

**The Red River Valley School
Division**

**La Division Scolaire Vallée de la
Rivière Rouge**

EDUCATIONAL ASSISTANT HANDBOOK

"That Each Of us Will Be Life Long Learners."

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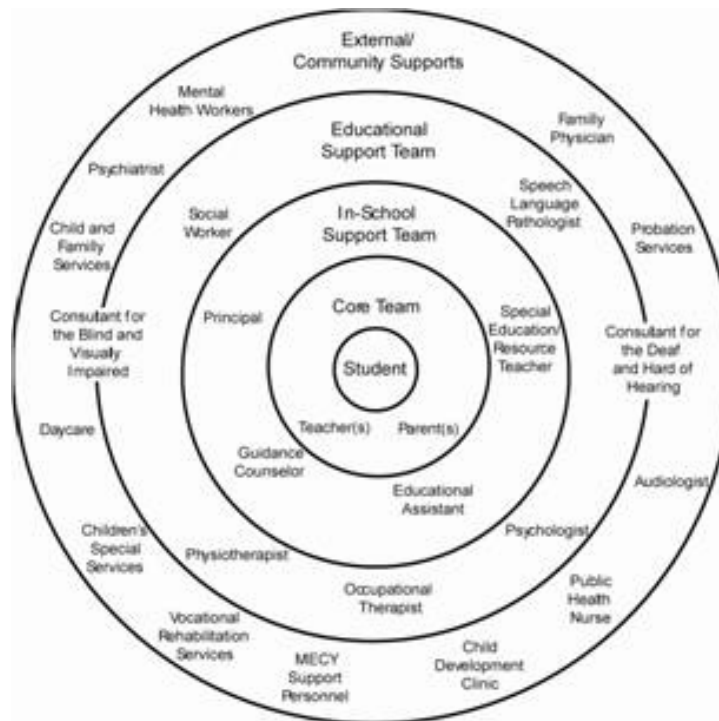
SECTION I

1.1 MISSION STATEMENT

The goal of Student Support Services is to develop in each child the knowledge, skills and competencies required to live meaningful and self-fulfilling lives with as much independence as possible. Through consultation, collaboration and ongoing support, the intellectual, psychological and communicative potential of each student will be developed to his/her fullest potential.

All children have the right to access support services in accordance with divisional guidelines and practices.

Support in the Red River Valley School Division occurs as pictured in the diagram below. At the center is the student with core team supports provided by the teacher and parent. If this is not enough support, the team can obtain help from other disciplines. Inclusive practice encourages trans-disciplinary sharing and collegiality, working within the consultative/collaborative model.



1.2 MANITOBA REGULATION 23/2000

i) Persons who may have care and charge of students:

- a) school clinicians;
- b) paraprofessionals, who are employed by school authorities to work with teachers and students as part of the teaching-learning process;
- c) student teachers;
- d) volunteers; and
- e) other persons authorized by the school board or its delegate.

ii) Person must be a responsible adult:

A person who has care and charge of students must be a responsible adult.

iii) Supervision

- a) a clinician who has care and charge of students must be supervised directly by the principal. Any other person who has care and charge of students must be supervised directly by the principal or a teacher designated by the principal; and
- b) subsection a) is subject to any contrary direction of the school board.

iv) Duties of the paraprofessionals

A paraprofessional shall perform the duties assigned by the principal. Those duties *may not* include any of the following:

- a) organizing or managing the classroom;
- b) planning teaching strategies; and
- c) directing the learning experiences of students, including assessing individual needs, selecting materials to meet those needs and evaluating progress.

v) Student Teachers

A student teacher that is registered as a student of an organized teacher-training institution may be left in sole charge of classes for periods of time mutually agreed on by the principal and the teacher-training institution as being beneficial to the student teacher.

The *Persons Having Care and Charge of Students* Regulation, Manitoba Regulation 464/88R is repealed. (March 3, 2000)

SECTION II

2.1 DEFINITIONS

Descriptive labels for the role of the educational assistant or paraprofessional are numerous. As the demands of the job change and increase, so does an appreciation of the complexity of the roles and responsibilities assigned to it. “**Para**” means “**alongside of**” and like paralegals and paramedics, paraprofessionals assist and support in a variety of ways.

Educational assistants are paid employees who perform appropriate tasks as prescribed, directed and monitored by fully qualified educators in order to supplement the delivery of educational services to students, and the school community in general. Paraprofessionals work *alongside of, support, expand, and sustain* the work of students and their teachers.

For our purposes we have elected to use the term **educational assistant**.

We recognize that demands on the educational assistant are numerous and varied. Hence we acknowledge that training may consist of any of the following:

- a) formal training;
- b) on-the-job training;
- c) in-service training; and
- d) job-specific/specialized training (i.e. Braille, signing, lifting/transfers)

2.2 COMPETENCIES

The Red River Valley School Division looks for the following competencies when selecting appropriate candidates for educational assistant positions in the schools:

- a) Completion of a secondary education and/or equivalent working experience in a related field;
- b) Previous experience working with children and/or youth;
- c) Demonstrated ability to work as a team member with good interpersonal and communication skills;
- d) Proven ability to act and react in a mature, responsible manner;
- e) Ability to maintain confidentiality where required;
- f) Physically able to carry out the job requirements where necessary (i.e. lifting, keeping up with students);
- g) Ability to understand and follow written and verbal directions;
- h) Ability and willingness to work in the presence of a supervisor (i.e. classroom teacher, resource teacher);
- i) Ability to work independently as required;
- j) Ability to effectively manage time and workload;
- k) Ability to establish a positive rapport and to communicate effectively with students;
- l) Ability to organize and lead small and large groups;
- m) Ability to facilitate student learning and to provide appropriate instructional support in required subject areas
- n) Ability to maintain accurate daily, weekly and anecdotal records, as required;
- o) Knowledge of stages of child development and how children learn;
- p) Possession of some technological skills (i.e. Windows, email); and
- q) Willing to learn required new skills, (i.e. technology, adaptive equipment, behaviour modification).

2.3 LINES OF REPORTING/SUPERVISION

An educational assistant works under the direct supervision of a classroom teacher, a resource teacher or school administrator.

Problems/concerns should be expressed to the classroom teacher, the resource teacher or the administrator, whichever is appropriate.

2.4 ROLES and RESPONSIBILITIES – CLASSROOM TEACHER

The Red River Valley School Division believes that:

1. Teachers are responsible for the care, discipline and instruction of students in their charge and any and all students of the school as assigned by the principal of the school. Teachers shall enforce the rules governing the conduct of the students. They shall establish conditions and practices in the classroom that will contribute to the physical and mental health of the students, and they shall report promptly to the principal any serious accident or illness affecting students in their care.
2. The classroom teacher has primary responsibility for providing and assessing educational programs, planning daily activities for the class and individual student, and communicating this information to the educational assistant. The information may consist of materials, strategies, workspace, expectations, and more.

Within the collaborative/consultative model for resource delivery in The Red River Valley School Division, the time allowed for collaborative support indicates that the resource teacher will be involved in developing programming for a student needing adaptations or modifications. This support could include contact with and provision of outside resources.

3. The classroom teacher will take responsibility to communicate regularly with the educational assistant regarding the student's program and progress.
4. The classroom teacher and the resource teacher may choose to utilize the "Orientation Classroom Team Discussion Guide" (see Appendix 1) with the educational assistant at the beginning of the school year or any educational assistant that is hired mid-term.
5. All communication with parents regarding a student and his/her program is the responsibility of the classroom teacher, the resource teacher and/or the principal, unless otherwise delegated.
6. The principal will be involved in the on-going performance review of educational assistants. When possible, concerns should be addressed when they arise, rather than waiting for a formal review meeting.
7. Educational assistants should have a performance appraisal in the first year of their employment and every fourth year thereafter or as articulated in Board policy.
8. The classroom teacher and resource teacher will identify areas where training is needed for the educational assistant and communicate these needs to the school administrator and/or the Coordinator of Student Services.

2.5 ROLES/RESPONSIBILITIES – EDUCATIONAL ASSISTANT

The specific duties of the educational assistant vary for each position. The duties are dependent on the program plan developed by the educational team and the student or students being supported.

1. The role of the educational assistant is to provide support to students and the school community. The educational assistant works under the supervision of the principal and resource/classroom teacher as designated.
2. The educational assistant will carry out programs and daily plans as outlined in Individual Education Plans/Individual Transition Plans and other documents under the supervision of the classroom teacher and the resource teacher. The educational assistant will participate in the individual education plan meetings at the discretion of the school team.
3. The educational assistant may provide instructional support for other students in the classroom other than the student directly assigned for support. The classroom teacher and/or resource teacher would outline this support. Examples of this work include:
 - (a) assisting students with work, research, and support at the computer;
 - (b) reinforcing strategies introduced by the teacher; and
 - (c) preparing materials to be used with the student as outlined by the teacher.
4. At the request of the teacher, the educational assistant will provide feedback in the form of logs, journals, conference notes, and/or data collection. The educational assistant will share his/her needs for training with the classroom teacher and/or resource teacher.
5. If an education assistant has reason to suspect that a child has suffered or is suffering from abuse, it is the responsibility of the educational assistant to confer immediately with the supervising teacher or principal before any further action is taken (see Appendix 2 for further information).

Please see Appendix 3 for useful strategies in different situations.

2.6 CONFIDENTIALITY

When working in a school, confidentiality is of utmost importance. Parents have a right to expect that their child's progress and/or behaviour at school will not be a subject of discussion within the school or community. All parental concerns and/or questions should be directed to the classroom teacher or resource teacher. Likewise, discussions with other staff members regarding students should be limited to relevant information.

If students wish to confide in an educational assistant, they must be informed that confidentiality cannot be guaranteed until the problem is determined. Once the problem is identified, the student will be informed whether confidentiality can be maintained. According to RRVSD Policy 1.12 - *"Where an employee has information that leads the person reasonably to believe that a child is or might be in need of protection, the person shall forthwith report the information to an agency or to a parent or guardian of the child."*

Upon hiring, all educational assistants will be asked to sign the **"Pledge of Confidentiality"**.

2.7 DISCIPLINE

Although the responsibility for discipline rests primarily with the teacher, students will work more effectively with an educational assistant who is viewed as a responsible, competent, caring adult.

If educational assistants feel that they can't handle a situation or that safety is an issue, they will seek help from the teacher, resource teacher or the school administration.

Any behaviour that necessitates disciplinary action must be documented for the supervising teacher. This documentation must contain a description of the observed behaviour only, with no added value judgments. All documentation must be dated and signed.

Suggestions:

- a) Become informed about the school's code of conduct (both students and staff).
- b) Expect children to do as directed.
- c) Model courteous, considerate behaviour.
- d) Make expectations known clearly, calmly and firmly.
- e) Ensure that a plan has been established with a classroom teacher with regards to appropriate consequences for unacceptable behavior.
- f) Never strike a child or call a child names.
- g) Avoid yelling and confrontations.
- h) Look for assistance and ask for back up, if needed.
- i) Realize that power struggles are no-win situations. The adult must provide the student with an avenue to de-escalate the struggle.

2.8 EVALUATION AND GROWTH

Educational assistants will be placed on probation for the first three months of employment. Continued employment with the division will be evaluated before the end of that period. During the course of probation, the employee is encouraged to consult regularly with the supervising teacher(s) and the principal. Supervising teacher(s) and principals are encouraged to provide helpful feedback and constructive criticism during this time (see Appendix 4). The goal is for the educational assistant to be successful.

After the first year, subsequent evaluations will take place a minimum of once every 4 years. The administrator may require an evaluation to be done more frequently.

Educational assistants, in consultation with their supervising teacher(s) and the resource teacher (and clinician if applicable) may submit a pro-grow plan yearly to the administrator

Educational assistants are encouraged to participate in available professional development activities that are pertinent to their current assignments. In-servicing is an opportunity to gain knowledge and skills, which enable the educational assistant to become more effective in their roles. Request for out-of-division in-service opportunities will be considered on an individual basis at the discretion of the administrator.

2.9 ADMINISTRATION OF MEDICATION TO STUDENTS

(RRVSD Policy H.10)

The Red River Valley School Division recognizes that in some circumstances, certain students may require prescribed medication that must be administered during the school day. This prescribed medication may be administered by a member of the divisional staff (teacher or support staff), provided that the procedures followed are consistent with the *Unified Referral and Intake System (URIS)* policies.

1. Red River Valley School Division will permit staff members to administer necessary medication to a student, if and only if, the following conditions are adhered to:
 - A. When medication is required for less than 14 days the parent (or legal guardian) provides the school with a completed and signed “**Administration of Prescribed Medication**” form. This form should contain the following information:
 - dosage;
 - time of day to be administered;
 - method of administration (directions); and
 - signature of the parent or legal guardian.

Storage requirements as outlined in URIS must be followed.

 - B. When medication is required for more than 14 days, an *Individual Health Care Plan* (IHP) must be completed in addition to the above procedures.
 - C. When a student, age 14 and up, takes the prescribed medication by him/herself, an *Individual Health Care Plan* is not required. However, an *Emergency Response Plan* is required for situations that are likely to occur. Procedures outlined in Section A must also be followed. (Please see the URIS Manual for more complete information).
2. The Red River Valley School Division will follow procedures consistent with URIS for students with known risk of anaphylaxis.

2.10 WORKING CONDITIONS, BENEFITS, ETC.

- a. All working conditions as per the Manitoba Employment Standards Code. Please see the following website for further information:

www.gov.mb.ca/labour/standards/doc,quick_guide,factsheet.html

- b. Coffee breaks are not covered by the Code and therefore are at the discretion of the administrator.
- c. Support staff are paid on the last working day of each month. An advance is paid on the 15th of each month. The amount of the advance is roughly 50% of the employee's monthly earnings. Contact payroll for further information.
- d. Educational assistants belong to The Red River Valley Support Staff Organization (RRVSSO). This organization is responsible for discussing the pay scale and other benefits not covered by Employment Standards with the Board Liaison Committee.
- e. All benefits, including pay out of vacation pay, are outlined in the Employee Benefits brochure. If you have any questions, please contact Payroll at Division Office.

APPENDIX 1

ORIENTATION CLASSROOM TEAM DISCUSSION GUIDE FOR TEACHERS AND EDUCATIONAL ASSISTANTS

Using the following guidelines as a frame for your meeting, discuss the way in which the educational assistant and the classroom teacher, in co-operation with the resource teacher, will work together to deliver appropriate programming for students requiring additional support in the classroom.

Check off each item as you complete it. Each participant should have a copy of the form for future reference.

Date: _____

Teacher: _____

Educational Assistant: _____

1. Review the roles of teacher and educational assistant.

Notes:

2. Clarify teaching styles/methods/approaches (i.e., how can the educational assistant help in large group, small group, individual situations. Discuss where the educational assistant is to work.

Notes: _____

3. Discuss the behavioral expectations of students (including classroom tone, noise level, student movement, etc.)

What are the role and expectations of the E.A. regarding behavior and discipline and how will the teacher provide guidance to the E.A..

Notes: _____

4. Discuss classroom schedules and routines.

Notes:

5. Discuss record keeping expectations (i.e., logs, checklists, etc.)

Notes:

6. How and when will questions/information/ concerns be processed?

Notes:

7. Other:

Notes:

APPENDIX 2

MANITOBA GUIDELINES OF IDENTIFYING AND REPORTING A CHILD IN NEED OF PROTECTION (INCLUDING CHILD ABUSE)

These revised guidelines incorporate amendments made to the Child and Family Services Act (the Act) in June 1989.

The guidelines are intended to assist professional and lay persons in carrying out their responsibilities under the Act to protect children through early identification and reporting. They reflect a strong commitment by the Manitoba Government to ensure children are protected through effective delivery and coordination of service.

The Ministers of Family Services, Education and Training, Health and Justice have jointly issued these guidelines in recognition of the need for a multi-disciplinary team approach to respond to child protection and child abuse. They explain obligations under the Act to report a child in need of protection and outline the steps to be followed by various disciplines involved in the investigation and management of child protection and child abuse cases.

There are four parts to the guidelines:

Part I: Child Protection

In Manitoba it is everyone's legal obligation to protect children. This responsibility involves identifying and reporting a child who is or might be in need of protection.

Definition:

Subsection 17(1) of The Child and Family Services Act defines a child in need of protection...*where the life, health or emotional well-being of the child is endangered by the act or omission of a person.*

The Act states a child is in need of protection where a child:

- (a) is without adequate care, supervision or control;
- (b) is in the care, custody, control or charge of a person
 - (i) who is unable or unwilling to provide adequate care, supervision or control of the child, or
 - (ii) who conduct endangers or might endanger the life, health, or emotional well-being of the child, or
 - (iii) who neglects or refuses to provide or obtain proper medical care or treatment necessary for the health or well-being of the child or who refuses to permit such care or treatment to be provided to the child when the care or treatment is recommended by the duly qualified medical practitioner.
- (c) is abused or is danger of being abused;
- (d) is beyond the control of a person who has the care, custody, control or charge of the child;
- (e) is likely to suffer harm or injury due to the behaviour, condition, domestic environment or associations of the child or of a person having care, custody, control or charge of the child;
- (f) is subject to aggression or sexual harassment that endangers the life, health or emotional well-being of the child;
- (g) being under the age of 12 years, is left unattended and without reasonable provision being made for the supervision and safety of the child; or
- (h) is the subject, or is about to become the subject of an unlawful adoption under section 63 or of an unlawful sale under section 84.

The act also requires that a person report a child in need of protection to an agency or a parent or guardian. This duty to report applies even where the person has acquired the information through the discharge of professional duties or within a confidential relationship.

This provision recognizes parents as the primary protectors of children for the vast majority of children in society. There are situations, however, where a person must only report to an agency .

In this case, the Act states:

18(1.1) where a person...

- (a) does not know the identity of the parent or guardian of the child;
- (b) has information that leads the person reasonably to believe that the parent or guardian
 - (i) is responsible for causing the child to be in need of protection, or
 - (ii) is unable or unwilling to provide adequate protection to the child in the circumstances; or
- (c) has information that leads the person reasonably to believe that the child is or might be suffering abuse by a parent or guardian of the child or by a person having care, custody, control or charge of the child;

Part II: Child Abuse:

Definition:

Under Section 1 of the Act “abuse” means an act or omission of a parent or guardian of a child or of a person having care, custody, control or charge of a child, where the act or omission results in

- (a) physical injury to the child;
- (b) emotional disability of a permanent nature in the child or and act that is likely to result in such disability; or
- (c) sexual exploitation of the child with or without the child’s consent.

Part III: Abuse Investigations:

Child abuse investigations require close collaboration by all involved. Although agencies have the primary responsibility under the Act, the police and medical facilities are also involved in the investigation of physical and/or sexual abuse cases.

Part IV: Disclosure:

Reporting of conclusions refers to the legal requirement that an agency has in sharing what action (if any) was taken in determining whether a child is in need of protection.

APPENDIX 3

EDUCATIONAL ASSISTANT WORKING IN DIFFERENT EDUCATIONAL SITUATIONS (SUGGESTIONS)

SUPERVISING A SMALL GROUP

Main Role

- To give the students oral reading practice and the opportunity to explain what they are doing.
- To provide the opportunity for many shared responses and ideas under the guidance of an interested, caring adult.
- To provide immediate feedback, encouragement for appropriate responses, and assistance, where needed.

Suggestions

- Circulate so that you can get a good look at the work that is being done.
- Have the children as actively involved as possible. Have the directions and questions read aloud.
- Get alternate answers where appropriate.
- Have the students evaluate their own work and the work of others. Encourage them to listen to each other and to tell why they think answers are right or wrong.

WORKING WITH INDIVIDUALS WITH SPECIAL NEEDS

Often an educational assistant is assigned to support one or two students with special needs within a classroom. While specific goals will vary (academic and personal/social), there are some things that will remain the same.

Suggestions

- Focus on what has been done well. Let the children know when they have succeeded.
- Ensure that the students understand that your expectations are the same as those of the teacher.
- When correcting use a calm, matter-of-fact voice.

WORKING WITH ONE OR TWO STUDENTS

In this setting the opportunity exists for maximum participation by the student.

Main Role

- To provide the student with the opportunity for maximum practice.
- To provide immediate feedback to the student on correct and incorrect answers.
- To ensure that the task is completed accurately and quickly.

Suggestions

- Have the student read the assignment (including directions, questions, etc.).
- Have the student explain verbally what he/she is expected to do.
- Work through one or two questions with the student. Is she/he sure about what is expected?
- When discussing the answers encourage students to give supporting information.
- Encourage positive interaction among the students.

LISTENING TO STUDENTS READ

Research states that children's reading scores can be significantly improved if an interested adult listens to them read for 5 minutes per day. Teaching children to read is a very important goal of the elementary school, and so you may frequently be asked to listen to someone read.

Suggestions

- Select a book that offers some challenge, but overall is fairly easy for the child to read. Struggling to read a book does not help children to read fluently. On the other hand, fast, pleasurable, easy reading builds skills every time children read.
- Before reading any new story, try a 'book walk'. This strategy involves talking about the pictures on all the pages and making predictions together. For older students, this may involve reading the back of the book.
- Have the students read the story aloud. Watch for what the student is able to do and what you can prompt for. Make note of these strengths and difficulties for the teacher.
- When asking questions, try to ask a variety. The traditional what, when, where, why, who, and how questions are always good. You can get the children to think a little more by also asking them:
 - To share their opinions about what has been read;
 - To discuss life connections with story;
 - To predict what will happen next in the story;
 - To make connections between the present story and other stories that they have read;
 - To identify the 'big idea' or the main message of the story;
 - To decide whether or not they think the character in the story did the right thing; and/or
 - To tell whether or not they think the story could actually have happened or not (and to tell why).
- Remember that the reading experience is more valuable if:
 - You show that you are interested and enthusiastic
 - You demonstrate a caring attitude
 - You are encouraging (i.e. focus on what the students are able to do.)

HELPING STUDENTS SOLVE PROBLEMS

Often educational assistants are in a position to mediate when students encounter conflicts.

Suggestions

- Let each student in the conflict tell his/her story. While one student is talking, everyone should listen without interrupting. You may ask questions such as “What happened?” and “How do you feel about what happened?”
- Brainstorm for solutions with the students:
 - Ask questions such as “What can each of you do to solve the problem?”
 - Encourage as many ideas as possible.
- Review the ideas from the brainstorming session and ask the students to choose a solution they agree to. Review the agreement.
- Once the problem is resolved, redirect the children to the task at hand. If further mediation is necessary, discuss the issue with a teacher.

EXAMPLES OF APPROPRIATE INSTRUCTIONAL TASKS

- Charting student profiles.
- Checking record books using teacher criteria.
- Monitoring student behaviour.
- Assembling instructional materials, flashcards for mathematics and reading, cut-outs, sewing cards, alphabet cards, drill card sets, transparencies, models and science materials.
- Collecting, organizing, and arranging displays to be used in lessons.
- Reproducing special learning materials to meet the individual needs or learning styles (i.e. special study groups, sample programs, taping, reading, or math material for more advanced students).
- Drilling skills or concepts to small groups of learners.
- Tutoring individual students.
- Helping students with work missed due to absences.
- Reviewing content or skills of previous lessons with individuals or small groups of learners.
- Reteaching lessons if necessary.
- Listening to students read aloud.
- Instructing students in proper and safe use of tools and equipment.
- Reading or telling stories to individuals, groups or the entire class.
- Assisting in group discussions.
- Supervising groups or individuals.
- Recording students on video or audio tapes for language activities (stories, plays, oral interpretation).

SELF CONCEPT AND SUCCESS

Self confidence allows students to be risk takers, to overcome defeat and to persevere when the task is difficult. To develop this feeling of self-confidence, it is necessary to be encouraging. Encouragement is the process of focusing on the child's strengths and achievements.

Suggestions

- Work for improvement, not perfection.
- Commend effort.
- Mistakes should not be viewed as failures, but as opportunities for learning.
- Stimulate and lead, do not push.
- Encourage independence.
- Encourage co-operation, not competition.
- Give responsibility in as many ways as possible.
- Remember some children do not have a positive self concept so when possible, provide positive feedback.
- The sounds of encouragement are words that build feelings of adequacy. Some examples include the following:
 - "I like the way you handled that."
 - "I know you can handle it."
 - "I appreciate what you did."
 - "It looks as if you worked very hard on that."
 - "You're improving."

Additional Words of Encouragement

- "You do a good job of _____."
- "You have improved in _____."
- "I/we like (enjoy) you, but I/we don't like what you do."
- "You can help me/us/the others/etc/ by _____."
- "Let's try it together."
- "So you made a mistake. Now, what can you learn from your mistake?"
- "You would like me/us to think you can't do it, but I/we think you can."
- "Keep trying. Don't give up."
- "I'm sure you can straighten this out/solve the problem/etc., but if you need any help, you know where to find me."
- "I can understand how you feel (not sympathy, but empathy) but I'm sure you'll be able to handle it."

APPENDIX 4

EDUCATIONAL ASSISTANT PERFORMANCE APPRAISAL

NAME: _____ SCHOOL _____

HOURS WORKED/DAY: _____

Instructions: Complete the following for each educational assistant in your school. Make narrative comments where they would be appropriate. NA refers to not applicable.

	Exceeds Standard	Meets Standard	Below Standard	Not met	Comments
Responsiveness Towards Students					
1. Interacts positively with individuals & groups					
2. Establishes an atmosphere of mutual respect.					
3. Encourages purposeful task orientation and fosters student commitment, responsibility and independence.					
Working Relations					
1. Participates effectively as a team member.					
2. Maintains workable staff relationships.					
3. Communicates openly.					
4. Responds positively to guidance.					
5. Willingly shares ideas and suggestions.					
Flexibility & Adaptability					
1. Adjusts activities in response to exhibited student needs and level of maturity.					
2. Adapts to change.					
Organization & Initiative					
1. Demonstrates initiative and the ability to work independently.					
2. Anticipates needs.					
3. Maintains composure under pressure.					
4. Organizes work & materials.					
5. Maintains appropriate records					

Dependability					
1. Performs task in a reliable and responsible manner.					
2. Meets deadlines.					
3. Adheres to school and division policies.					
4. Is punctual.					
5. Attends regularly.					
Commitment					
1. Demonstrates interest and enthusiasm regarding the job.					
2. Willingly accepts & carries out assignments.					
3. Willingly expends necessary time & effort.					
4. Exhibits growth in the role.					
Judgment					
1. Recognizes & maintains the confidentiality of student/teacher/assistant interactions.					
2. Exercises tact & diplomacy in all work related matters.					
Quality of Work					
1. Works accurately & efficiently.					
2. Uses acceptable standards of spoken language.					

Strengths: _____

Questions/Concerns/Recommendations: _____

This report has been shared with me and I have had an opportunity for discussing its contents. My signature indicates that I have been informed but does not necessarily mean that I am in total agreement.

Employee: _____ **Administrator:** _____

Date: _____ **Date:** _____