

Teacher Aide Handbook for Cooperating Teachers

EDEL/EDSEC 230 Early Field Experience

Spring 2017

Kansas State University

College of Education

(updated 1/10/17)

Table of Contents

Overview of the Teacher Aide Program	3
Due Dates of Important Forms	3
Acknowledgement of the Teacher Aide	4
Attendance Requirements	4
Dress for Success Guidelines	6
Form: Attendance Log	7-8
Form: Task Completion Inventory	9-11
Form: Mid-Term Teacher Aide Evaluation	12-13
Form: Final Evaluation.	14-15

Key Contacts at KSU:

Director of Field Experiences:

EDEL/EDSEC 230 – Early Field Experience

Dr. David Allen 532-6999 201 Bluemont dallen@ksu.edu

Logistics/GTA - EDEL/EDSEC 200 & 230:

Mrs. Jo Dunlap 532-6158 214 Bluemont jdunlap1@ksu.edu

Professor of Practice (Secondary):

Mrs. Sarah Green 207 Bluemont sbgreen@ksu.edu

Thank you for sharing your time and experiences with the pre-service teachers!

Overview of the Teacher Aide Program

A. General Description

The Teacher Aide Program is a field experience for *EDEL/EDSEC 230 Early Field Experience*. The Teacher Aide Program provides an opportunity to regularly visit schools to supervise students in various ways and/or to assist a cooperating teacher. Actual teaching opportunities are usually not a part of teacher aiding; there will be teaching opportunities once you are admitted to the teacher education program.

B. Goals of this Field Experience

For the Teacher Aide:

Teacher Aides will have the opportunity to supervise students in various contexts in the schools throughout the semester. There are several goals for this field experience. The teacher aide will:

1. Observe and interact with students.
2. Supervise and monitor groups of students.
3. Understand the organization and mission of schools.

For the University:

This field experience provides the university with an opportunity to view prospective teachers in a schooling context and to assess whether the student has the initial attitudes, skills, and behaviors necessary to proceed in the teacher education program at Kansas State University. In consultation with the cooperating teachers, university personnel will take steps to identify those prospective teachers who do not appear to have appropriate attitudes, skills, and behaviors and to recommend strategies to improve any deficiencies.

Due Dates of Important Forms

A. Mid-Term Self Evaluation – **March 16, 2017**

The teacher aide will turn this form in to Mrs. Dunlap in class or the Curriculum and Instruction Office, BH 261, **on March 16, 2017**. This evaluation is designed to be a joint activity between the teacher aide and the supervising teacher. The aide has been instructed to make arrangements with their supervising teacher ahead of time for a meeting to discuss this evaluation.

B. Attendance Log – **April 28th** to Supervising Teacher/CI, **May 2nd** to OFE

The ***Attendance Log*** should be completed and signed every time the aide works in the classroom. This document is to be turned in to the supervising teacher who will turn it in to the clinical instructor, principal or OFE, whichever is appropriate for their school.

C. Task Completion Inventory – **April 28th** to Supervising Teacher/CI, **May 2nd** to OFE

The ***Task Completion Inventory*** should be reviewed by the teacher aide and supervising teacher at the beginning of the semester, recorded weekly, reviewed during the Mid-Term Self Evaluation, and at the end of the semester. This document is to be turned in to the supervising teacher with the final paperwork.

D. Final Evaluation – May 2nd The *Final Evaluation* is to be completed by the supervising teacher. The teacher will have a hard copy of the evaluation on the first day of class. The supervising teacher is encouraged to share the evaluation with the teacher aide prior to submitting all documentation to the Office of Field Experience.

Questions/Concerns, please contact:

Jo Dunlap, GTA (EDEL/EDSEC 200 & 230) Office: 532-6158, Email: jdunlap1@ksu.edu

Dr. David Allen, Early Field Experience (EDEL/EDSEC 230) Office: (785) 532-5908, Email: dallen@ksu.edu

Acknowledgement of Teacher Aide

Please introduce the aide to your students and help them feel as though they are a part of the overall school experience. We have had aides who remarked that their teacher had to ask them their names at the end of the semester in order to fill out the paperwork or that the secondary students didn't know who they were or why they were there in their classrooms. It makes a world of difference to the aides to be treated as prospective professionals. You could explain to the students that the KSU aide is taking a course at K-State to help determine if teaching should be his/her career.

Attendance Requirements

A. Report for Teacher Aiding

1. Teacher Aiding will involve supervising/monitoring students and completing tasks to aide the supervising teacher for two days each week, for two hours each day, throughout the semester.
2. The teacher aide should expect to spend *up to* 40% of their time on clerical-type duties (copying, cutting, grading, etc.) and 60% (or more) on student-focused observation and interactions.
3. The date of the aiding experience starts the week of **February 5th** and continues through **April 28th**.

B. Absences

1. **EXCUSED ABSENCES-** An excused absence is one for which the aide informed the supervising teacher or school prior to the start of the aiding time, preferably before the start of the school day. To be excused there should be a legitimate reason for the absence. Legitimate reasons include family emergencies, medical emergencies, injuries, illnesses, and occasional transportation issues. Supervising teachers, clinical instructors, or the course instructor may require written documentation for any absence. *Aides are required to make up ALL absences.*
2. **UNEXCUSED ABSENCE-** An unexcused absence is one for which the aide failed to give prior notification for the absence, regardless of the reason. In the event of an unexcused absence, please notify the clinical instructor AND Mrs. Dunlap within 24 hours.

3. **DOCUMENTATION-** Please document on the back of the attendance sheet details of any absence, especially those for which the aide did not give prior notification. Include any information that would be helpful to recollect that specific absence. Please record when the student makes up their absences.
4. **HOLIDAYS-** If the school has a holiday (no students OR teachers), the aide does not attend aiding. Similarly, if KSU has a holiday, the aide does not attend.
5. **STAFF DEVELOPMENT DAYS-** If the KSU aide is scheduled to aid on a day that the school has **staff development, the aide should also attend staff development** that day. One of our objectives is to allow the aides to see the “big picture” of what a teacher does. Attending faculty meetings, in-services, etc. provides an opportunity for completion of some of the tasks in the PROFESSIONAL RESPONSIBILITIES section of the TASK COMPLETION INVENTORY. If the teacher will be out of the building for meetings, the aide should join another teacher. An exception might be if your in-service is off campus and out of the area, has limited seating, or is paid admission.
6. **TEACHER ABSENCE-** In the event the supervising teacher is absent, the aide should still be a part of the classroom. Under NO CIRCUMSTANCES should the aide be expected to teach or substitute for the teacher. The aide is able to assist the official substitute in a number of ways because the aide will be familiar with classroom procedures.
7. **INCLEMENT WEATHER/SNOW DAYS-** If KSU cancels class the aide does not attend aiding. If the school cancels class, the aide does not attend aiding. If schools ARE in session but the roads are questionable and the aide is concerned about driving conditions, the aide may choose to let the teacher know that he/she will not attend that day, but the aide would be responsible for making up the hours later. (Treated like an excused absence.)

Dress for Success Guidelines

We have included a copy of the DRESS FOR SUCCESS GUIDELINES, which were given to the aides. The students will be wearing a KSU monogrammed, short-sleeved, collared shirt/blouse with black or khaki pants or business length skirt. The students are expected to adhere to the standardized dress. If there are issues that need to be addressed, please let us know before it becomes an ongoing situation.

Questions or Issues?

Please check with the building’s KSU Clinical Instructor, Mrs. Dunlap, or Dr. Allen. It is much better to register questions/concerns as quickly as they surface rather than waiting until the situation becomes more complicated.

DRESS FOR SUCCESS GUIDELINES!

We offer these guidelines for your careful consideration regarding professional attire. Please realize that we understand that most teacher aides would understand what we mean by *professional*; unfortunately we have found that it is necessary to list specifically what we mean by *professional attire*, so here are a few tips:

1. Attire should be business-like. It is important to set yourself apart from the students. Teacher aides should order embroidered K-State College of Education collared shirts (directions on additional pages). These shirts should be paired with black/khaki slacks or black/khaki business length skirts.
2. During attendance at other school functions, wear **conservative** clothes. Generally, **shirts should be tucked in**, sweaters not too tight, pants not too loose, skirts long enough to keep everything covered if you bend over at the waist or sit in a low chair. **Absolutely no skin, navels, etc., showing at the waistline, front or back, even when you are bending over or raising your arms. Too much cleavage should also be avoided.** (Suggestion, if your shirts, blouses, or pants *expose you*, simply wear a camisole, undershirt, or tank top underneath to tuck into your skirt or pants.) **NO JEANS unless they are dark colored and extraordinarily professional-looking!**
3. Visible Piercings and tattoos should be **minimal**. Some schools prohibit piercings and tattoos; your clinical instructor, principal, or teacher will give you information on their school rules. Make-up, lotions, perfume, cologne and other fragrances should be worn in moderation.
4. **NO SHORTS:** Do not wear shorts of any kind; t-shirts and jeans are discouraged as well. In the event you will be working outside or on a field trip or other unusual situation, jeans are okay if they are not too tight or too loose or frayed at the hems. Exceptions to these guidelines apply only for those whose assignments require them to do physical work that might result in getting down on the floor, work outdoors or strenuous lifting. (i.e. P.E., science labs, some special education rooms) Please contact the instructor if you have questions.
5. In the event that you want to participate in a *spirit day* your school observes (such as days during homecoming week), **you should maintain an appropriate decorum and good taste.** Your pajamas should be more conservative than your regular attire.
6. Wear your **IDENTIFICATION!!!** Your ID identifies you as a staff member of your school. It is imperative that you wear it at all times in the school. IDs are a security measure. Your ID should be visible at all times.
7. Hats, scarves, picks, bandanas, stocking caps, baseball caps, skullcaps, and sweat/sports bands are not to be worn in the school buildings.
8. Garments with inappropriate, abusive, crude/profane/obscene language, references to alcohol, drugs or tobacco products or sexual innuendoes cannot be worn in the schools.
9. Wearing heavy coats in the classroom is discouraged.
10. Footwear is to be worn at all times. Shoes, boots, sandals, and other footwear should be practical for the environment in which you will be teaching.

ATTENDANCE LOG SPRING 2017

EDEL/EDSEC 230: EARLY FIELD EXPERIENCE/TEACHER AIDING

RETURN TO: Supervising teacher or clinical instructor prior to **April 28th at 4:00 p.m.**
Teachers in USD 383 & 475 should deliver this form to the clinical instructor in the building.

Teachers outside those districts should scan and email to: jdunlap1@ksu.edu or

mail to: Jo Dunlap, C/O Curriculum & Instruction
 214 Bluemont Hall, 1100 Mid-Campus Drive
 Kansas State University, Manhattan, KS 66506.

IMPORTANT: MOST AIDES WILL ACCUMULATE 44+ hours. (Credit will not be awarded if fewer than 40 hours are completed.) (Note: Aides may not “bank” hours. Even if 40 hours are reached prior to the final aiding day, the aide IS NOT excused from the final aiding assignments. Reaching 40 hours does not excuse aides from future assigned days.)

Name of KSU Student Aide: _____

School: _____ **Teacher’s Name:** _____

- **Please review the Teacher Aide Handbook for specific requirements for attendance.**
- **Please document on the back any information for each absence, excused or unexcused.**

Week	DATE	# OF HOURS	SIGNATURE OF SUPERVISING TEACHER	Running Total Hours
Week of February 5 th				
Week of February 12 th				
Week of February 19 th				
Week of February 26 th				
Week of March 5 th				
Week of March 12 th				
Week of March 26 th				
Week of April 2 nd				
Week of April 9 th				
Week of April 16 th				
Week of April 23 rd				
Make up Hours				
Extra Hrs.				
Extra Hrs.				
TOTAL HOURS AIDING-See the Teacher Aide Handbook for specifics about attendance requirements.				TOTAL HOURS

Use the back of this page to document reasons for absences or provide further information. Thanks!

Documented Reasons for Absences:

TASK COMPLETION INVENTORY

EDEL/EDSEC 230-SPRING 2017
EARLY FIELD EXPERIENCE

Teacher Aide: _____

Supervising Teacher: _____

School: _____

EXPLANATION and INSTRUCTIONS:

This inventory should be completed on a regular basis, jointly by the aide and the supervising teacher, preferably after each aiding session, and **are to be turned in at the end of the semester to the Clinical Instructor or Supervising Teacher.**

The task inventory lists provide suggestions for a balanced variety of jobs for the KSU aide. The form should be kept in the classroom with the attendance log so that the teacher and the aide each have access to it.

PLEASE NOTE to teachers: Although there may periods when it is more helpful to have the aide grading papers, recording grades, or copying papers for the teacher, those should be only a part of the tasks they perform.

Ideally, the teacher will find opportunities for the aide to work directly with students on a regular basis. Please avoid situations where the aide's primary responsibility is to do paperwork or to stand at the copy machine or just sit and observe. After all, we're trying to ENCOURAGE them to become teachers! 😊

Activities for teacher aiding have been divided into five task areas, based on the KSU College of Education's Conceptual Framework for the Preparation of Professional Educators and KSDE Professional Education Standards:

**The Learner and Learning
Instructional Practice
Dispositions**

**Content Knowledge
Professional Responsibility**

These tasks are designed to help the teacher aide gain maximum benefits from the aiding experience. Tasks have been carefully selected by supervising teachers, the secondary education faculty, and suggestions by College of Education students. A weekly inventory of the completion of tasks should be kept on the attached forms.

In order to provide a diverse experience for entry-level education students, supervising teachers and aides are encouraged to **select at least 6 activities from Categories 1, 3, and 4** (The Learner and Learning, Instructional Practice, Professional Responsibility) and at least **2 activities from Category 2** (Content Knowledge). These inventories are to be turned in at the end of the semester with the Attendance Log and the Final Evaluation.

Students should experience at least 6 different activities Categories 1, 3, and 4 and at least 2 different activities in Category 2.

Category 1: The Learner and Learning	Circle the Week(s) the Task Was Complete During Teacher Aiding
Design and put up bulletin boards/displays	1 2 3 4 5 6 7 8 9 10 11 12
Learn to operate instructional equipment	1 2 3 4 5 6 7 8 9 10 11 12
Attend student assembly or student club meetings	1 2 3 4 5 6 7 8 9 10 11 12
Observe In-school suspension	1 2 3 4 5 6 7 8 9 10 11 12
Assist with fire/tornado drills	1 2 3 4 5 6 7 8 9 10 11 12
Assist in supervising the room/lab area	1 2 3 4 5 6 7 8 9 10 11 12
Assist in displaying/acknowledging student work	1 2 3 4 5 6 7 8 9 10 11 12
Observe various classroom procedures (tardy, absence, gather materials, etc.)	1 2 3 4 5 6 7 8 9 10 11 12
Assist students in performing activities which have been initiated by the teacher	1 2 3 4 5 6 7 8 9 10 11 12
Assist students who missed instruction due to absences	1 2 3 4 5 6 7 8 9 10 11 12
Listen to oral reading of students	1 2 3 4 5 6 7 8 9 10 11 12
Instruct in the safe and proper use of tools	1 2 3 4 5 6 7 8 9 10 11 12
Help individual students with their lessons	1 2 3 4 5 6 7 8 9 10 11 12
Assist students in written compositions	1 2 3 4 5 6 7 8 9 10 11 12
Other tasks:	
a. _____	1 2 3 4 5 6 7 8 9 10 11 12
b. _____	1 2 3 4 5 6 7 8 9 10 11 12
c. _____	1 2 3 4 5 6 7 8 9 10 11 12
d. _____	1 2 3 4 5 6 7 8 9 10 11 12

Category 4: Professional Responsibility	Circle the Week(s) the Task Was Complete During Teacher Aiding
Meet and observe school personnel specialists (counselor, librarian, nurse, activity director, etc.)	1 2 3 4 5 6 7 8 9 10 11 12
Observe various student interests and diversity	1 2 3 4 5 6 7 8 9 10 11 12
Help with decorations for special events	1 2 3 4 5 6 7 8 9 10 11 12
Discuss grading practices with teachers	1 2 3 4 5 6 7 8 9 10 11 12
Attend faculty or department or team meeting	1 2 3 4 5 6 7 8 9 10 11 12
Attend district meeting or Board of Education Meeting	1 2 3 4 5 6 7 8 9 10 11 12
Attend staff development activity	1 2 3 4 5 6 7 8 9 10 11 12
Attend IEP (with parent permission) or committee or team meeting	1 2 3 4 5 6 7 8 9 10 11 12
Listen while teacher is talking to parent on the phone	1 2 3 4 5 6 7 8 9 10 11 12
Attend parent/teacher conferences	1 2 3 4 5 6 7 8 9 10 11 12
Observe another teacher	1 2 3 4 5 6 7 8 9 10 11 12
Observe how and by whom teachers are supervised	1 2 3 4 5 6 7 8 9 10 11 12
Observe interpersonal communication skills used by teacher	1 2 3 4 5 6 7 8 9 10 11 12
Observe various classroom organizational systems (seating charts, room arrangement, boxes to hand in assignments, etc.)	1 2 3 4 5 6 7 8 9 10 11 12
Observe supervision of paraprofessionals, volunteers and aides in the classroom	1 2 3 4 5 6 7 8 9 10 11 12
Observe oral and written competencies required of effective teachers	1 2 3 4 5 6 7 8 9 10 11 12
Other tasks:	
a. _____	1 2 3 4 5 6 7 8 9 10 11 12
b. _____	1 2 3 4 5 6 7 8 9 10 11 12

Category 2: Content Knowledge	Circle the Week(s) the Task Was Complete During Teacher Aiding
Prepare a research unit bibliography	1 2 3 4 5 6 7 8 9 10 11 12
Preview possible INTERNET sites for classroom use	1 2 3 4 5 6 7 8 9 10 11 12
Observe variety of resources available	1 2 3 4 5 6 7 8 9 10 11 12
Assist students in library research	1 2 3 4 5 6 7 8 9 10 11 12
Assist with the development of unit of study	1 2 3 4 5 6 7 8 9 10 11 12
Assist with the development of collaborative learning opportunity	1 2 3 4 5 6 7 8 9 10 11 12
Other tasks:	
a. _____	1 2 3 4 5 6 7 8 9 10 11 12
b. _____	1 2 3 4 5 6 7 8 9 10 11 12
c. _____	1 2 3 4 5 6 7 8 9 10 11 12

Category 3: Instructional Practice	Circle the Week(s) the Task Was Complete During Teacher Aiding
Assist teacher in organizing materials for class	1 2 3 4 5 6 7 8 9 10 11 12
Copy material onto the chalkboard	1 2 3 4 5 6 7 8 9 10 11 12
Set up and dismantle experiments/labs	1 2 3 4 5 6 7 8 9 10 11 12
Prepare/organize resource materials for future use: pictures, tapes, awards, computer programs, etc.	1 2 3 4 5 6 7 8 9 10 11 12
Perform clerical duties: copy, file, etc.	1 2 3 4 5 6 7 8 9 10 11 12
Collect and arrange displays for teaching	1 2 3 4 5 6 7 8 9 10 11 12
Hand back papers	1 2 3 4 5 6 7 8 9 10 11 12
Make a seating chart	1 2 3 4 5 6 7 8 9 10 11 12
Prepare instructional materials: worksheets, quizzes, answer keys, transparencies, charts, etc.	1 2 3 4 5 6 7 8 9 10 11 12
Observe course, unit and lesson planning process	1 2 3 4 5 6 7 8 9 10 11 12
Take attendance	1 2 3 4 5 6 7 8 9 10 11 12
Observe standards used for assessment of students	1 2 3 4 5 6 7 8 9 10 11 12
Assist with classroom/lab inventory	1 2 3 4 5 6 7 8 9 10 11 12
Assist in ordering supplies	1 2 3 4 5 6 7 8 9 10 11 12
Record tardy/absences/verify absences	1 2 3 4 5 6 7 8 9 10 11 12
Calculate averages/grades or print progress reports	1 2 3 4 5 6 7 8 9 10 11 12
Record grades in book/computer	1 2 3 4 5 6 7 8 9 10 11 12
Arrange instructional materials for accessibility	1 2 3 4 5 6 7 8 9 10 11 12
Assist w/and check student's seat work	1 2 3 4 5 6 7 8 9 10 11 12
Conduct small group activities	1 2 3 4 5 6 7 8 9 10 11 12
Assist teacher in special demonstrations	1 2 3 4 5 6 7 8 9 10 11 12
Other tasks:	
a. _____	1 2 3 4 5 6 7 8 9 10 11 12
b. _____	1 2 3 4 5 6 7 8 9 10 11 12
c. _____	1 2 3 4 5 6 7 8 9 10 11 12

MID-TERM TEACHER AIDE SELF - REFLECTION A Joint activity between aide and supervising teacher.

Supervising Teacher: Complete and review with KSU aide prior to **March 16th**.

KSU Aide: Complete and/or review this form with your supervising teacher. Turn this form in to Mrs. Dunlap on or before March 16th in class or in her office, BH 214.

Teacher Aide _____ Grade/Subject _____

Supervising Teacher _____ Teacher's E-mail: _____

School District _____ School _____

At this point in the semester, please check which column most correctly reflects the aide's progress/performance in the following areas:

Characteristics/Qualities	RIGHT ON TARGET	LET'S WORK ON THIS!
Knowledgeable		
Is knowledgeable about basic skills		
Knows how to perform clerical routines		
Knows how to use materials/equipment/technology, etc.		
Ethical		
Maintains a professional perspective		
Honors the code of confidentiality		
Completes assigned duties		
Exhibits flexibility & adaptability		
Maintains ethical standards (honestly reports & records aiding time & performance)/complies with school policies and procedures		
Caring		
Demonstrates an interest in the learning environment		
Develops an understanding of pupils and their interests/gets involved in classroom environment		
Provides tactful, caring, empathetic treatment of students		
Exhibits a contagious enthusiasm for materials taught		
Decision Makers		
Takes initiative-self starter (eagerly contributes to the learning environment without hesitation)		
Has the ability to solve problems		
Professionalism		
Has adequate communication skills (speaking, reading, listening, writing)		
Adapts to aiding experiences		
Is open to professional growth/willing to accept constructive criticism		
Accepts and uses criticism toward improvement		
Uses good professional judgment		
Fosters positive collegial relationships		
Provides appropriate feedback to students		
Has appropriate personal habits/grooming/dress sets aide apart from students		
Organizes tasks and time effectively		
Is dependable /prompt		

Supervising Teachers (please complete):

ABSENCES: Using the attendance form, please complete the following:

If aide has accumulated more than three absences, a conference between the aide and Dr. Martinez must be scheduled.

If aide accumulates more than three absences, documentation must be provided to the teacher. (doctor's note, etc. to avoid loss of credit)

Date of Absence	Reason for Absence	Prior Notice Given? (Yes/No)	Has time been made up?

REFLECTION & OBSERVATIONS ABOUT AIDE'S PROGRESS:

I. Activities and objectives for the remainder of the semester.

(Refer to Task Completion Inventory)

PERSPECTIVES & PREPARATION	CLASSROOM ENVIRONMENT	INSTRUCTION	PROFESSIONAL RESPONSIBILITIES

II. Suggested improvements for the teacher aide.

III. Strengths shown by the teacher aide.

Signature of the Supervising Teacher _____ **Date:** _____

FINAL EVALUATION OF THE TEACHER AIDE

RETURN: Prior to April 28th at 4:00 p.m., (this deadline is critical in order for your aide to receive credit for the course)

Teachers in USD 383 & 475 should deliver this form to the clinical instructor in the building. (The clinical instructor will in turn get the forms to K-State.)

Teachers outside those districts should scan and email to jdunlap1@ksu.edu or

mail to: Jo Dunlap, C/O Curriculum & Instruction
214 Bluemont Hall, 1100 Mid-Campus Drive
Kansas State University, Manhattan, KS 66506.

Questions? Please e-mail or call:
jdunlap1@ksu.edu or (785) 532-6158

This completed form should not be delivered by the KSU aide.

NOTE: If the "Final Evaluation" form is not received by the clinical instructor by **April 28th at 4:00p.m.** a grade of "incomplete" may be recorded. (Placement Office will arrange to get forms from clinical instructors and schools.)

Teacher Aide _____ Grade/Subject _____

Supervising Teacher _____ Teacher's E-Mail _____

School _____

SUMMARY OF PERFORMANCE		
<u>After completing the rubric on the following page, please answer the following questions.</u>		
The teacher aide was able to listen, speak, read and write, follow directions in ways to successfully meet the needs in a classroom.	Yes	No
Please note total # excused (PRE-NOTIFIED) absences here _____		
Did the aide make up <u>all time</u> missed? (Even if 40 hrs. were reached, aide must make up all hours missed unless the KSU instructor has approved it.)	Yes	No
Did the aide PRE-NOTIFY the teacher/school before ALL absences?	Yes	No
If no, how many absences were not pre-notified ? _____ Please explain any attendance issues on the back of the attendance log. ***Absences which were <u>not pre-notified</u> are grounds for <u>denial of credit</u> for teacher aiding. See attendance form for more information about pre-notification.		
The teacher aide successfully met the requirements of this field experience, based on <u>performance of duties, criteria on back of this form and attendance and I recommend that the teacher aide receive credit for this experience.</u> If the answer is NO, please provide more information on the back of this form.	Yes	No

Signature of the Supervising Teacher _____ **Date:** _____

Please complete the rubric on the next page to make sure it reflects the recommendation above.

FINAL PERFORMANCE RUBRIC

The College of Education prepares educators to be knowledgeable, ethical and caring decision makers.

Please rate the KSU teacher aide's performance in these categories using the following scale:

(If aide works with more than one teacher, teachers may complete a composite form OR each teacher may complete a form for the aide.)

- 4 = Strong: Exceeds expectations of a teacher aide
- 3 = Good: Meets expectations of a teacher aide
- 2 =Needs Improvement: Needs support and assistance to meet expectations of a teacher aide
- 1 =Unacceptable: Does not meet expectations of a teacher aide
- N/A =Not Applicable

Teacher Aide's Name:	Not Applicable	Unacceptable	Needs Impro.	Good	Strong
Knowledgeable					
Is knowledgeable about basic skills	NA	1	2	3	4
Knows how to perform clerical routines	NA	1	2	3	4
Ethical					
Maintains a professional perspective	NA	1	2	3	4
Honors the code of confidentiality	NA	1	2	3	4
Completes assigned duties without taking shortcuts	NA	1	2	3	4
Maintains ethical standards (honestly reports & records aiding time & performance)	NA	1	2	3	4
Caring					
Demonstrates an interest in the learning environment and in learning about the students	NA	1	2	3	4
Provides tactful, caring, empathetic treatment of students	NA	1	2	3	4
Decision Makers					
Takes initiative (eagerly contributes to the learning environment without hesitation)	NA	1	2	3	4
Has the ability to solve problems/follows instructions/does not require constant supervision	NA	1	2	3	4
Professionalism					
Has adequate communication skills (speaking, reading, listening, writing)	NA	1	2	3	4
Adapts to aiding experiences	NA	1	2	3	4
Is open to professional growth	NA	1	2	3	4
Accepts and uses criticism toward improvement	NA	1	2	3	4
Uses good professional judgment	NA	1	2	3	4
Fosters positive collegial relationships	NA	1	2	3	4
Provides appropriate feedback to students	NA	1	2	3	4
Has appropriate personal habits (grooming/professional attire/easily distinguishable from the students)	NA	1	2	3	4
Organizes tasks and time effectively	NA	1	2	3	4
Is dependable /punctual/has regular attendance	NA	1	2	3	4
OVERALL PERFORMANCE RATING (circle one)		1	2	3	4

Please make any comments (positive or negative, concerns, or recommendations), especially if you are recommending **NO CREDIT**.

Attendance issues/documentation should be listed on the back of the ATTENDANCE LOG.