



Educational Assistant Evaluation

Administrative Procedure 2.C.130

Board Governance Policy Cross Reference: 1, 2,3,4,12,13, 16

Legal Reference: Educational Administration Act

Date Adopted: April 2004

Date Amended: October 2006, June 2017; June 2018

Evaluation Procedure

1. Each September, upon hiring, or upon reassignment, the Teacher, Resource Teacher and/or supervisor will review assigned duties with the Educational Assistant (EA). Principals will review the evaluation format with all educational assistants each September or upon hiring.
2. Principals are responsible for signing and communicating evaluations. Collection of written feedback from supervising teachers is required.
3. Evaluation timelines vary according to length of employment:
 - a. **Probationary employees:** must be completed by the end of the second month so that the probationary period may be extended as necessary as per Collective Agreement.
 - b. **New Educational Assistants:** must be completed annually by May 30th for the first two years of employment.
 - c. **Educational Assistants employed longer than two years:** must be completed by May 30th, every second year of employment.
 - d. **Educational Assistants identified by principals with performance concerns:** must be completed by May 30th of each year that the concerns exist.
 - e. **Educational Assistants new to a school:** must be completed by May 30th of the first year, then every second year thereafter.

Completed evaluations are to be shared with, and copied to, the educational assistant. Originals are to be forwarded by May 30th to the Assistant Superintendent for placement in personnel files.

Educational Assistants who disagree with an evaluation should first request reconsideration by the Principal. An educational assistant who still disagrees with an evaluation may appeal to the Superintendent in writing within seven days of receipt of the evaluation.

**Evergreen School Division
2.C.130 Educational Assistant Evaluation**

This form to be completed as required by May 30th.
It must be completed for new employees after their three month probationary period.

Employee: _____

School: _____

Principal: _____

Date: _____

C= consistently-almost all of the time
U= usually-more than half of the time
S= sometimes-less than half of the time
R= rarely-almost never or never
N/A= non-applicable

Professional Behavior	C	U	S	R	N/A
Demonstrates ethical, and confidential behavior, respecting professional and personal boundaries with students and adults.					
Dependable: regular and punctual attendance to assigned schedule					
Strictly adheres to codes of conduct as outlined in divisional policy, e.g., confidentiality, acceptable use of technology, respectful workplace					
Demonstrates appropriate and independent use of time					
Effective communication skills: written and oral language.					
Addresses conflict or disagreement in the workplace using appropriate lines of communication: first - Teachers at classroom level; second - Principal at the school level; third - Divisional level.					
Rapport with Students	C	U	S	R	N/A
Shows enthusiasm, patience and understanding toward students.					
Demonstrates an understanding of fostering independence and self-determination with students with exceptional needs.					
Maintains effective and cooperative relationships with students and avoids provoking confrontations and power struggles.					
Provides a positive role model for students.					

Team Support	C	U	S	R	N/A
Takes direction and follows teachers' instructions regarding student tasks and assignments.					
Demonstrates effective communication with all personnel and shares relevant information for team meetings.					
Uses established communication systems and procedures with teachers through required documentation (e.g., communication books, log entries).					
Assists with school supervision duties e.g., bussing, recess/lunch duty.					
Instructional Support	C	U	S	R	N/A
Demonstrates general knowledge and use of technologies (software and hardware), including communication and assistive technology, when instructed.					
Assists students with assigned academic tasks and class work, reinforcing concepts presented by the teacher, and demonstrates a variety of instructional strategies.					
Monitors individual and small group work.					
Demonstrates a sense of when a student needs assistance, i.e., discriminates when and how much to assist, being aware of students need for independence and self-determination					
Adapts materials, as directed by teacher					
Records required information on student activities as directed by the teacher					
Implementation of Individual Educational Plans (IEPs, AEPs, BIPs etc.)	C	U	S	R	N/A
Carries out teacher directed activities to reach the student's established outcomes on an individual basis or within a group.					
After appropriate student-specific training by clinicians, e.g., occupational therapy, physiotherapy, speech language pathology, deaf/hard of hearing, carries out recommendations provided by consultants.					
Implements and follows through with recommendations and instructions given by professional consultants or clinicians.					

Social and Behavioral Support	C	U	S	R	N/A
Uses a consistent behavior support system and strategies when working with students.					
Provides feedback and reinforcement on performance to students, consistent with the teacher/classroom behavior management plan.					
Redirects inappropriate or detrimental behavior in a positive manner and reinforces and encourage appropriate behaviors in a group or among individuals.					
Observes and records behavior in accordance with teacher's plan					
Encourages and models caring and helping behaviors among students.					
Facilitates opportunities and activities for student to participate with peers					
Specialized Supports	C	U	S	R	N/A
Assists and supports individual students with physical care needs, e. g., feeding, lifting, mobility, dressing, toileting, personal hygiene.					
Performs health care duties as outlined on a student's individual health care plan (IHCP) including specific medical procedures as outlined on the IHCP, e.g., catheterization, gastro-intestinal tube feeding, blood sugar testing					
When directed and within divisional policy, administers medication and documents appropriately					
Deliver speech and language programming as elaborated by clinician					

Comments

Current Assignment:

Areas of Strength:

Next steps:

Additional comments(optional):

Principal Signature

Date

Educational Assistant Signature

Date

- I request that my Principal reconsider this evaluation.
- I do not request that my Principal reconsider this evaluation.
- I will be appealing this evaluation to the Superintendent.
- I will not be appealing this evaluation to the Superintendent.

Appeals must be submitted in writing within seven days of receipt of evaluation.

**Employees are to be provided with a copy of the completed evaluation.
Please forward original to the Assistant Superintendent by May 30th.**