

Washtenaw Intermediate School District Teaching Assistants Effectiveness Rubric (v.2019)

Domain 1: Planning and Preparation

1a Demonstrating knowledge of Content and Pedagogy

Ineffective

Teaching assistant displays little knowledge of required content

Minimally Effective

Teaching assistant displays some knowledge of required content

Effective

Teaching assistant displays solid knowledge of required content

Highly Effective

Teaching assistant displays extensive knowledge of required content

1b Demonstrating Knowledge of Students

Ineffective

Teaching assistant demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding

Minimally Effective

Teaching assistant understands the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge for the class as a whole

Effective

Teaching assistant actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge for groups of students

Highly Effective

Teaching assistant actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources and attains this knowledge for individual students

1c Demonstrating knowledge of resources

Ineffective

Teacher Assistant demonstrates little or no familiarity with resources used in instruction to enhance own knowledge, to use in teaching or for students who need them. Paraprofessional does not seek such knowledge

Minimally Effective

Teacher Assistant demonstrates some familiarity with resources used in instruction that are available through the school or district to enhance own knowledge, to use in teaching or for students who need them. Paraprofessional does not seek to extend such knowledge

Effective

Teacher Assistant is fully aware of the resources used in instruction that are available through the school or district to enhance own knowledge, to use in teaching or for students who need them

Highly Effective

Teacher Assistant seeks out additional resources for instruction in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching and for students who need them

Domain 2: Classroom Environment

2a Assists in creating an environment of respect and rapport

Ineffective

Classroom interactions, both between the teacher, teaching assistant and students and among students are negative, inappropriate, or insensitive to students' cultural backgrounds. They may be characterized by sarcasm, put-downs, or conflict

Minimally Effective

Classroom interactions, both between the teacher, teaching assistant and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students

Effective

Classroom interactions, between teacher, teaching assistant and students and among students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among groups of students

Highly Effective

Classroom interactions among the teacher, teaching assistant and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development

2b Assists in establishing a culture for learning that is challenging and rigorous

Ineffective

Teaching assistant demonstrates very little commitment to the learning culture and holds low expectations for student achievement

Minimally Effective

Teaching assistant demonstrates some commitment to the learning culture and modest expectations for student achievement

Effective

Teaching assistant demonstrates strong commitment to the learning culture and high expectations for student achievement for most students

Highly Effective

Teaching assistant demonstrates passionate commitment to the learning culture and high expectations for student achievement for all students

2c: Assists in managing classroom procedures

Ineffective

Teaching assistant's assistance with classroom procedures is ineffective

Minimally Effective

Teaching assistant's assistance with classroom procedures is partially effective

Effective

Teaching assistant's assistance with classroom procedures is effective

Highly Effective

Teaching assistant assistance with classroom procedures is highly effective and seamless and includes students in the performance and maintenance of classroom routines (as appropriate)

2d: Assists managing student behavior

Ineffective

Teaching assistant's response to student misbehavior is repressive, disrespectful, or nonexistent. Teaching assistant does not know or implement classroom standards of conduct

Minimally Effective

Teaching assistant's response to student misbehavior is inconsistent. Teaching assistant attempts to implement classroom standards of conduct

Effective

Teaching assistant's response to student misbehavior is appropriate and respects the students' dignity. Teaching assistant understands and enforces classroom standards of conduct

Highly Effective

Teaching assistant response to student behavior is sensitive to individual students and preventive. Teaching assistant clearly understands standards of classroom standards of conduct and assists students in setting and monitoring classroom standards

2e Assists in organizing physical space

Ineffective

Teaching assistant makes no attempt to collaborate to modify physical space to maintain safety, organization and access to learning

Minimally Effective

Teaching assistant makes a partial attempt to collaborate to modify physical space to maintain safety, organization and access to learning

Effective

Teaching assistant collaborates to ensure that the physical space is safe, organized and contributes to the learning activities, including use of technology

Highly Effective

Teaching assistant makes a significant contribution to the classroom to ensure that the physical space is safe, organized and contributes to the learning activities, including effective use of technology

Domain 3: Instruction

3a Communicating with Students

Ineffective

Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teaching assistant's use of language contains errors or is inappropriate to students' cultures or levels of development

Minimally Effective

Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. Teaching assistant's use of language is correct but may not be completely appropriate to students' cultures or levels of development

Effective

Expectations for learning, directions and procedures and explanations of content are clear to students. Teaching assistant's communication is appropriate to students' cultures and levels of development

Highly Effective

Expectations for learning, directions and procedures and explanations of content are clear to students. Teaching assistant's communication is clear and expressive, appropriate to students' cultures and levels of development and anticipates possible student misconceptions

3b Using questioning and Discussion Techniques

Ineffective

Teaching assistant asks few or no questions. Questions are low-level or inappropriate, eliciting limited or no student response

Minimally Effective

Some of the teaching assistant's questions elicit a thoughtful response but most are low-level, posed in rapid succession

Effective

Most of the teaching assistant's questions elicit a thoughtful response and the teaching assistant allows sufficient wait time for students to answer

Highly Effective

Teaching assistant's questions reflect high expectations and are culturally and developmentally appropriate. Questions are adjusted based on student response and are developed to guide learning

3c Understands Engaging students in learning

Ineffective

Teaching assistant demonstrates no knowledge of appropriate activities and assignments, materials and groupings of students are inappropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced

Minimally Effective

Teaching assistant demonstrates some knowledge of activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained

Effective

Teaching assistant demonstrates full knowledge of activities and assignments, materials and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. Assists teacher in engaging all students in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace

Highly Effective

Students are highly engaged throughout the lesson in significant learning and if possible, make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure

3d Understands the Use of Assessment in Instruction

Ineffective

Teaching assistant does not demonstrate an understanding of assessment used in instruction. Feedback to students is absent or incorrect

Minimally Effective

Teaching assistant demonstrates a limited understanding of assessment used in instruction. Feedback to students is inconsistent in frequency or quality

Effective

Teaching assistant demonstrates a solid understanding of assessment used in instruction. Feedback to students is clear consistent and accurate

Highly Effective

Teaching assistant demonstrates a deep understanding of assessment used in instruction. Feedback to students is high quality and appropriate to the individual student

3e Demonstrating flexibility and responsiveness

Ineffective

Teaching assistant demonstrates little or no flexibility in response to student instructional needs

Minimally Effective

Teaching assistant makes some attempt to meet student instructional needs

Effective

Teaching assistant effectively meets student instructional needs

Highly Effective

Teaching assistant anticipates student instructional, behavioral or physical needs and responds appropriately and effectively

Domain 4: Professional Responsibilities

4a Reflecting on Teaching/Assistance

Ineffective

Teaching assistant does not reflect on performance or reflection is mostly inaccurate with little or no consideration of ways to improve

Minimally Effective

Teaching assistant's reflection on performance is generally accurate with general consideration of ways to improve

Effective

Teaching assistant's reflection on performance is accurate and supported by evidence and includes specific ways to improve

Highly Effective

Teaching assistant's reflection on performance is accurate and thoughtful, supported by a variety of specific examples and includes numerous specific ways to improve

4b Communicating with Families

Ineffective

The teaching assistant provides little or no assistance to teacher to help inform families regarding the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families

Minimally Effective

Teaching assistant provides minimal and/or occasionally insensitive communication/responses to family concerns

Effective

Teaching assistant provides frequent, culturally- appropriate information to families about the instructional program, student progress, and responses to family concerns

Highly Effective

Teaching assistant provides frequent, culturally-appropriate information to families that shows a deep knowledge of student needs

4c Participating in a Professional Community

Ineffective

Teaching assistant's relationships with

Minimally Effective

Teaching assistant's professional

Effective

Teaching assistant's professional

Highly Effective

Teaching assistant's professional

colleagues are negative or self-serving; Paraprofessional avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects

relationships are cordial and Teaching assistant fulfills required school/district duties; includes involvement in a culture of inquiry, school events and/or school/district projects when asked

relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teaching assistant making substantial contributions

relationships are characterized by mutual support, cooperation and initiative in assuming key role in promoting a culture of inquiry and making substantial contributions to school/district projects

4d Growing and Developing Professionally

Ineffective

Teaching assistant engages in no professional development activities and/or resists feedback on performance and/or makes no effort to share knowledge with others or to assume professional responsibilities

Minimally Effective

Teaching assistant engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on performance and/or finds limited ways to contribute to the profession

Effective

Teaching assistant engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other paraprofessionals

Highly Effective

Teaching assistant engages in seeking out opportunities for professional development seeks out feedback and initiates activities to contribute to the profession

4e Showing Professionalism

Ineffective

Teaching assistant's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations

Minimally Effective

Teaching assistant's interactions are honest and genuine but attempts to serve students are inconsistent, and/or there is minimal compliance with school/district regulations

Effective

Teaching assistant's interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served and/or full compliance with regulations

Highly Effective

Teaching assistant displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations