**Rhys Thomas Institute**

**Performance Evaluations**

**TA Evaluation Questions**

**Key Considerations: How to get asked back next year!**

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| 1. Program Support
2. Teacher support
3. Dealing with Students
 | 1. Responding to Homework
2. Administrative Tasks
3. Attendance
 | 1. Interpersonal
2. Time Management
 |

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| --- | --- | --- | --- | --- | --- |
| **TA NAME:** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Not Applicable** |
| The TA gives thoughtful and relevant feedback to students via Facebook, emails and phone call/text. |  |  |  |  |  |
| The TA is familiar with the agenda, flowchart and materials for each school weekend. |  |  |  |  |  |
| The TA recognizes important student dynamics and makes the teacher aware of them promptly. |  |  |  |  |  |
| The TA responds to students individually and in small groups in a supportive and facilitative way while maintaining personal and professional boundaries. |  |  |  |  |  |
| The TA seeks support and feedback about their performance from the Teacher on the weekends and between the school weekends. |  |  |  |  |  |
| The TA completes homework feedback and homework summaries in a timely fashion. |  |  |  |  |  |
| The TA addresses issues related to the classroom with Teachers. |  |  |  |  |  |
| The TA is willing to help the Teacher by completing assigned tasks and being willing to support when needed. |  |  |  |  |  |
| The TA seeks to resolve technology challenges directly with Support, and copies Teacher in correspondence. |  |  |  |  |  |
| The TA has technical knowledge to be able to navigate the student site and assist those students who are technically challenged. In addition, the TA can assist in the audio/visual needs for the classroom including skype for the students. |  |  |  |  |  |
| The TA is creative in proposing additional ways to support classroom dynamics, student development, classroom exercises, and/or administrative tasks. |  |  |  |  |  |
| The TA supports RTI in outside events including AWAKEN, Insight, Healer Shares, workshops, etc. |  |  |  |  |  |
| The TA responds as a facilitator when answering questions on profiles, chakras, goals, meditations, etc., and avoids the counseling role with students. |  |  |  |  |  |
| The TA participates in Thursday/Friday setup and Sunday breakdown, and coordinates items needed for classroom activities. |  |  |  |  |  |

**TA Evaluation Questions (con’t)**

Type your answers in the boxes below (they will expand as needed):

**What is the TA’s greatest strength** **and what is one thing would you most like the TA to improve or change?**

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**Any other comments or suggestions?**

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