

**Southern Will County  
Cooperative for Special  
Education  
(SOWIC)**

**Teacher Assistant  
Appraisal System**

# Southern Will County Cooperative for Special Education Teacher Assistant Evaluation System

Teacher Assistants will be provided details of the evaluation system:

- Job Description
- Overview
- Informal Evaluation Tool
- Formal Evaluation Tool
- Self-Reflection Fall (To be completed with informal evaluation)
- Self-Reflection Spring (To be completed with formal evaluation)

## Overview

### **Evaluation Cycle:**

All teacher assistants will receive one informal evaluation and one formal evaluation in the form of written feedback each year.

#### Informal Evaluation

- Completed by November 15<sup>th</sup> each school year.
- If hired between November 14<sup>th</sup>-February 15<sup>th</sup>, one informal evaluation will be completed during that time.
- Teacher assistant will complete “Self-Reflection” Fall form and bring to the post conference to review with supervising teacher.
- Informal evaluation will be completed by direct supervising teacher.
- Evaluation will be reviewed with teacher assistant at post conference. At conference, supervising teacher and teacher assistant will also develop goals for continual growth or corrective action plan (see page 9 of Informal Evaluation Form). Both supervising teacher and teacher assistant will sign informal evaluation, indicating the document has been reviewed.
- A copy will be provided to teacher assistant after meeting.
- A copy will be provided to program coordinator, and he/she will sign informal evaluation to acknowledge reviewing evaluation.

#### Formal Evaluation

- Completed by March 15<sup>th</sup> each school year.
- Teacher assistant will complete a new “Self-Reflection” Spring form and bring to post conference to review with administrator and supervising teacher.
- Formal evaluation will be completed by administrator and teacher then reviewed with teacher assistant at the post conference. Administrator, supervising teacher, and teacher assistant will sign informal evaluation, indicating the document has been reviewed.
- A copy will be provided to teacher assistant after meeting.

- In the event the teacher assistant is not satisfied with his/her evaluation, then he/she shall have the right to file a written rebuttal within ten (10) days of receiving the evaluations. This rebuttal will be attached to the evaluation.

**Framework for Teacher Assistants:**

**Rubrics for Performance Standards:** Performance standards are described in a rubric, divided into four (4) domains. These domains are: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. These standards have been specifically created for teaching assistants and clearly defines the standard by which employee performance is to be measured.

**Levels of Performance:** These levels of performance are included in this plan to support teacher assistants’ self-reflection, inform and structure professional conversations between teacher assistants and evaluators, and suggest areas for further learning.

<b>UNSATISFACTORY</b>	Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts of the job description and may represent practice that is harmful, and requires intervention.
<b>NEEDS IMPROVEMENT</b>	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment.
<b>PROFICIENT</b>	Professional practice at the Proficient Level shows evidence of thorough knowledge and performance of all aspects of the job description. This is successful, accomplished, professional and effective practice. Certified staff at this level thoroughly know their content, they know their students and colleagues, they know the curriculum, and they have a broad repertoire of strategies and activities to use with students and to share with peers.
<b>EXCELLENT</b>	Professional practice at the Excellent Level is that of a master teacher assistant whose practices operate at a qualitatively different level from those of other professional peers. Practice at this level is at the highest level of expertise and commitment to student learning and individual and collaborative professional learning.

**Related Documents:**

- Informal Evaluation Tool
- Formal Evaluation Tool



1G.	Keep accurate attendance records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1H.	Collect, grade or correct student work as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1I.	Copy, order, arrange, or gather materials as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1J.	Observe and record student health needs (e.g., food and liquid intake) when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1K.	Observe and record data related to student interactions, initiatives, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1L.	Maintain and organize student data files as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 2: Classroom Environment</b>						
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	NA	
2B.	Escort students to various settings throughout the building (from washroom and/or mainstreamed classes, passing periods, library, therapy sessions, etc.) as requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C.	Clean or assist students in cleaning designated areas as assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D.	Assist students in restrooms (supervise washroom breaks, changing diapers, changing briefs, clothing, or personal hygiene ) as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E.	Supervise students at breakfast, recess and lunch when requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2F.	Escort, supervise and participate with P.E. duties and activities, as requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2G.	Model, prompt, and reinforce appropriate social behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2H.	Facilitate appropriate social interaction among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2I.	Prompt students to utilize given strategies to assist in self-management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2J.	Supervise classrooms or small groups, reinforcing appropriate behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2K.	Assist in the follow through of planned behavior interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2L.	Provide students with prompts of cues to utilize specific pro-social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2M.	Provide physical proximity for students when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2N.	Transfer, lift, or position students as directed by appropriate professional personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2O.	Assist students in using wheelchair, stander, or other mobility devices when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2P.	Provide reinforcement utilizing established program models or individual student plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2Q.	Implement special systems/programs following training to assist student with specific diagnoses (e.g. autism, Tourette, cognitive impairments, vision, hearing, physical impairments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2R.	Physical management of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Domain 3: Instruction</b>						
<b>Component</b>		<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>	<b>NA</b>
3A.	Assist teachers with maintaining inclusive, learner-centered environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B.	Supervise guided or independent practice in classroom or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C.	Circulate, answering questions or providing assistance as requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D.	Prompt students in utilizing previously learned strategies to solve problems and gather information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E.	Facilitate students' active participation in cooperative learning groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3F.	Read to students, listen to students read, help students select free choice reading books or appropriate reference resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3G.	Design educational material, instructional aides, and activities to support learning under the direction of classroom teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3H.	Under the direction of the teacher, review lessons, reinforce instructional concepts, and provide drill and practice opportunities with individuals or small groups of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3I.	Learn, utilize, and reinforce vocabulary appropriate to instructional activities, student performance, assessment, and program planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3J.	Take notes or scribe for students as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3K.	Assist students with life-skills based curriculum in school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3L.	Help students self-manage organization skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3M.	Assist students with self-help skills as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3N.	Help facilitate inclusion of students with disabilities into general education settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3O.	Attend comprehensive planning team meetings when invited or directed to share information related to student progress, instructional, social or daily living needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3P.	Conduct self-evaluations of instructional sessions that help to establish goals for improvement (questions related to establishing rapport, following lesson plans, utilization of language/explanation students understood, enthusiasm, utilization of reinforcement techniques, level of encouragement, accurate maintenance of progress and records).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3Q.	Assist in teaching students to use peripherals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3R.	Assist students in using portable keyboards, computers or other devices under the direction of the teacher, speech pathologist, OT/PT, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3S.	Monitor the use of supportive equipment (e.g., pencil grips, positioning equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 4: Professional Responsibilities</b>						
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	NA	
4A.	Establish a positive rapport with students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B.	Consult or meet with teacher or other professionals as scheduled or directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C.	Participate in meetings by contributing information, ideas, and assistance related to student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D.	Engage in positive solution finding steps to resolve areas of concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E.	Assist teachers in communication with families if and when directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4F.	Consult with supervising staff utilizing appropriate channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4G.	Seek advice, instruction and direction regarding novel or complex tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4H.	Provide timely information about students to team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4I.	Refer questions from families or community to the appropriate channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4J.	Maintain composure and model solution-finding in all situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4K.	Respect the legal and human rights of students, their families and school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4L.	Communicate information to the appropriate personnel in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4M.	Maintain confidentiality of all information about students, families, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4N.	Consult with teacher or other direct supervisor about areas of concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4O.	Request direction, instruction, or guidance for new or unfamiliar tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4P.	Carry out assigned duties responsibly and in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Q.	Be prompt and regular in attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4R.	Abide by school district/building policies, rules and team standards in all areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S.	Model appropriate hygiene, appearance, interaction, and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4T.	Participate in learning activities offered in school, professional meetings or colleges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4U.	Provide accurate information about students to team members, discussing confidential school issues only with appropriate personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4V.	Maintain your own wellness, composure, and emotional stability while working with students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4W.	Work cooperatively and collegially with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4X.	Be flexible, willing to listen, experiment and make changes when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Y.	Participate in staff development and school improvement activities in order to maintain professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Z.	Participate in events outside of the regularly scheduled work day such as orientation, open houses, or conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4AA.	Performs other duties _____ as assigned by the SOWIC administration. (*If applicable, fill-in the blank, describing duty*)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4BB.	Demonstrate the ability to perform physical tasks associated with job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4CC.	Demonstrate the ability to perform activities that utilize the necessary technology tools available including web -based data systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If all components are marked “Proficient” or “Excellent” **complete Section A.**

**Complete section B** for each component that is marked “Unsatisfactory” or “Needs Improvement” .

**A.**

Goals for Continual Growth:

- 1.
- 2.

**B.**

Any areas marked Unsatisfactory or Needs Improvement list below: *(attach additional page if more space is needed)*

Component	Unsatisfactory	Needs Improvement	Corrective Action Plan

Signature Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Assistant: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature indicates only that the teacher assistant has read and understands the evaluation.*

Reviewed by Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Southern Will County Cooperative for Special Education  
Teacher Assistant Evaluation

# FORMAL EVALUATION

Name:

Assignment:

Building:

Evaluator(s):

Years Employed by SOWIC:

Evaluation Date:

*Any Components marked “unsatisfactory” or “needs improvement” requires written explanation in box.*

*Comments are encouraged for components marked “proficient” or “excellent”*

<b>Domain 1: Planning and Preparation</b>							
Component		Unsatisfactory	Needs Improvement	Proficient	Excellent	NA	
1A.	Check functioning of assistive equipment (e.g. hearing aid batteries, oxygen tank and tubing, communication devices, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1B.	Operate special equipment as trained and directed (program computerized augmentative devices, brailers, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1C.	Make visual aids as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1D.	Report concerns regarding technology equipment/supportive devices to appropriate staff in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1E.	Assist in the preparation of instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1F.	Assist in the construction and/or assembling of bulletin boards or other room displays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1G.	Keep accurate attendance records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1H.	Collect, grade or correct student work as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1I.	Copy, order, arrange, or gather materials as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1J.	Observe and record student health needs (e.g., food and liquid intake) when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1K.	Observe and record data related to student interactions, initiatives, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1L.	Maintain and organize student data files as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain 2: Classroom Environment**

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	NA
2B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2E.	Supervise students at breakfast, recess and lunch when requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2F.	Escort, supervise and participate with P.E. duties and activities, as requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2G.	Model, prompt, and reinforce appropriate social behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2H.	Facilitate appropriate social interaction among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2I.	Prompt students to utilize given strategies to assist in self-management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2J.	Supervise classrooms or small groups, reinforcing appropriate behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2K.	Assist in the follow through of planned behavior interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2L.	Provide students with prompts of cues to utilize specific pro-social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2M.	Provide physical proximity for students when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2N.	Transfer, lift, or position students as directed by appropriate professional personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2O.	Assist students in using wheelchair, stander, or other mobility devices when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2P.	Provide reinforcement utilizing established program models or individual student plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2Q.	Implement special systems/programs following training to assist student with specific diagnoses (e.g. autism, Tourette, cognitive impairments, vision, hearing, physical impairments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2R.	Physical management of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 3: Instruction</b>						
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>	<b>NA</b>	
3A.	Assist teachers with maintaining inclusive, learner-centered environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B.	Supervise guided or independent practice in classroom or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C.	Circulate, answering questions or providing assistance as requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D.	Prompt students in utilizing previously learned strategies to solve problems and gather information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E.	Facilitate students' active participation in cooperative learning groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3F.	Read to students, listen to students read, help students select free choice reading books or appropriate reference resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3G.	Design educational material, instructional aides, and activities to support learning under the direction of classroom teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3H.	Under the direction of the teacher, review lessons, reinforce instructional concepts, and provide drill and practice opportunities with individuals or small groups of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3I.	Learn, utilize, and reinforce vocabulary appropriate to instructional activities, student performance, assessment, and program planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3J.	Take notes or scribe for students as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3K.	Assist students with life-skills based curriculum in school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3L.	Help students implement organization skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3M.	Help students self-manage organization skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3N.	Assist students with self-help skills as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3O.	Help facilitate inclusion of students with disabilities into general education settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3P.	Attend comprehensive planning team meetings when invited or directed to share information related to student progress, instructional, social or daily living needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3Q.	Conduct self-evaluations of instructional sessions that help to establish goals for improvement (questions related to establishing rapport, following lesson plans, utilization of language/explanation students understood, enthusiasm, utilization of reinforcement techniques, level of encouragement, accurate maintenance of progress and records).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3R.	Assist in teaching students to use peripherals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3S.	Assist students in using portable keyboards, computers or other devices under the direction of the teacher, speech pathologist, OT/PT, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3T.	Monitor the use of supportive equipment (e.g., pencil grips, positioning equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 4: Professional Responsibilities</b>						
<b>Component</b>		<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>	<b>NA</b>
4A.	Establish a positive rapport with students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B.	Consult or meet with teacher or other professionals as scheduled or directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C.	Participate in meetings by contributing information, ideas, and assistance related to student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D.	Engage in positive solution finding steps to resolve areas of concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E.	Assist teachers in communication with families if and when directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4F.	Consult with supervising staff utilizing appropriate channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4G.	Seek advice, instruction and direction regarding novel or complex tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4H.	Provide timely information about students to team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4I.	Refer questions from families or community to the appropriate channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4J.	Maintain composure and model solution-finding in all situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4K.	Respect the legal and human rights of students, their families and school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4L.	Communicate information to the appropriate personnel in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4M.	Maintain confidentiality of all information about students, families, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4N.	Consult with teacher or other direct supervisor about areas of concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4O.	Request direction, instruction, or guidance for new or unfamiliar tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4P.	Carry out assigned duties responsibly and in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Q.	Be prompt and regular in attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4R.	Abide by school district/building policies, rules and team standards in all areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S.	Model appropriate hygiene, appearance, interaction, and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4T.	Participate in learning activities offered in school, professional meetings or colleges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4U.	Provide accurate information about students to team members, discussing confidential school issues only with appropriate personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4V.	Maintain your own wellness, composure, and emotional stability while working with students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4W.	Work cooperatively and collegially with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4X.	Be flexible, willing to listen, experiment and make changes when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Y.	Participate in staff development and school improvement activities in order to maintain professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Z.	Participate in events outside of the regularly scheduled work day such as orientation, open houses, or conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4AA.	Performs other duties _____ as assigned by the SOWIC administration. (*If applicable, fill-in the blank, describing duty*)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4BB.	Demonstrate the ability to perform physical tasks associated with job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4CC.	Demonstrate the ability to perform activities that utilize the necessary technology tools available including web -based data systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# FORMAL EVALUATION

Employment Recommendation: Hire  Not Re-Hire

Signature Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Assistant: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature indicates only that the teacher assistant has read and understands the evaluation*

Signature of  
Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Southern Will County Cooperative for Special Education  
Teacher Assistant **Fall Self-Reflection**

Date:

Assistant Name:

Assignment:

The teacher assistant will bring completed form to informal evaluation meeting.

1. How have you learned about the specific needs, supports, and goals of the students on your caseload, and how are you preparing and/or using materials or equipment to meet those needs?
  
2. Describe the routines, prompts, or behavior supports you have helped establish so far to promote a positive, safe learning environment. What has worked well?
  
3. Which instructional or assistive strategies are you already using confidently, and which ones do you want to strengthen this semester?
  
4. Give an example of how you have collaborated with your supervising teacher or related-service staff to support a student's needs.
  
5. Think of a challenging situation you encountered this semester while supporting a student. Describe how you addressed it, what strategies you used, and what you learned that will inform your practice moving forward.

Southern Will County Cooperative for Special Education  
Teacher Assistant **Spring Self-Reflection**

Date:

Assistant Name:

Assignment:

The teacher assistant will bring completed form to formal evaluation meeting.

1. Describe a situation this year where your support directly improved a student's academic, social, or life-skill performance. What evidence demonstrates that growth?
  
2. Which strategies or tools (e.g., self-management prompts, assistive technology) did you implement to help students become more independent, and how effective were they?
  
3. Provide one example of how you contributed to problem-solving or decision-making with your classroom team or IEP team. What was the outcome?
  
4. Explain how you reinforced positive social behaviors, implemented behavior interventions, or adapted the environment to meet diverse needs throughout the year.
  
5. Looking ahead to next year, in which areas (skills, knowledge, or technology) would additional training most strengthen your performance, and what support or resources would you find helpful?