

DOMAIN I: PLANNING AND PREPARATION				
Component	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
1a. Demonstrating Knowledge of Students	Instructional assistant minimally understands the individual needs of assigned students. Instructional assistant works poorly with assigned students.	Instructional assistant partially understands the individual needs of assigned students. Instructional assistant works with minimal effectiveness with assigned students.	Instructional assistant understands the individual needs of assigned students. Instructional assistant works effectively with assigned students.	Instructional assistant understands the 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

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

DOMAIN 3: INSTRUCTION				
Component	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
3a: Communicates with Students	Directions and procedures 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.	Directions and procedures are clarified after initial confusion or are too detailed; language is correct, audible and legible.	Directions and procedures are clear with appropriate detail, spoken and written language is correct with appropriate vocabulary.	Directions and procedures are clear. Misunderstandings are corrected immediately. Language is correct, with well-chosen, enriching vocabulary.
3b: Providing Feedback to Students	Feedback is not provided, is of poor quality, or is not provided in a timely manner.	Feedback is inconsistent in quality and timeliness.	Feedback is relevant and provided in timely manner.	Feedback is relevant and timely; provision is made for students to use feedback in their learning.

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