Teaching Assistant Performance Appraisal Implementation Training
Concern has existed that the prior performance appraisal did not adequately reflect the work of Teaching Assistants.

An internal study group was created to look at the assessment tool being used.

Using the Plan, Do, Study, Act model, the group created, piloted, analyzed, and adjusted a new format for the appraisal.
Specific Concerns Addressed by this Model

✓ Needed more focus on **instructional role**
✓ Too much **paper in old model**
✓ Competencies need to be defined
# Procedures for Implementation of Appraisal/Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Team Responsible</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>Introduce new TA performance appraisal to TAs</td>
<td>Principals</td>
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<tr>
<td>By September 30</td>
<td>Goal Setting Meetings</td>
<td>Supervisor</td>
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<tr>
<td>September-June</td>
<td>Monitor Performance</td>
<td>Supervisor</td>
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<tr>
<td>June 4</td>
<td>Original Signed Copy of the Appraisal due to Human Resources</td>
<td>School Administrators</td>
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School Board Policy
Policy GCN Performance Review
Policy GCC Employee Attendance
The Board believes that the primary purpose of the performance review is to inform employees about their abilities, contributions, and level of performance, and to offer constructive help as to how they can improve.
THE PROCESS
Step #1: GOAL SETTING

✓ Administrators and/or a designee should work with Teaching Assistant to develop one individual goal and review the competencies by which they will be evaluated by SEPTEMBER 30. This goal must be submitted in writing to the evaluator.

✓ Some ideas for goals include:

   To improve abilities to deal with students in crisis
   To gain strategies to effectively engage with students
   To successfully complete MANDT training
   To pursue a teaching license
   To attend Responsive Classroom training

✓ Goals should be written using the SMART format.
Step #2: Progress/Feedback

- Supervisors are expected to assist employees as they look to develop in certain competencies.

- Feedback on performance is most meaningful when it is given regularly throughout the year so that there are no surprises for the employee during the formal annual evaluation.

- In an effort to document performance, Teaching Assistants are asked to provide work samples/evidence of their work. Supervisors should advise TAs of this by September 30.
Step #3: Evaluation

✓ TAs will be evaluated on the goal they have developed and from the 8 competencies included on the evaluation form.

✓ Administrators and TAs will work collaboratively to determine the competencies that most relate to the TAs role in the school.
While all eight competencies will be evaluated, administrators may choose to weight specific competencies more heavily in order to focus on job role and individual needs.

This information must be communicated to the TA early in the evaluation process (by September 30). This will help in gathering information to be used in the evaluation process.
## Sample Appraisal Form

<table>
<thead>
<tr>
<th>Weight</th>
<th>Competency</th>
<th>Consistently Exceeds Expectations</th>
<th>Meets and Often Exceeds Expectations</th>
<th>Successfully Meets Expectations</th>
<th>Meets Minimum Expectations (Improvement Needed in Key Areas)</th>
<th>Fails to Meet Expectations (Plan of Assistance is Required)</th>
<th>Supporting Comments</th>
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<tbody>
<tr>
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<td>Job Knowledge</td>
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<td>Teamwork/ Attitude/ Cooperation</td>
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THE EIGHT COMPETENCIES
#1 Job
Knowledge
Sample Indicators

✓ Content Knowledge

✓ Understands the individual needs of students

✓ Organizes and prepares instruction/ daily activities

✓ Supports student learning

✓ Follows teacher’s lesson plans or instructions

✓ Clear understanding of classroom/ work expectations
#2
COMMUNICATION
Sample Indicators

✓ Effective verbal and written communication, including accuracy with grammar and clearly understood messages.

✓ Communicates information and ideas in a timely manner with all parties involved

✓ Keeps lines of communication open

✓ Utilizes current technology for communication

✓ Demonstrates good listening skills
#3 CUSTOMER SERVICE
Sample Indicators

✓ Provides support for the school community and its members

✓ Shares accurate information

✓ Contributes to a positive school climate

✓ Models the School Division’s vision, mission, and goals in all interactions.
#4 INITIATIVE
Sample Indicators

✓ Proactive

✓ Self-starter

✓ Emphasis on active performance

✓ Goes beyond assigned tasks

✓ Takes responsibility

✓ Establishes goals
Sample Indicators

✓ Models professionalism and ethical standards, as well as personal integrity in all interactions.

✓ Demonstrates honest, ethical behavior

✓ Delivers on work commitments
#6 LEARNING AND DEVELOPMENT
Sample Indicators

✓ Takes initiative for own learning and development

✓ Seeks opportunities that improve knowledge, talents and potential

✓ Provides opportunities to mentor and develop others
#7 QUALITY RESULTS
Sample Indicators

 ✓ Exhibits organizational skills in managing time and responsibilities

 ✓ Follows through on completion of high level programs and tasks

 ✓ Delivers on work assignments with successful outcomes
#8 TEAMWORK
Sample Indicators

- Maintains enthusiasm and encouragement
- Contributes to desirable work and learning atmosphere
- Builds and promotes effective and cooperative working relationships
Rating Scale

- Consistently Exceeds Expectations
- Meets and Often Exceeds Expectations
- Successfully Meets Expectations
- Meets Minimum Expectations
- Fails to Meet Expectation
Work Samples/
Evidence of Work
Ideas for Providing Evidence

✓ Portfolio
✓ Structured Feedback
✓ Conversation
✓ Observation
✓ Self-evaluation
✓ Other methods agreed on by the Teaching Assistant and evaluator
Evaluation Form and Related Materials

See Performance Appraisal links on the Albemarle County Public Schools website

Click here for ACPS Performance Appraisal Information