

**School District of Rhinelander  
Annual Teaching Assistant Performance Review - Employee Information**

Employee Name		Review Year	
Position		Review Completed By	
Hire Date		Review Date	

**Reflection and Goal Setting:**

Identify and describe your goal for the upcoming school year:	
What steps will be taken to achieve this goal:	
How does this goal impact students?	

**Mid-year Reflection on Goal:**

Evidence of progress toward goal:	
What if any adjustments to the goal need to be made:	
Key takeaways or lessons learned:	

<b>Performance Standard Rating Scale</b>	
Distinguished	An Individual at this level is a master teaching assistant and contributes to their field education, both in and outside of the school environment. Under the guidance of others they differentiate and adapt materials to meet student needs based on knowledge of students, content concepts and instructional strategies. This knowledge is used to supplement and monitor learning activities with no disruption to the flow of the classroom instruction.
Satisfactory	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.
Needs Improvement	The individual appears to understand the concepts underlying the component and attempts to implement elements. However, the implementation is sporadic, intermittent or otherwise not successful. Additional training, reading, discussion and observation of others may enable the teaching assistant to become more proficient in this area. Improvement is likely with experience (i.e. time in position).
Unsatisfactory	The individual does not appear to understand or grasp the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teaching assistant to grow and develop.

<b>Student Learning and Success</b>	<b>Distinguished</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Uses Questioning and and Discussion Techniques	___ Teaching assistant questions are adapted and vary in order to accommodate students with differing needs. Adequate wait time is given for the student to respond. Students assume	___ Most of the teaching assistant questions are of higher order. Wait time is not always adequate for student response. Classroom interaction represents true discussion with teaching assist	___ Teaching assistant questions are a combination of mostly recall with a few higher order. Only some invite a student response. Teaching assistant attempts to engage	___ Teaching assistant questions are virtually all recall nature. Interaction between teaching assistant and student is predominantly recitation style with teaching assistant medicating all

	responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	stepping, when appropriate, to the side.	students in a true discussion.	questions and answers.
Provides Feedback to Students	___ Feedback is consistently specific, timely and positive. Student is observed using feedback in their learning.	___ Feedback is consistently specific, timely and positive.	___ Feedback is timely however lacks specificity and reflects limited positive feedback.	___ Feedback is not provided in a timely, consistent manner.

<b>Operational and Financial Stewardship</b>	<b>Distinguished</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Recordkeeping Accuracy	___ Teaching assistant's system for maintaining or accessing information on students is effective and used to support 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 inconsistent. 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.
Managing Classroom Procedures	___ Transitions are seamless, with students assuming some responsibility for efficient operation. Teaching assistant provides positive reinforcement for the students' actions.	___ Transitions occur smoothly, with little loss of instructional time. Teaching assistant redirects or cues students as needed.	___ Transitions are inconsistent resulting in some loss of instructional time. Teaching assistant inconsistently provides redirection or cues to students.	___ Much time is lost during transition. Teaching assistant does not provide direction or cues to students.

<b>High Performing Teams</b>	<b>Distinguished</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Creates an environment of Respect and Rapport	___ Teaching assistant demonstrates genuine caring and respect for individual students and staff members, their unique culture and the culture of a class of students/staff.	___ Teaching assistant student and staff relationships are respectful and caring. Teaching assistant takes into account cultural differences.	___ Teaching assistant interactions with students and staff are generally appropriate however shows favoritism or disregard for students' culture. Students show minimal respect for the teaching assistant.	___ Teaching assistant interactions with students and staff are negative, demeaning, or sarcastic. Students show little to no respect for the teaching assistant.
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.

<b>Engagement and Connectedness</b>	<b>Distinguished</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Demonstrates Flexibility and 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 of the environment for the student's lack of success.

Managing Student Behaviors	___ 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, however students are not consistently held to them.	___ No rules for conduct appear to have been established, or students are confused as to what the rules and consequences are.
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**Comments Regarding Performance Standards** *(Comments should highlight key achievements as well as address any deficiencies noted above, as applicable)*

Employee	
Supervisor	

**End-of-year Reflection on Goal:**

Evidence of goal achievement:	
Reflection on how goal will impact your work moving forward:	

<b>End-of-year Summary and Planning for Next Year:</b>	
This year's progress, strengths and achievements:	
Next year's action steps and/or focus area(s):	

<b>Any additional comments regarding goal performance:</b>	
Employee	
Supervisor	

<b>Acknowledgement</b> - <i>By signing below I acknowledge that I have participated in my performance review process, I am aware and understand my level of performance as well as expectations moving forward.</i>		
Employee Signature:		Date:
Supervisor Signature:		Date: