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DOMAIN I: PLANNING AND PREPARATION					
Component	Levels of Performance				
	Basic	Emerging	Proficient	Distinguished	
1a. Demonstrating	Instructional assistant	Instructional assistant	Instructional assistant	Instructional assistant	
Knowledge of	minimally understands the	partially understands the	understands the individual	understands the	
Students	individual needs of assigned students. Instructional assistant works poorly with assigned students.	individual needs of assigned students. Instructional assistant works with minimal effectiveness with assigned students.	needs of assigned students. Instructional assistant works effectively with assigned students.	individual needs of assigned students. Instructional assistant works highly effectively with assigned students.	
1b. Demonstrating knowledge of resources	Instructional assistant is unaware of classroom procedures, lesson plans, and/or student IEPs, as appropriate	Instructional assistant has limited awareness of classroom procedures, lesson plans, and/or student IEPs, as appropriate	Instructional assistant is fully aware of classroom procedures, lesson plans, and/or student IEPs, as appropriate	Instructional assistant is fully aware of classroom procedures, lesson plans, student IEPs, and additional resources	

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DOMAIN 2: THE CLASSROOM ENVIROMENT					
Element	Levels of Performance				
	Basic	Emerging	Proficient	Distinguished	
2a. Managing	All students are not	Students are not	Tasks for group work are	Tasks for group work are	
Classroom	working in assigned	productively engaged;	organized; transitions,	organized; transitions,	
Procedures	groups; much time is lost	transitions, materials and	materials, and supplies and	materials and supplies	
	during transitions;	supplies, routines and non-	non-instructional duties	handling routines, and non-	
	materials are handled	instructional duties are	occur independently;	instructional duties are	
	inefficiently; instructional	efficient. Instructional	instructional assistants are	efficient, with students	
	assistants have no clearly	assistants are engaged but	productively and	assuming responsibility.	
	defined duties or do	require frequent redirection.	independently engaged.		
	nothing most of the time.		Instructional assistants assist		
			students as directed.		
2b. Managing	Standards of conduct are	Standards of conduct are	Standards of conduct are	Clear standards of conduct	
<b>Student Behavior</b>	not established or are	established and understood;	clear and instructional	have been developed with	
	unclear; instructional	instructional assistant is	assistant is alert to behavior	student participation;	
	assistant is unaware of	generally aware of student	on the job; response to	monitoring is subtle and	
	student behavior on the	behavior on the job and	misbehavior is appropriate;	preventative or students	
	job and does not respond	attempts to respond to	successful and respectful; or	monitor themselves;	
	to misbehavior or the	misbehavior but with	behavior is appropriate.	instructional assistant	
	response is inconsistent.	uneven results.		responds effectively and	
				sensitively to misbehavior	
				or behavior is appropriate.	

DOMAIN 3: INSTRUCTION					
Component	Levels of Performance				
	Basic	Emerging	Proficient	Distinguished	
3a:	Directions and procedures	Directions and procedures are clarified after initial confusion	Directions and	Directions and procedures are	
Communicates with Students	are confusing with no attempt to clarify; language is inaudible or illegible with many grammar and syntax errors; vocabulary is vague, inappropriate, used incorrectly, or confusing.	or are too detailed; language is correct, audible and legible.	procedures are clear with appropriate detail, spoken and written language is correct with appropriate vocabulary.	clear. Misunderstandings are corrected immediately. Language is correct, with well-chosen, enriching vocabulary.	
3b: Providing Feedback to	Feedback is not provided, is of poor quality, or is not	Feedback is inconsistent in quality and timeliness.	Feedback is relevant and provided in timely	Feedback is relevant and timely; provision is made for students	
Students	provided in a timely manner.	, , , , , , , , , , , , , , , , , , , ,	manner.	to use feedback in their learning.	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES					
Component	Levels of Performance				
	Basic	Emerging	Proficient	Distinguished	
4a. Maintains	Instructional assistant's	Instructional assistant's	Support and cooperation	Instructional assistant is	
Professional	relationships with colleagues	relationships with colleagues	characterize relationships	supportive, cooperative,	
Relationships	are negative or self-serving.	are cordial and fill requirements.	with colleagues.	and volunteers to participate in school and district events.	
4b.Demonstrates	Instructional assistant is not	Instructional assistant's	Instructional assistant is	Instructional assistant is	
Professionalism	alert to students' needs,	attempts to work with	active in working with	highly proactive in	
	contributes to practices that	students are inconsistent	students; works as part of a	working with students;	
	result in some students'	and decisions are based on	team to give all students the	makes an effort to	
	being ill served by the	limited considerations.	opportunity to succeed, and	challenge negative	
	school.		communicates effectively	attitudes.	
			with students.		
4c. Maintains	Instructional assistant has	Instructional assistant has	Instructional assistant	Instructional assistant	
work habits	poor attendance, is	variable attendance,	maintains regular	maintains perfect	
	inflexible, and does not	demonstrates some	attendance, demonstrates	attendance, demonstrates	
	maintain confidentiality.	flexibility and maintains	flexibility, and maintains	flexibility and has a high	
		limited confidentiality.	confidentiality.	degree of confidentiality.	