Can constructively disagree. Views supervision as an excellent opportunity for growth.
Importance of Content	Instructional Assistant or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	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.
Component 2: Organizing Physical Space Element: Materials and Supplies	Materials are often handled inefficiently resulting in waste of resources.	Routines for handling materials and supplies are followed moderately well.	Routines for handling materials and supplies are followed without any difficulty.	Offers constructive and useful input to improve efficiency in routines for handling materials/supplies.

Work Area	Work area is generally disorganized and untidy.	Work area is clean.	Work area is organized and presentable.	Work area is exceptionally well-organized and aesthetically pleasing.
Equipment Operation	Does not understand how to operate standard office equipment properly.	Operates office equipment safely and properly.	Sees potential problems and corrects ahead of time.	Uses various office equipment to improve efficiency in task completion.

Domain 3: Service Delivery
Component One: Assisting Student Instruction
Element:

	Unsatisfactory	Satisfactory	Proficient	Distinguished
Directions and Procedures	Gives directions or procedures to students that are unclear or confusing.	Generally gives clear directions/procedures to students. Provides clarification as needed.	Consistently gives clear directions/procedures to students that contain an appropriate level of detail.	Anticipates possible student misunderstandings and adjusts directions and procedures to ensure smooth operation.
Oral and Written Language	Spoken and/or written language is inappropriate and may contain many grammar and syntax errors.	Spoken and written language skills are adequate. Vocabulary and grammar are correct, but may be limited or inappropriate at times.	Spoken and written language is clear and correct. Vocabulary is appropriate to age and interests of students.	Spoken and written language is correct and expressive with well-chosen and appropriate vocabulary for students' age and interests.
Knowledge of Age Group	Displays minimal understanding of developmental characteristics of age group.	Displays generally accurate understanding of the pertinent age group.	Displays effective understanding of the characteristics of each pertinent age group of students.	Displays understanding of the developmental characteristics of each pertinent age group as well as exceptions to general patterns.
Lesson Adjustment	Adheres rigidly to a lesson plan even when it is not going well.	Recognizes when an activity or lesson is not working and attempts to adjust it.	Successfully makes minor adjustments in lessons or activities when appropriate.	Correctly anticipates possible student difficulty and successfully makes minor adjustments as appropriate.
Correcting Student Work	Frequent errors and/or sloppiness is noted when correcting student work.	Generally accurate when correcting student work.	Dependable and accurate in correcting student work.	Displays initiative and is consistently conscientious in handling student work.

Component Two: Managing Student Behavior**Element:**

Setting Expectations	Has not set or is unable to establish standards of conduct for students.	Standards of conduct appear to have been established for most situations and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all. Situations requiring flexibility and individual expectations are handled well.
Monitoring Behavior	Appears unaware of what students are doing.	Is generally aware of student behavior but may miss the activities of some students.	Is alert to student behavior at all times.	Monitoring of student behavior is preventative.
Response To Student Misbehavior	Does not respond to misbehavior, or the response is inconsistent, overly harsh, or disrespectful.	Attempts to respond to student misbehavior but with uneven results.	Response to student misbehavior is consistent and appropriate resulting in few behavioral problems.	Response to student misbehavior is effective and sensitive to students' individual needs.

Component Three: Providing Student And Staff Protection**Element:**

Knowledge of Emergency Procedures	Has minimal knowledge of emergency procedures for building.	Has knowledge and provides information on emergency procedures to others.	Reviews procedures regularly. Works effectively with students and staff during emergency drills and situations.	Coordinates and reviews procedures. Offers alternative suggestions to assist in emergency. Suggests additional emergency procedures.
Safety	Does not demonstrate awareness or follow safety procedures.	Is aware of safety procedures and reports any unsafe conditions to administrator.	Follows all safety and security policies and procedures. Increases safety awareness among students and staff.	Is proactive in managing safety. Provides input to make school environment safer and more secure.
Supervision Of Students Outside Of Classroom	Students become disorganized or out of control when transitioning to or in different parts of the building/campus.	Generally manages student transitions well. May struggle with managing conflicts, or knowing what/when to report to other staff.	Consistently ensures the quiet, safe, and orderly movement of students. Anticipates student needs and provides appropriate guidance.	Effectively manages students in all situations. Is proactive in providing guidance, and recognizes what to handle on their own and what to report.

Domain 4: Professional Responsibilities
Component 1: Contribution to School/District
Element:

Punctuality

Unsatisfactory

Frequently late, and often late for meetings.

Satisfactory

Arrives on time and leaves at end of work day. Attends meetings on time.

Proficient

Arrives early and is ready at his/her designated time. Is timely and prepared for meetings.

Distinguished

Arrives early to be ready at his/her post and has prepared for next day's activities before departure. Arrives early for meetings and has prepared for meeting in advance.

Professional Appearance

Presents an inappropriate appearance; does not look presentable.

Is occasionally careless or inappropriate in appearance.

Consistently presents an appropriate, well-groomed appearance.

Always presents an excellent example of appropriate, professional appearance.

Outlook/Resiliency

Displays lack of enthusiasm. Is critical and negative.

Usually demonstrates a positive outlook.

Consistently displays considerable enthusiasm and a positive approach.

Manifests an uncommonly positive attitude which gives others an uplift.

Confidentiality

Frequently fails to respect confidentiality of issues that have occurred. Takes advantage of position to be "in the know."

Usually respects confidentiality issues.

Understands and follows standards for confidentiality; corrects others who may violate confidentiality.

Demonstrates a high degree of confidentiality for students, parents, and all staff. Does not tolerate an environment lacking in confidentiality.

Flexibility/Adaptability

Finds it difficult to be receptive to new ideas, tasks, or procedures.

Generally open to new ideas and will change his/her approach if asked.

Typically receptive to new ideas and tasks; deals with new information and situations well.

Consistently demonstrates flexibility to handle new situations and will adapt approach to meet a need.

Teamwork

Is reluctant or unwillingly to be part of a team. Mocks the team process or is insensitive to effect of their actions on others.

Generally recognizes the need for teamwork in the building. Tries to be sensitive to others.

Builds productive work relationships with others. Supports others' efforts to be successful.

Consistently contributes to or leads efforts to create a strong, effective, smoothly running team.

Service To School

Avoids becoming involved in school events.

Participates in school events when specifically asked.

Regularly volunteers to participate in school events.

Volunteers to participate in school events and makes a substantial contribution or takes a leadership role.

Component 2: Professional Growth

Element:

Specialized Knowledge/Skills	Lacks specialized knowledge or skills needed for success in the position.	Is familiar with the important concepts needed for success in the position. Possesses adequate skills.	Displays solid knowledge of the important concepts needed for success in the position. Skilled in applying those concepts.	Displays extensive knowledge of concepts critical to the position. Consistently displays a high level of skills.
Goal Setting	Has made no attempts to set or work toward individual goals for growth.	Has demonstrated some difficulties focusing on goals for growth.	Demonstrates positive effort to set and plan implementation steps in meeting goals for growth.	Uses goal setting and implementation as an excellent opportunity for growth.
Acceptance of New Responsibilities	Unwilling to accept new or different responsibilities.	Occasionally accepts new responsibilities and attempts to follow through to best of ability.	Typically receptive to new responsibilities and willingly implements to best of ability.	Eagerly seeks opportunities to broaden field of responsibilities and skills.
Alignment	Focuses efforts only on own needs or needs of only the classroom(s) they serve.	Generally focuses on building goals while advancing personal goals.	Displays initiative while ensuring efforts align with their school and with district goals/initiatives.	Develops personal and unit goals out of district initiatives. Looks to district initiatives to guide and shape goals/efforts.

Domain 5: Technology

Element:

Computer Operations/Productivity	Unsatisfactory Is lacking in basic computer skills. Struggles to use technology effectively.	Satisfactory Displays acceptable computer skills. Attempts to use technology to improve workflow.	Proficient Has solid computer skills. Eagerly looks for ways to utilize technology in streamlining work.	Distinguished Is viewed as a computer expert. Offers frequent suggestions in applying computer tools to increase productivity.
Use Of Technology In Instruction	Unable to use computer or technology materials with students.	Can use technology based materials with students when supervision is provided.	Can work independently with students when using technology based materials.	Effectively integrates computers and technology into student learning activities. Looks for opportunities to leverage technology.
Data Collection/Information Management	Is unable or unwilling	Appropriately uses	Successfully uses	Leverages information

to use or correctly use
district programs.

district programs.
Enters data accurately
and according to
district guidelines.

computer-based
information sources
as needed.

within district programs.
Demonstrates use of
online data services,
electronic resources, and
school system data as
appropriate.