

# Plainedge Public Schools

## Standards for Teaching Assistants

Domain 1: **PLANNING AND PREPARATION**  
 Component 1 a: **Demonstrating Knowledge of Content**  
*Elements:*  
*Knowledge of content*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of Content</b>	Teaching assistant makes content errors or does not correct content errors students make.	Teaching assistant displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teaching assistant displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teaching assistant displays extensive content knowledge with evidence of continuing pursuit of such knowledge.

# Plainedge Public Schools

## Standards for Teaching Assistants

Domain 1: **PLANNING AND PREPARATION**  
 Component 1b: **Demonstrating Knowledge of Students**

*Elements:*

*Knowledge of characteristics (intellectual, social, and emotional) of age group • Knowledge of students' varied approaches to learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of Characteristics of Age Group</b>	Teaching assistant displays minimal knowledge of developmental characteristics of age group.	Teaching assistant displays generally accurate knowledge of developmental characteristics of age group.	Teaching assistant displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teaching assistant displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teaching assistant is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teaching assistant displays general understanding of the different approaches to learning that students exhibit.	Teaching assistant displays solid understanding of the different approaches to learning that different students exhibit.	Teaching assistant uses, where appropriate, knowledge of students' varied approaches to learning when assisting in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teaching assistant displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teaching assistant recognizes the need to understand students' skills and knowledge but displays this knowledge for the class only as a whole.	Teaching assistant displays knowledge of students' skills and knowledge for groups of students and recognizes the need of this knowledge.	Teaching assistant displays knowledge of each student's skills, knowledge and special needs.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teaching assistant displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teaching assistant recognizes the need to understand students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teaching assistant displays knowledge of the interests or cultural heritage of groups of students and recognizes the need of this knowledge.	Teaching assistant displays knowledge of the interests or cultural heritage of each student.

# Plainedge Public Schools

## Standards for Teaching Assistants

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> Component 2a: <b>Creating an Environment of Respect and Rapport</b> <i>Elements:</i> <i>Teaching assistant interaction with students •Promoting Student interaction •Teaching assistant interactions with teachers</i>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Teaching Assistant Interaction with Students</b>	Teaching assistant interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for Teaching assistant.	Teaching assistant-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students generally exhibit respect for Teaching assistant.	Teaching assistant-student interactions demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for Teaching assistant.	Teaching assistant demonstrates genuine caring and respect for individual students. Students exhibit respect for Teaching assistant as both educator and individual.
<b>Promoting Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students generally demonstrate appropriate behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.
<b>Teaching Assistant Interaction with Teachers</b>	Teaching assistant and teacher interactions are characterized by conflict, sarcasm, or put-downs.	Teaching assistant and teacher demonstrate an appropriate working relationship with one another.	Teaching assistant and teacher interactions are generally polite and respectful.	Teaching assistant and teacher demonstrate genuine respect for each other. Teaching assistant fosters a collegial atmosphere.

# Plainedge Public Schools

## Standards for Teaching Assistants

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2b: Establishing a Culture for Learning

*Elements:*

*Importance of the content • Expectations for learning and achievement • Expectations for quality work*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Importance of the Content</b>	Teaching assistant or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teaching assistant communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teaching assistant conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Expectations for Learning and Achievement</b>	Teaching assistant conveys only modest expectations for student achievement.	Teaching assistant conveys inconsistent expectations for student achievement.	Teaching assistant conveys high expectations for student achievement.	Both students and teaching assistant establish and maintain high expectations for the learning of all students.
<b>Expectations for Quality Work</b>	Teaching assistant sets a poor culture for learning; students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Teaching assistant's practices create a culture in which students accept responsibility to do their work but students invest little of their energy in the quality of work.	The teaching assistant's practices reinforce a culture for learning; students accept Teaching assistant's insistence on work of high quality and demonstrate pride in that work.	Teaching assistant's practices reinforce a culture for learning; students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.

# Plainedge Public Schools

## Standards for Teaching Assistants

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2c: **Managing Classroom Procedures**

*Elements:*

*Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Management of Instructional Groups</b>	Students not working directly with the Teaching assistant are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when Teaching assistant is involved with one child in the group.	Tasks for group work are organized, and the group is managed so most students are engaged at all times.	Group members working independently are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of Transitions</b>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
<b>Performance of Non-instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.

# Plainedge Public Schools

## Standards for Teaching Assistants

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2d: **Managing Student Behavior**

*Elements:*

*Expectations • Monitoring of student behavior • Response to student misbehavior*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students and have been developed with student participation.	Standards of conduct are clear and students share and value them.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and Teaching assistant is unaware of what students are doing.	Teaching assistant is generally aware of student behavior but may miss the activities of some students.	Teaching assistant is alert to student behavior at all times.	Monitoring by teaching assistant is subtle and preventive, and acknowledges students' individual needs. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teaching assistant does not respond to misbehavior, or the response is weak, inconsistent, overly repressive, or does not respect the student's dignity.	Teaching assistant responds to student misbehavior but with uneven results. No serious disruptive behavior occurs.	Teaching assistant response to misbehavior is appropriate and successful and respects the student's dignity. Student behavior is generally appropriate.	Teaching assistant response to misbehavior is highly effective and sensitive to students' individual needs. Student behavior is entirely appropriate.

# Plainedge Public Schools

## Standards for Teaching Assistants

Domain 3: **INSTRUCTION**  
 Component 3a: Communicating Clearly and Accurately  
*Elements:*  
*Directions and procedures • Oral and written language*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Directions and Procedures</b>	Teaching assistant directions and procedures are confusing to students.	Teaching assistant directions and procedures are clarified after initial student confusion or are excessively detailed.	Teaching assistant directions and procedures are clear to students and contain an appropriate level of detail.	Teaching assistant directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teaching assistant's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teaching assistant's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teaching assistant's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teaching assistant's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

# Plainedge Public Schools

## Standards for Teaching Assistants

Domain 3: <b>INSTRUCTION</b>				
Component 3b: Using Questioning and Discussion Techniques When Working With Individual Students or With a Group of Students				
<i>Elements:</i>				
<b><i>Quality of questions • Discussion techniques • Student participation</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quality of Questions</b>	Teaching assistant's questions are of poor quality.	Most of the teaching assistant's questions are low level and close-ended.	Most of teaching assistant's questions are of high quality. Adequate time is available for students to respond.	Teaching assistant's questions are of uniformly high quality with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between teaching assistant and students is predominately recitation style, with teacher mediating all questions and answers.	Teaching assistant makes some attempt to engage students in a true discussion with uneven results.	Group interaction represents true discussion, with Teaching assistant intervention when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teaching assistant attempts to engage all students in the group in the discussion, but with only limited success.	Teaching assistant successfully engages all students in the group in the discussion.	Students themselves ensure that all voices in the group are heard in the discussion.



# Plainedge Public Schools

## Standards for Teaching Assistants

Domain 3: <b>INSTRUCTION</b> Component 3c: Providing Feedback to Students <i>Elements:</i> <b><i>Quality: substantive, constructive and specific</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quality: Substantive, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Positive reinforcement continually motivates and encourages students to take risks.

# Plainedge Public Schools

## Standards for Teaching Assistants

Domain 3: **INSTRUCTION**  
 Component 3d: Demonstrating Flexibility and Responsiveness  
*Elements:*  
*Response to students • Persistence*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Response to Students</b>	Teaching assistant ignores or brushes aside students' questions or interests.	Teaching assistant attempts to accommodate students' questions or interests.	Teaching assistant successfully accommodates students' questions or interests.	Teaching assistant seizes a major opportunity to enhance learning, building on a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning the Teaching assistant either gives up or blames the student or the environment for the student's lack of success.	Teaching assistant accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teaching assistant persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teaching assistant persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the teacher and/or school.

# Plainedge Public Schools

## Standards for Teaching Assistants

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
 Component 4a: **Reflecting on Teaching Assistant Duties**  
*Elements:*  
*Accuracy • Use in future assisting*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Accuracy</b>	Teaching assistant does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teaching assistant has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teaching assistant makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teaching assistant makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in Future Assisting</b>	Teaching assistant is not open to suggestions for how a lesson may be improved another time.	Teaching assistant makes general suggestions about how a lesson may be improved.	Teaching assistant makes specific suggestions of what may be tried another time.	Drawing on an extensive repertoire of skills, the teaching assistant offers specific alternative actions, complete with probable successes of different approaches.

# Plainedge Public Schools

## Standards for Teaching Assistants

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4b: **Communicating with Families**

*Elements:*

*Information about classroom procedures, instruction and student assessments • Information about individual students*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Information About Classroom Procedures, Instruction and Student Assessments</b>	Teaching assistant does not work with the teacher to provide information about classroom procedures, classroom instruction and student assessments to families.	Teaching assistant works with the teacher to participate in the school's activities for parent communication but offers little additional information.	Teaching assistant works with the teacher to provide frequent information to parents, as appropriate, about classroom procedures, classroom instruction and student assessments, and assists teacher in making efforts to engage families in the instructional program.	Teaching assistant works with the teacher to provide frequent information to parents, as appropriate, about classroom procedures, classroom instruction and student assessments. Students participate in preparing materials for their families. Teaching assistant works with students in making efforts to engage families in the instructional program.
<b>Information About Individual Students</b>	Teaching assistant provides minimal help to the teacher in providing information to parents, offers no response, or responds insensitively to parent concerns about students.	Teaching assistant adheres to the school's required procedures for communicating to parents. Working with the teacher to respond to parent concerns is minimal.	Teaching assistant works with the teacher to communicate with parents about student's progress on a regular basis and is available as needed to the teacher in order to respond to parent concerns.	Teaching assistant participates with the teacher in helping to provide information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

# Plainedge Public Schools

## Standards for Teaching Assistants

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4c: Growing and Developing Professionally

*Elements:*

*Enhancement of content knowledge and pedagogical skill • Service to the professions*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Enhancement of Content Knowledge and Pedagogical Skill</b>	Teaching assistant is not engaged in professional development.	Teaching assistant is engaged in professional activities only when required.	Teaching assistant seeks opportunities for professional development to enhance content knowledge and pedagogical skill.	Teaching assistant seeks opportunities for professional development, implements what he/she has learned and systematically assess the impact on student achievement .
<b>Service to the Profession</b>	Teaching assistant makes no effort to participate in his/her professional community.	Teaching assistant finds limited ways to participate in his/her professional community.	Teaching assistant actively participates in his/her professional community.	Teaching assistant makes important contribution to his/her professional community.

# Plainedge Public Schools

## Standards for Teaching Assistants

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4d: **Showing Professionalism**

*Elements:*

*Advocacy • Relationship with colleagues • Relationships with other adults • Decision making*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Advocacy</b>	Teaching assistant contributes to school practices that result in some students being ill served by the school	Teaching assistant is inconsistent in ensuring that students have respect, protection and the opportunity to succeed.	Teaching assistant works to ensure that all students are protected, respected and have the opportunity to succeed.	Teaching assistant makes a particular effort to challenge negative attitudes and helps ensure that all students are respected, protected and have the opportunity to succeed.
<b>Relationships with Colleagues</b>	Teaching assistant is not open to establishing relationships with colleagues.	Teaching assistant maintains relationships with colleagues to fulfill the duties that the school or district require.	Teaching assistant generously shares expertise, materials and insights with colleagues.	Teaching assistant generously shares expertise, materials and insights with colleagues. Teaching assistant takes initiative in assuming leadership among his/her peers.
<b>Relationships with Other Adults</b>	Teaching assistant's interactions with some adults are negative, sarcastic, demeaning or inappropriate.	Teaching assistant's interactions with others are generally appropriate but may reflect occasional inconsistencies.	Teaching assistant's interactions with others are generally caring, and respectful.	Teaching assistant's interactions with others are genuinely caring, and respectful
<b>Decision Making</b>	Teaching assistant makes decisions based on self-serving interests.	Teaching assistant's decisions are based on limited professional considerations.	Teaching assistant maintains an open mind and participates in team or departmental decision-making.	Teaching assistant takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.