

Educational Assistant Performance Evaluation

Evaluation Protocol

1. All Educational Assistants will be evaluated using the divisional evaluation format at the following times:
 - a. New employees – within 3 months of employment. If a plan of action is required, re-evaluation will occur within 2 months for completion prior to the end of the employee's 6 month probationary period. Returning employees – every 3 years unless a "Plan of Action" was required in the previous year. In addition the EA or school administrator may request a full review at any time.
 - c. Full Evaluations and yearly reviews will be completed by April 30 of that school year.
 - d. Returning employees – if transferred to a new school or position, a full review may be completed at the discretion of the school administrator.

2. In order to develop the Evaluation, the following process will be used:
 - a. All teaching staff who works directly with the Educational Assistant will receive the evaluation template one week prior to the Team Evaluation Meeting. Staff will be required to bring the completed form to the meeting.
 - b. All staff working directly with the Educational Assistant will meet to discuss and collate the information.
 - c. The school administrator will prepare the evaluation using the collated information.
 - d. A draft evaluation will be shared confidentially with the Team for additional input.
 - e. The school administrator will prepare the final document then secure signatures from those teachers who participated in the process. The final document will have one check per section (not per bullet).
 - f. At the Evaluation Meeting, the administrator will review the evaluation. The Educational Assistant will sign the document indicating that he/she has read and discussed the Evaluation with the administrator. The Educational Assistant may include comments in the appropriate section. A copy of the Evaluation will be given to the Educational Assistant.

3. As indicated on the Evaluation, a Plan of Action is required for any areas marked "1 – Inappropriate or Absence of . . .". If a Plan is required, the following process will be used:
 - a. Within one week of the Evaluation Meeting, the Educational Assistant, Administrator and Resource Teacher will meet to develop a plan of action.
 - b. A specific date will be set for the re-evaluation of the Plan of Action (within 2 months from the start of the plan).

- c. All staff working directly with the Educational Assistant will meet to re-evaluate progress within 2 months from the start of the plan.
 - d. The Administrator will prepare an addendum to the original evaluation indicating progress.
4. Copies of the evaluation will be held in the following areas: Division personnel file (original), Educational Assistant.
5. The full evaluation will be reviewed yearly by the school administrator and the Educational Assistant.
6. Working papers (draft evaluation, teacher generated data) will be stored in the Principal's office and destroyed after the evaluation has been superseded by a more current one. This applies only to the working papers and not to the evaluation itself.

NOTE: At any point in the evaluation process, the Student Services Coordinator can be consulted for input or clarification.

Name:	School:	Employment Date:
Length of time in present position:	Performance Appraisal Date:	Appraiser Name & Position:

Note: Additional bullets can be used to adapt the evaluation for mutually agreed duties unique to the school, student population, and grade configuration.

EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not-Applicable
Role <ul style="list-style-type: none"> ▪ Knowledgeable and supportive of instructional goals. ▪ Effectively carries out the instructional plans as designed by the teacher. ▪ Expresses concerns about instructional plans to immediate supervisor. ▪ Demonstrates observation/recording skills that are efficient and informative. ▪ Maintains accurate and current records. 						
Comments:						



EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not-Applicable
Strategies <ul style="list-style-type: none"> ▪ Demonstrates knowledge and use of appropriate instructional skills and strategies applicable to the work assignment. 						
Comments:						

EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not-Applicable
Interpersonal Skills (Students) <ul style="list-style-type: none"> ▪ Develops and maintains positive, appropriate relationships. ▪ Recognizes the emotional state of the student. ▪ Communicates effectively and appropriately. ▪ Models appropriate behaviour. 						
Comments:						



EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
Interpersonal Skills (Staff) <ul style="list-style-type: none"> ▪ Develops and maintains collegial relationships with all staff members. ▪ Communicates effectively and appropriately. ▪ Motivated to solve inter-personal problems. 						
<i>Comments:</i>						
EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
Protocol <ul style="list-style-type: none"> • Follows expected protocol (chain of command) when expressing concerns. • Follows and supports school policies and procedures related to discipline. • Follows division and/or provincial protocols (Medical protocol, Reporting of Suspected Child Abuse). 						
<i>Comments:</i>						



EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
Experience Training Professional Development <ul style="list-style-type: none"> • Willingly participates in mandatory workshops. • Shows interest/initiative in accepting or acquiring information in areas relevant to their assignment. • Appropriately shares new information/materials with school personnel • Demonstrates functional level of competence in the use of computer technology. 						
Comments:						
EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
Work Ethics <ul style="list-style-type: none"> • Punctual • Honest and dependable, self-disciplined • Demonstrates positive attitude. • Demonstrates time management, stress management and ability to deal with change. • Accepts diversity and treats everyone with respect. 						
Comments:						

EXPECTED COMPETENCY		
Confidentiality <ul style="list-style-type: none"> Aware of the need for and maintains confidentiality at all times 	Yes	No
Comments:		

Any areas that are ranked at “1 – Inappropriate or Absence of . . .” require a plan of action to remediate. After a probationary period of two months, re-evaluation will occur to ensure the desired improvements are evident.

Plan of Action:

Re-evaluation Date:

Signatures

Name	Position

