

SECONDARY TEACHER ASSISTANT – EVALUATION INSTRUMENT

Evaluation of _____ Date _____

PURPOSE:

The evaluation process is to aid the school in maintaining high quality in support service. Information gained during the evaluation process shall be used to enhance individual strengths and provide a plan of improvement for identified needs. One copy of this form shall be kept on file for every evaluation period. The evaluation will be completed by April 1 of each year.

INSTRUCTIONS AND SCALE:

Listed on the following page are various characteristics, behaviors and performances deemed essential for effective teacher assistants. Point values are assigned for each component and the evaluator's task is to place a number before each item according to the scale below. When a rating of 1 or 2 is given, the reasons will be given in writing. Signing the evaluation does not necessarily mean the evaluatee is in agreement with the evaluator's statements.

4 Distinguished (3.50-4.0)

A teacher assistant performing at the Distinguished level makes a contribution to the school, both inside and outside the classroom. While all staff strive to attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

*Exceeds normal standards

3 Proficient (2.50-3.49)

A teacher assistant performing at the Proficient level clearly understands the roles and responsibilities and implements them well. Teacher assistants performing at this level have mastered working collaboratively with their supervising teacher while striving to improve student performance.

*Meets standards

2 Basic (1.50-2.49)

A teacher assistant performing at the Basic level appears to understand the roles and responsibilities conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for teacher assistants and improvement is expected to occur with experience.

*Needs improvement to meet standards

1 Unsatisfactory (1.00-1.49)

A teacher assistant performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the outlined roles and responsibilities.

Performance at this level requires significant intervention and coaching to improve the teacher assistant's performance.

*Fails to meet standards

0 Insufficient knowledge on which to evaluate OR not applicable

EVALUATION FOR SECRETARY/SECONDARY TEACHER AID

A. COOPERATION

- 1. Works with administration in the total school program.
- 2. Keeps supervisor informed of important details.
- 3. Shows interest in cooperating with supervisor.
- 4. Willingly does share of work.

B. ADAPTABILITY

- 1. Assumes personal responsibility for job.
- 2. Changes duties without hesitation.
- 3. Accepts necessary changes good-naturedly.

C. INTEREST IN DOING A GOOD JOB

- 1. Always working diligently at assignment.
- 2. A "self-starter".

D. INITIATIVE

- 1. Follows new methods willingly.
- 2. Makes good suggestions.
- 3. Shows interest in job improvement.

E. FOLLOWING DIRECTIONS

- 1. Carries out instructions completely.
- 2. Follows procedures and directions.

F. HOUSEKEEPING

- 1. Works neatly and does own share of cleaning.
- 2. Takes pride in appearance of unit.
- 3. Follows cleaning routines diligently.

G. PUBLIC RELATIONS

- 1. Supports school policy and actions.
- 2. Earns respect and support of the community in oral and written communications.

H. PERSONAL APPEARANCE

- 1. Neatly groomed.
- 2. Appropriate dress for occasion.

I. PERSONAL CONDUCT

- 1. Demonstrates mature behavior in difficult situations.
- 2. Even-tempered and well-mannered.
- 3. Helps boost morale of group.
- 4. Is aware of the needs of others.

J. DEPENDABILITY

- 1. Takes personal responsibility to see that job is covered.
- 2. Follows proper usage of leave privileges.
- 3. Attendance record.

Comments

Evaluator's Signature Date

Evaluatee's Signature Date