



The purpose of this report is to provide a formal summative written report for the educational assistant. Upon initiating an evaluation, the principal, supervisor, or designate shall complete the initial section of this report, meet with the educational assistant to review the process, and then provide a copy of this report to the educational assistant.

Demographic and Evaluation Information

School/Department	Today's Date
Educational Assistant's Name	Role
Supervisor's Name	Role
Purpose of Evaluation <input type="checkbox"/> First year of employment <input type="checkbox"/> Requested by the staff member <input type="checkbox"/> Annual review <input type="checkbox"/> Other: _____	
Evaluation Criteria, Process, and Timelines The evaluation will be based upon the educational assistant competencies outlined in sections 1-4. The process may include daily observations of the educational assistant, interviews with other team members, and a 30-minute structured interview. At least one (1) evaluation report will be completed prior to February 28 of the school year.	
Possible Outcomes of the Evaluation Possible outcomes include, but are not limited to, continued employment, program of remediation, or termination of contract.	
Brief Description of the Educational Assistant's Role Upon Which This Evaluation is Based 	

Interviews, Meetings and Situations Observed

Date	Class	Context

Summary Comments:

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Resources:

[Administrative Procedure 440 –Support Staff](#)

[Administrative Procedure 441 –Quality Practice Standard for Support Staff](#)

[Administrative Procedure 442 –Evaluation of Support Staff](#)

EDUCATION ASSISTANT DOMAINS EVALUATED

1. Knowledge

The following table reflects indicators of knowledge, skills and attributes in the domain of KNOWLEDGE.

Knowledge, Skills and Attributes

- Student Expectations
- Learning Environment
- Individual Program Plan Process
- Behaviour Strategies
- Procedure Guidelines

INDICATOR	LEVEL OF PERFORMANCE			
	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY

Observations:

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2. Instruction

The following table reflects indicators of knowledge, skills and attributes in the domain of INSTRUCTION.

Knowledge, Skills and Attributes

- Effective Inclusion
- Used Planned Strategies and Materials
- Learner Independence
- Data Collection
- Assistive Technology

INDICATOR	LEVEL OF PERFORMANCE			
	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY

Observations:

3. Professional and Ethical Practice

The following table reflects indicators of knowledge, skills and attributes in the domain of PROFESSIONAL AND ETHICAL PRACTICE.

Knowledge, Skills and Attributes

- Confidentiality
- Roles and Responsibilities
- Response to Guidance
- Constructive Feedback
- Professional Development
- Teaming

INDICATOR	LEVEL OF PERFORMANCE			
	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY

Observations:

4. Work Place Foundation

The following table reflects indicators of knowledge, skills and attributes in the domain of WORK PLACE FOUNDATION.

Knowledge, Skills and Attributes

- Independence
- Attendance
- Problem Solving
- Relationships
- Preparation
- Communication
- Initiative

INDICATOR	LEVEL OF PERFORMANCE			
	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY

Observations:

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Comments:

ACKNOWLEDGEMENT

The preceding evaluation of my work as an Education Assistant in Westwind School Division #74 has been reviewed with me. By signing this document, I acknowledge that this review has taken place.

Name:	Signature:
	Date:

Evaluator Name:	Signature:
	Date:

<input type="checkbox"/> I recommend this Education Assistant for continued employment with Westwind School Division
<input type="checkbox"/> I DO NOT recommend this Education Assistant for continued employment with Westwind School Division

cc: Personnel File, Associate Superintendent