



EDUCATIONAL ASSISTANT PERFORMANCE APPRAISAL

Procedures

Principal or designate provides an appraisal of the Educational Assistants.
Educational Assistants will create an annual growth plan to establish professional development goals.

A performance appraisal will occur during the probationary period as defined by the Collective Agreement. Subsequent performance appraisals must occur once every three years. The Principal may conduct additional performance appraisals as deemed necessary.

The Performance Appraisal will be based on:

- a) Student Management
- b) Professional Responsibility
- c) Knowledge
- d) Communications
- e) Attitude/Work Habits

Nothing in the Procedures will contravene the Collective Agreement.

CATEGORIES OF PERFORMANCE APPRAISALS

1.0 Appraisal of Probationary Educational Assistant

- 1.1 Each principal or designate will appraise each Educational Assistant during the probationary period as defined by the Collective Agreement. The Appraisal will be based on the Educational Assistant Performance Framework (Appendix A) utilizing the Educational Assistant Performance Appraisal (Appendix B).
- 1.2 The report will result in a recommendation for action.

2.0 Appraisal of Educational Assistant

- 2.1 Each principal/designate must appraise the Educational Assistant once every three (3) years (or as required).
- 2.2 The Educational Assistant will receive the Educational Assistant Performance Framework to be used as the basis for the evaluation (Appendix A) at a pre-assessment conference.
- 2.3 The Educational Assistant Performance Appraisal (Appendix B) will be a result of ongoing observations, classroom visits and discussions.
- 2.4 The Educational Assistant Performance Appraisal (Appendix B) will be reviewed by the principal or designate with the Educational Assistant and a copy will be placed in the Educational

Assistant's personnel file.

3.0 Appraisal of Educational Assistant at Risk (Appendix D)

- 3.1 The notification that an Educational Assistant is **On Review** is a serious point on the continuum of performance appraisal. Before notification to an Educational Assistant that he/she is *On Review*, it is assumed that the principal or designate will have made an effort to improve performance through the Performance Appraisal process.
- 3.2 Notification to the Educational Assistant of the **On Review** process will be made in writing from the principal/designate. Copies of the letter will be sent to the Regional Superintendent of Schools, the Superintendent of Special Education, Special Education Administrator and the Union President. The letter shall state the specific areas of performance requiring improvement with expectations, assistance to be provided, a time-line for improvement and method of assessment.
- 3.3 At the end of the assessment period the Superintendent of Special Education will evaluate and prepare a letter stating that performance is satisfactory or making a recommendation for termination to the Director of Education.

4.0 Annual Growth Plan

- 4.1 This will be a self-directed process, which will be completed annually.
- 4.2 In consultation with the principal/designate, the Educational Assistant will determine an appropriate goal for growth based on the Educational Assistant Performance Framework outcomes determined in their last appraisal and will draft an Annual Growth Plan (Appendix C). This plan will outline partners, roles, activities and resources.
- 4.3 The Educational Assistant and Principal will agree on the time-line for implementing the Annual Growth Plan, methods for monitoring growth, specific indicators of growth and procedure for reporting.
- 4.4 The Annual Growth Plan will be reviewed with the principal or designate by the end of the year.

Appendices

Appendix A: Educational Assistant Performance Framework

Appendix B: Educational Assistant Performance Appraisal

Appendix C: Educational Assistant Annual Growth Plan

Appendix D: Process for Unsatisfactory Performance Appraisal

Appendix E: Educational Assistant Pamphlet

References

EDUCATIONAL ASSISTANT PERFORMANCE FRAMEWORK

1. Domain 1. STUDENT MANAGEMENT			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Implement teacher behaviour management strategies using the same emphasis and techniques	Needs assistance to manage student behaviour.	Uses teacher's behaviour management strategies (same techniques, words, directions) consistently.	Uses teacher's behaviour management strategies and is pro-active in helping students avoid conflict.
Accommodate and support physical needs: <ul style="list-style-type: none"> • feeding • toileting • physiotherapy • safety • behaviour • aggression-team intervention • repositioning/transfer/ lifts • changing • mobility • medical, as per board policy • administer medication, as per board policy 	Needs reminders and assistance to care for student's physical needs.	Attends to student at appropriate time and in appropriate manner.	Shows genuine care and respect when attending to unique health/ physical need of student, and teaches self-help skills, if appropriate.
Supervise student activity at arrival, recess, lunch and other unstructured components of the day as required	Requires reminders to be on time and to supervise student.	Greets student upon arrival, bids farewell at departure, and supervises during recesses and lunch hour.	Shows genuine interest in student by providing guidance and care so that the student takes part in and learns from the social interactions/ expectations.
Assist with student behaviour management skills, supervise time-out, make sure class and school rules are understood and followed	Needs reminders about acceptable student behaviours. Requires assistance and direction to remove and supervise student's time-out.	Uses teacher's strategies to reinforce behaviour management skills Removes and supervises student's time-out and assists with student's assigned work and records incident.	Reviews expectations, consequences, and strategies with students, as necessary. Assists student with assigned task during time-out and records and communicates incident.
Demonstrate ability to follow instructions and implement directives	Does not follow directions nor implement directives.	Follows and implements directives without reminders or supervision.	Follows and implements directives without reminders or supervision, and adapts them to the needs of the student.

Domain 2. PROFESSIONAL RESPONSIBILITY

Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Monitor Tests or Examinations	Is unable or reluctant to monitor tests or examinations.	Supervises student writing tests or examinations. Rewords questions to assist student to understand what is being asked.	Understands how and why test or examination questions must be reworded to clarify meaning so that student can meet expectations.
Assist with observing, charting progress, and documenting behaviours.	Needs prompts and reminders to complete record keeping. Records are brief and superficial.	Keeps detailed records of student and provides suggestions and feedback on the information.	Understands the significance of the information being charted. Closely monitors student to provide insight regarding progress.
Assist with lesson follow-up and assigned projects.	Needs direction and training in order to assist student. With limited knowledge of what is being taught, modifications are difficult.	Can modify and adapt a program based on the objectives suggested by the teacher.	Knows how to modify and adapt lessons or projects to suit individual student needs. Works closely with teacher to ensure consistency and accuracy.
Demonstrate professional conduct and support academic instruction: <ul style="list-style-type: none"> • review/support instruction • focus student • monitor assistive devices • guide task follow-through • assist with evaluations • encourage social and emotional growth • assist other students when time and opportunity permits 	Comments and attitude concerning program, students, parents and co-professional detract from the collaborated success of the program. Confidentiality not appropriately demonstrated.	Participation in the ongoing monitoring of student and program needs is constructive and benefits all stakeholders.	Positively promotes program and student accomplishments. Advocates for the needs of the student. Confidentiality is appropriately demonstrated.

Domain 3. KNOWLEDGE			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Demonstrate knowledge of student development	Demonstrates limited knowledge of the developmental characteristics of the age group.	Demonstrates knowledge of developmental characteristics of the age group.	Demonstrates thorough knowledge of developmental characteristics of the age group.
Demonstrate knowledge of effective strategies and program goals for students	Student needs are not effectively addressed by learning strategies utilized.	Utilizes a wide range of learning strategies appropriate to the needs of individual students. Seeks assistance in development of additional strategies to address student needs.	Modifies and adopts learning strategies most appropriate to student needs. Assists in development of planning and program needs for individual students.
Demonstrate familiarity with the classification and characteristics of exceptionalities and relevant educational terms	Limited knowledge of the classification and characteristics of exceptionalities and relevant educational terms, and is unaware of the student's classification and how it relates to the classroom.	Knowledge of the classification and characteristics of exceptionalities and relevant educational terms. Awareness of the student's classification and how it relates to the classroom.	Thorough knowledge of the classification and characteristics of exceptionalities and relevant educational terms, is aware of the student's classification and how it relates to the classroom as well as how to adapt to the needs of the student.
Demonstrate knowledge and use of Assistive Technology	Limited knowledge and use of Assistive Technology.	Demonstrates adequate knowledge and use of Assistive Technology in support of students.	Demonstrates thorough knowledge and use of Assistive Technology in support of students and seeks ongoing professional development in this area.

Domain 4. COMMUNICATIONS			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Assists regularly with communication notes to home i.e. homework, assignments, activities	Difficulty following the routines established by the teacher for recording and communicating information to home. Notes are poorly written or important information omitted.	Regularly collaborates with the teacher and student to develop effective communications to the home.	Collaborates with the teacher and student to develop effective communications to the home. Communications are positive, accurate and demonstrate an understanding of the needs of family and school.
Establishes positive relationships with individual student (hobbies, interests and career goals).	Social interaction limited and indifferent.	Interacts enthusiastically with the student.	Interacts enthusiastically with the student. Fosters interpersonal skills and growth.
Enhance student self-concept through positive feedback.	Reinforcement is either negative or inappropriate.	Uses positive strategies to build self-confidence.	Is sensitive to the student's ability to accept correction and provides appropriate encouragement.
Translate or interpret behaviour and non-verbal communication for teacher or others who may not be familiar with the student.	Shows limited awareness of the communication intent or ability of the student.	Assumes an intervener role. Involves the student in the communication process. Assists the student to further develop their communication skills.	Helps the student to establish & develop relationships with peers and adults to further develop their own communication.
Demonstrate appropriate inter-personal skills.	Inability to communicate and get along with others interferes with job performance.	Demonstrates good interpersonal skills.	Interactions are positive and help to build and support relationships with student, parent, teacher and colleagues.

Domain 5. ATTITUDE / WORK HABITS			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Demonstrate a Positive Attitude	Resentful of taking direction, uncooperative, does not seem to enjoy the job.	Cooperative and willing to be of assistance, enjoys the job.	Has a consistently positive attitude towards work and relationships with staff.
Is a Valuable Team Member	Prefers to work in isolation, does not contribute to team planning sessions, wants to delineate what is not part of the job.	Willingly contributes to team planning, readily accepts tasks assigned by the supervisor.	Has a positive contributing role to team planning, understands the importance of being flexible, shows initiative, does more than what is expected, voluntarily helps others when necessary.
Punctuality	Is late for work/meetings/timetable expectations.	Is punctual for work/meetings/timetable expectations.	Is punctual for work/meetings/timetable expectations, time management strategies are evident.
Is Aware of Health & Safety Concerns	Pays little or no attention to health & safety in the workplace.	Is aware of health and safety concerns in the workplace and works according to direction given.	Worker is not only aware of health and safety in the workplace but initiates action to improve health and safety conditions.



District School Board
Ontario North East

Appendix B

EDUCATIONAL ASSISTANT PERFORMANCE APPRAISAL

E.A. Name: School:

Principal: Date:

Domain 1. STUDENT MANAGEMENT

Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Implement teacher behaviour management strategies using the same emphasis and techniques			
Accommodate and support physical needs			
Supervise student activity at arrival, recess, lunch and other unstructured components of the day as required			
Assist with student behaviour management skills, supervise time out, make sure class and school rules are understood and followed			
Demonstrate ability to follow instructions and implement directives			

Comments:

1. Domain 2. PROFESSIONAL RESPONSIBILITY

Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Monitor Tests or Examinations			
Assist with observing, charting progress, and documenting behaviours.			
Assist with lesson follow-up and assigned projects.			
Demonstrate professional conduct and support academic instruction.			

Comments:

--

Domain 3. KNOWLEDGE			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Demonstrate knowledge of student development			
Demonstrate knowledge of effective strategies and program goals for students			
Demonstrate familiarity with the classification and characteristics of exceptionalities and relevant educational terms			
Demonstrate knowledge and use of Assistive Technology			

Comments :

--

Domain 4. COMMUNICATIONS			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Assists regularly with communication notes to home i.e. homework, assignments, activities			
Establishes positive relationships with individual student (hobbies, interests and career goals).			
Enhance student self-concept through positive feedback.			
Translate or interpret behaviour and non-verbal communication for teacher or others who may not be familiar with the student.			
Demonstrate appropriate inter-personal skills.			

Comments:

Domain 5. ATTITUDE/WORK HABITS			
Expectations	Level of Performance		
	Unsatisfactory	Satisfactory	Exemplary
Demonstrate a positive attitude			
Is a valuable team member			
Punctuality			
Is aware of Health & Safety concerns			

Comments:

PERFORMANCE RATING
<input type="checkbox"/> UNSATISFACTORY PERFORMANCE <input type="checkbox"/> SATISFACTORY PERFORMANCE <input type="checkbox"/> EXEMPLARY PERFORMANCE

Signature of Educational Assistant

Date

Signature of Principal / Vice Principal

Date

Distribution: Educational Assistant
 Personnel File
 ONE ORIGINAL, SIGNED COPY to the Superintendent Responsible for Special Education

EDUCATIONAL ASSISTANT ANNUAL GROWTH PLAN

INSTRUCTIONS:

- 1. COMPLETE "A", "B" AND "C" AND SHARE WITH PRINCIPAL.
- 2. PART "D" IS COMPLETED BY EA AND REVIEWED WITH PRINCIPAL.

NAME: _____ DATE: _____

4. A Specific Areas for Growth

5. B Growth Strategies & Resources

6. C Target Dates for Completion

7. D Overall Review and Suggestions

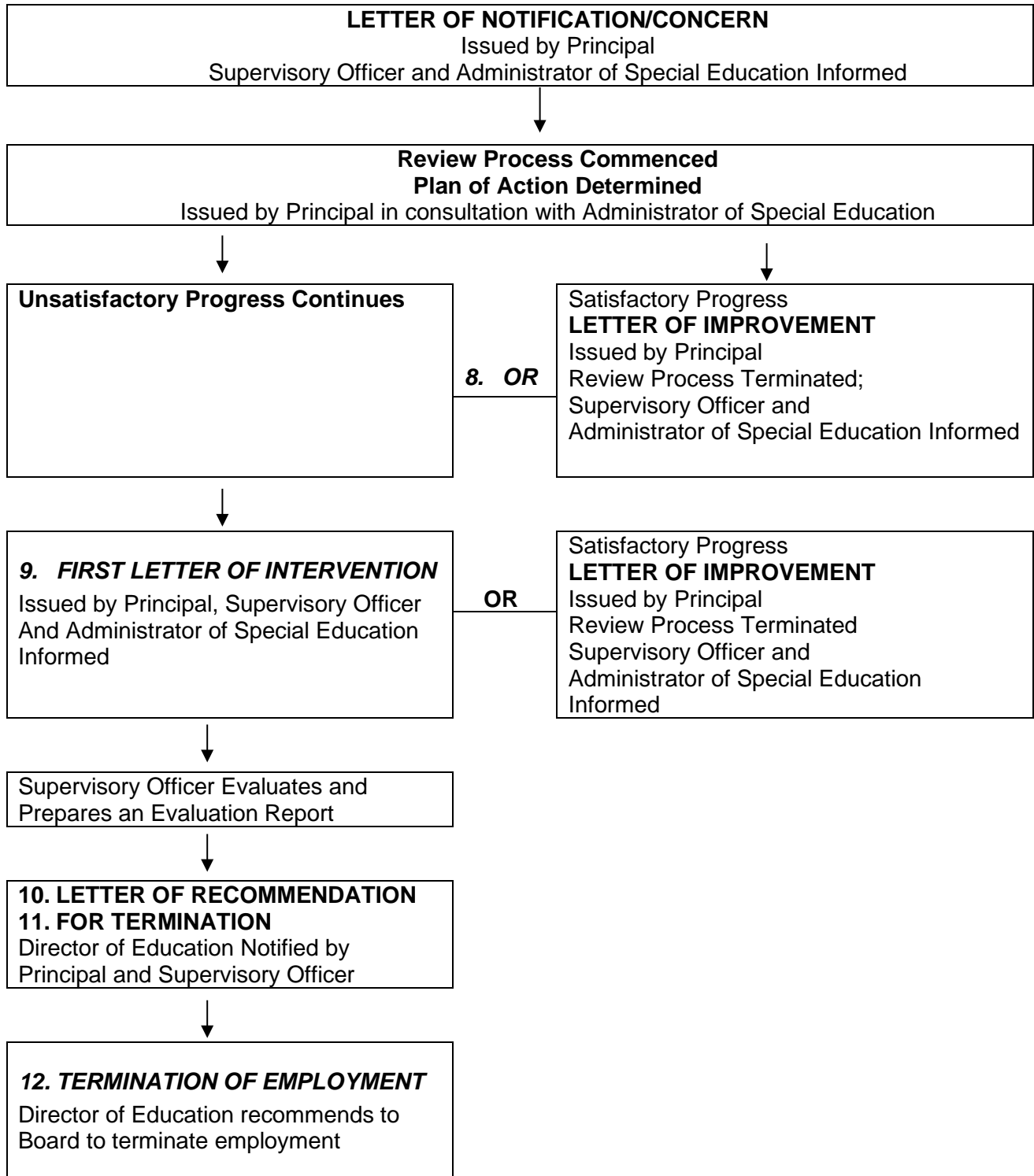
Signature of EA

Date

Signature of Principal

Date

PROCESS FOR UNSATISFACTORY PERFORMANCE APPRAISAL



COPY OF EDUCATIONAL ASSISTANT PAMPHLET



DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

New Liskeard Office
198022 River Road
R.R. # 1
NEW LISKEARD, ON
P0J 1P0
(705) 647-7394
1-800-461-8759



Schumacher Office
Mailing Address
P.O. 1020,
TIMMINS, ON
P4N 7H7

Site Address
153 Croatia Avenue,
SCHUMACHER, ON
(705) 360-1151
1-800-800-381-7280

www.dsb1.edu.on.ca



DISTRICT SCHOOL BOARD ONTARIO NORTH EAST



Special Education Programs and Services for Exceptional Students

The Educational Assistant

Mission Statement

District School Board Ontario North East is committed to providing a safe, positive and mutually respectful student focused environment which promotes the development of skills, knowledge and attitudes necessary for life long learning.

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

The Educational Assistant

The Educational Assistant's role is to provide support for students.

The Educational Assistant is an integral part of the in-school education team.

Under the current funding model for Special Education in Ontario, high needs students may require individualized assistance for all or a portion of their day. This assistance may be given by: Special Education Teachers, Itinerant Teachers, Classroom Teacher(s), Educational Assistants, Child and Youth Workers or other paraprofessionals depending on the individual needs of the students.



Educational Assistant roles may include, but are not limited to the following:

- support students with special learning needs as identified by administration, by following instructions and implementing directives from the District Administrator of Special Education, Principal of the School, Special Education Resource Teacher and the District Special Education Teacher as well as the classroom teacher
- supervise student activity at arrival, recess, lunch, dismissal and other unstructured components of the day as required
- provide individualized, student-based support for academics, activities and personal needs, as required.
- accommodate/support physical needs:
 - feeding
 - toileting
 - physiotherapy
 - safety
 - behaviour
 - aggression-team intervention
 - repositioning/transfer
 - changing
 - mobility
 - medical, as per Board policy

- administer medication, as per Board policy
- participate as a team player with school-based personnel in co-operation with, and support of, other Educational Assistants in the work setting
- follow the established routine for home-school communication through Classroom Teacher, SERT, Principal
- maintain daily detailed logs specific to the student, as required
- assist other students when time and opportunity permits
- support academic instruction:
 - review/support instruction
 - focus student
 - monitor and support use of assistive devices and technology
 - guide task follow-through
 - assist with evaluations
 - encourage social and emotional growth
 - support the implementation of Behaviour Management Plans

'Working Together; Making a Difference'