



Wihnemne School, Paul Band First Nation

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Educational Assistant

Handbook

2025-2026

Revised 2025

**** Please note that this handbook is subject to changes, please consult with us if you see anything that needs changing or adjustment.**

Please take time to review the information provided in this handbook. You will find important dates, policies, practices, evaluating rubrics and contacts of Wihnemne School.

INTRODUCTION

Welcome to a fantastic year as part of the educational team at Wihnemne School. You are entering (or continuing in) one of the most important and rewarding professions. As a support staff member, you have a critical role in the educational process. You will influence the lives of children daily.

Challenges occur every day for students, families, and staff. It is not uncommon to feel overwhelmed at times. This handbook will help guide you through the year. It is meant to provide a basic resource for you and as a place to organize information that is provided to you in training throughout the year.

Your job is essential to the success of our students. We hope you have a wonderful year!

ORIENTATION

This handbook is to provide you with a preliminary foundation as you transition into this job role. Most of what you will need to know will be learned on the job through collaboration with your classroom teacher, with co-workers, your Vice Principal(s) or Principal and the professionals who come to work with us. However, this handbook will provide basic information as you embark upon your first days within the classroom.

Staff Handouts/Forms

- a) The Paul First Nation Employee Manual – this will give you important information needed throughout your employment – policies, procedures, responsibilities, time-off, etc. We will hold a meeting regarding this document at the beginning of each school year as well as upon hiring.
- b) The Educational Assistant Handbook
- c) Hiring package (offer of employment, information needed for our Finance Department, Human Resources, contact information, Oath of Confidentiality, Health Benefits and Pension documents, tax documents (if needed)).
- d) Educational Assistant contract.
- e) Wihnemne School Calendar
- f) Student/Parent Handbook

Staff files/expectations

It is expected that you have, in your file, current contact information (phone, address and email).

You are expected to give all certificates and diploma's (copies) that pertain to your job for your file.

Mandatory documents:	Police Record Check – completed yearly. Child Intervention Check – completed yearly. First-aid/ CPR/ AED training – always active (PFN provides) Non-Violent Crisis Intervention Training (NVCI- PFN provides)
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Building Information:

Your secretary is a key person to get to know. She can provide you with procedural information for absent/personal days, incident reports, timesheets, etc. She will loan you a key fob if you forget yours and will help you connect with parents/staff members to find answers to your questions. She can also provide student information.

Janitorial staff – will provide you with classroom needs (e.g., clean-ups, paper towel, tissues, cloths, and sprays) please communicate with the janitorial team as needs arise.

Maintenance Staff – to help if you notice things are broken, plumbing issues, electrical, outside play equipment/issues, shoveling, salting, dogs/horses in the yard. Please write all items in the Maintenance log located in the front office.

Supplies – your classroom will have supplies for the students and activities, the supply rooms at each division hallway will also have supplies please check both supply rooms before placing an item on the order list.

Ordering of supplies – Contact the receptionist to add to the order list or add to the list in the supply rooms. We will do our best to accommodate requests.

Timecards

Each employee is given a timecard every two weeks and it is **your responsibility** to ensure you are punching in and out each day. If you miss a time, write in the exact time, and give to your principal/member of admin. team to initial.

Absent/Late

Wihnemne School expects all staff to be ready to work at 8:00am (except Janitorial or consultants). If you are to be late or absent you must contact your supervising teacher and Principal as soon as you know you will be late or absent (before the start of the workday).

IT IS YOUR RESPONSIBILITY to fill in a late/absent/personal day sheet to accompany your timecard. If you do not, you might not get paid for the day you miss.

Key Fobs

Each employee has a key fob to gain entry and have access to the building and classrooms. Each key is assigned your specific name, do not trade/loan your fob to others – If an event happens, we are able to trace the card to your name- you do not want to be responsible for someone's actions.

If you lose your key fob, please contact your admin team as soon as possible to have your fob cancelled and a new one issued. The fee for a new key fob is \$50.00 (cash only). If you lose your key fob and do not contact your admin team, you could be responsible for anything that happens to the school from the use of your key fob.

Hours of work

8:00am – 4:00pm are typically the hours of our Educational Assistants. However, given the daily schedule and safety requirements we alter the day to a 30 minute lunch, and alter the end of the day to 3:30pm.

8:00am – you are to be in your designated classroom getting ready for the day (unless you are on morning supervisions)

You are expected to take two 15-minute breaks and a 30-minute lunch break.

3:15 – When the students leave you are expected to be in your classroom tidying up, debriefing or getting resources ready for the next day.

3:30pm – provided all work is done you will punch out for the day.

Wihnemne School will require staff to be present for staff meetings which will occur after school until approximately 4:00pm. These meetings will be posted throughout the school year.

1. School administrators are responsible for ensuring that the working hours of educational assistants are established by the Paul First Nation Employment Policy.
2. The length of lunch breaks and the time that the Educational Assistants workday starts and finishes is based on the Paul First Nation Employment Policy and the schedule of the Education department.
3. Flexibility in scheduling can occur.
4. Adjustments to the educational assistant's schedule may need to be made to accommodate their attendance at staff meetings, team meetings and case conferences.

***Please note that hours of work may be extended for Professional Development, Parent/Teacher interviews or other such meetings.*

Breaks

All breaks are to be taken in the staff room or your vehicle. Breaks are not to be taken in the common area as this is an area for students. Breaks are not to be taken in the front office area as this is a quiet zone where confidential conversations need to happen.

Breaks are organized by/with your supervising teacher to accommodate the needs of the classroom. Breaks for restroom, phone calls, coffee should be taken during your break periods or before 8am to not interfere with the classroom duties and expectations.

There is a designated smoking area outside the gymnasium doors at the back of the school.

Please use the south entrance (Jr. High wing) or the front doors to access this area - do not walk through the gymnasium. Please keep this area clean.

Staff Room

The staff room is a room for all our staff to use when on break. Please keep in mind there may be students in the area so keep volume and language to a respectful level. The kitchen can also be used by students for cooking lessons.

Please clean up after yourself – this includes the microwave (wipe out after you use). Clean all your dishes or put into the dishwasher for cleaning.

Do NOT put dirty dishes in the sink and leave them there.

Please remove lunches from the refrigerator in a timely manner or they might be thrown out.

Best practice is to label your items if you do not want anyone else to use them.

Please enjoy the coffee, tea or snacks that are available to use.

Please know that it is staff responsibility to keep this area clean – if not kept clean it will be closed.

THE EDUCATIONAL ASSISTANT'S ROLE

Educational assistants play a vital role in today's classrooms. Under the supervision of teachers, educational assistants often prepare learning materials for classroom use, instruct individual students and small groups of students, and assist with daily living skills for students with exceptional needs.

To promote the success of any program, a team approach must be accepted and implemented by all personnel that serve children. The various stages of planning, implementing, and administering services require that all personnel agree that the purpose of all programs is that of serving the needs of the child and that all considerations be directed towards the care and welfare of all children we serve.

Due to the increasing nature of inclusion, Educational Assistants must be able to work independently, professionally and are frequently asked to make decisions and provide input pertaining to academic work. Education Assistants are expected to keep detailed notes of any incident reports, to keep running logs of student behaviors, work ethic and academic progress.

Educational assistants work as members of the school and student support team, in order to provide students with an optimal learning environment in which to achieve their highest potential. Educational Assistants will attend Speech and Language Therapy sessions, Occupational Therapy Sessions or Physiotherapy sessions in order to ensure continuance of services in the classroom. Educational Assistants will work with their supervising teachers and Inclusive Education Coordinator/team to ensure student goals are being met and strategies, accommodations and modifications are being followed,

Educational assistants are to attend IEP/ Parent/Guardian meetings that pertain to the student(s) in their care. It is NOT your job duty or responsibility to call the parents of the students you work with*. It is not professional to discuss the students of Wihnemne School outside of school hours. If you are approached to have these conversations, please direct them to come to the school to discuss with the staff involved. Phone calls and conversations regarding behavior and academics are to be made by the lead teacher, inclusive education coordinator or school administrative staff, you may, however, be required to be in attendance.

THE TEACHER'S ROLE

Classroom teachers, to whom educational assistants are assigned, give direction and supervision. It is also their responsibility to:

1. Inform the educational assistant(s) of classroom procedures, schedules, expectations, rules and methods of classroom management.
2. Schedule times for classroom meetings.
3. Ensure all classroom staff are part of a group chat to ensure communication.
4. Help identify, in collaboration with the educational assistant and the Inclusive Education Coordinator, the educational assistant's specific job functions based on the needs of the student(s).
5. Document identified job functions which are to be in accordance with the Educational Assistants Job specifications.
6. Provide input regarding the evaluation of the educational assistant.
7. Inform Inclusive Education Coordinator when students are absent so that the educational assistant schedules can be adjusted, or teacher can decide that educational assistant will work with a different group within the classroom (unless the assistant is needed for another student/group/purpose).
8. Ensure educational assistants, participation in extracurricular class and school functions (accommodate activities for committee expectations).
9. Implement communication with educational assistants through documentation. (E.g., Communication book, Logbook), regular meetings for collaborative monitoring, and discussion.
10. Model the confidentiality of the school/student/staff relationship.
11. Allow opportunities for educational assistants to have input into program adaptations.
12. Resolve conflicts with educational assistants at the classroom level first, school level (Vice-Principal, Principal second, and Administrative (Education Director, Human Resources) level third.

SCHOOL ADMINISTRATION ROLE

1. MANAGEMENT AND SUPERVISION

- a) Educational assistants are assigned to teachers, classrooms or an individual student.
- b) Educational assistants are part of the school staff, thus their management, supervision and evaluation is the responsibility of school principals.
- c) Principals may designate their vice principals, supervising teacher or Inclusive Education coordinator to assist in the management, supervision, and evaluation of educational assistants.
- d) Administration, Classroom teachers and resource staff should work together in scheduling, assigning responsibilities, and supervising educational assistants.

- e) When appropriate, educational assistants should be invited to attend meetings such as, team meetings, staff meetings, school in service, IPP/IEP meetings, behavioral meetings and parent teacher interviews.

2. SCHOOL AND DISTRICT POLICIES AND PROCEDURES

- a) School administrators are to inform educational assistants of relevant school and district policies, procedures, and rules such as, first aid administration, medication administration, non-aversive practices, and sick /storm day procedures.
- b) Relevant policies, procedures and rules should be given to educational assistants in writing (Please refer to the Paul First Nation Employee Handbook).

3. TRAINING

- a) School administrators, in collaboration with the school district, will arrange for the training needs of educational assistants, if the funds are available to do so. If you find Professional Development courses you would like to attend, please speak directly with your principal.

4. DOCUMENTATION OF JOB FUNCTION AND EXPECTED PERFORMANCE

- a) School administrators will communicate with teachers who will communicate with educational assistants verbally and in writing, the educational assistants schedule, specific job functions and performance expectations.
- b) It is the school administrator's responsibility to make certain that the educational assistants job functions are implemented in accordance with their job specifications and will check with the teacher who is directly supervising educational assistants i.e., performing non-teaching job functions under the supervision of a teacher or school administrator.

5. EVALUATION OF JOB FUNCTIONS AND PERFORMANCE

- a) School administrators are responsible for the monitoring and evaluation of educational assistant's specific job functions and performance but also seek assistance from the vice principals and supervising teachers.

The Educational Assistant's Job Description

The Educational Assistant job description may be used as a guideline in evaluating each Education Assistant's job performance. Specific job functions are listed under 7 categories. Each educational assistant will be provided with a copy of this section. Duties are NOT limited to the seven categories.

1. PROFESSIONAL BEHAVIOR

- a) Promotes an atmosphere of respect for children and adults.
- b) Demonstrates ethical and confidential behavior.
- c) Demonstrates an appropriate and independent use of time.
- d) Demonstrates responsible behavior toward attendance and work schedule.
- e) Addresses conflicts with teachers at the classroom level first, school level second (Principal and Vice Principal), and human resources level third.
- f) Participates in school, and in service activities. This includes some evening events throughout the school year.
- g) Makes a positive contribution to the school's functions and activities.
- h) Is focused on working with students (not on cellphone or sitting by themselves)

2. RAPPORT WITH STUDENTS

- a) Shows enthusiasm when working with students.
- b) Shows patience and understanding toward students.
- c) Demonstrates an understanding of fostering independence with students.
- d) Treat students in a respectful, responsible, and fair manner with due consideration to the students' physical, social and psychological development.
- e) Maintains effective and cooperative relationships with students.
- f) Demonstrates appropriate responses to student-initiated interactions.
- g) Provides a positive role model for students.

3. TEAM SUPPORT

- a) Participates cooperatively whenever acting as a member of the school-based team.
- b) Demonstrates effective and appropriate communication skills with teachers, other support personnel and school administrators.
- c) Shares relevant information for team meetings, case conferences, and parent teacher interviews.
- d) Uses established communication systems with teachers through documentation. (Example Communication book, Logbook) and regular meetings for collaborative monitoring and discussion.
- e) Communicates with parents as directed by the classroom teacher (1:1 EA's)

4. INSTRUCTIONAL SUPPORT

- a) Helps students complete assigned tasks and class work, reinforcing concepts presented by the teacher.
- b) Monitors independent or small group work.
- c) Listens to students read.
- d) Reads to students.
- e) Demonstrates a sense of when either the teacher or a student needs assistance.
- f) Adapts materials as planned and directed by the teacher.
- g) Acts as a note taker or scribe if required.
- h) Assists students in meeting their assigned goals.
- i) Records required information on student activities, as directed by the teacher.
- j) Provides a safe and comfortable environment.

5. NON-INSTRUCTIONAL SUPPORT

- a) Makes instructional materials (E.g. games, posters, booklets)
- b) Makes displays and bulletin boards.
- c) Locates and displays instructional materials.
- d) Performs teacher directed clerical duties. (E.g., typing, duplicating, correcting, recording)
- e) Assists with school supervision duties. (E.g., Before school care, Recess, Lunch, Busing supervision)
- f) Assists individual students with physical needs. (E.g., feeding, lifting, mobility, exercising, cleaning, dressing, diapering, toileting, or any other documented physical requirements.
- g) Gives medication and records appropriately according to school district policy.
- h) After appropriate training, performs specific medical procedures. (E.g., Catheterization, taking blood pressure, administering hypodermic needles, or any other documented medical procedures).

6. SOCIAL/BEHAVIOURAL SUPPORT

- a) Uses a consistent behavior support system when working with students.
- b) Provides students with feedback and reinforcement on the students' performance consistent with the teacher's behavior management plan.
- c) Helps build student's self-esteem.
- d) Redirects inappropriate and detrimental behaviors in a positive manner.
- e) Reinforces and encourages appropriate behavior in a group and among individuals.
- f) Monitors students within and outside of the classroom.
- g) Monitors timeouts or differentiated activities.
- h) Observe and record students' behavior in accordance with the teachers' plan.
- i) Encourages caring and helping behaviors among students.
- j) Provides opportunities and activities for students to participate with peers.

- k) Demonstrates skill in providing group management strategies during classroom instruction and transition periods.

7. IMPLEMENTATION OF SPECIAL EDUCATION PLANS.

- a) Carries out teacher directed activities to reach the students established goals on an individual basis or within a group.
- b) Assists with the preparation of specialized teaching aids and materials as planned by the teacher.
- c) After appropriate training, carry out the recommendations provided by consultants and/or teacher. For example, Occupational Therapists, Physiotherapists, Speech Language Pathologists, or Literacy Specialists.
- d) Uses appropriate reinforcement strategies such as prompting, modeling, and shaping.
- e) Provides modeling and guidance when implementing activities that integrate children with special needs.

Effective Communication Skills with staff

- Listen actively
- Know, respect, and understand
- Share common vocabulary
- Be aware of non-verbal cues
- Be clear on directions and expectations
- Be aware of special interests and talents
- Create an atmosphere of trust, cooperation, respect and loyalty

Ideally a time should be set aside weekly for you and your supervising teacher to discuss current student issues and plan together. As this is not always possible, the following is a list of ideas you may wish to try:

- Create a daily journal to share information about student issues
- Plan and write out your work schedule at the start of the year/quarter/semester
- Meet less frequently but for a longer period
- Leave “honey do”/ “to do” lists (for both of you)
- Create a centralized calendar to denote the days that either one of you may be gone (appointments, personal days, etc.)
- Exchange personal phone numbers to use for lateness or sick day notification (you must also follow building level notification procedures)

Questions for Clarity

- How will we communicate about the students (e.g., lesson plans, regularly scheduled time, etc.)?
- What do you want me to communicate to you on a regular basis?
- What and how should I communicate with teachers and staff?
- Are there special instructions for each student I will be working with?
- What are the priorities for each student I will be working with?
- What lesson plan system will you provide?
- Where should I document information regarding academics, behavior, schedule changes, etc?
- What is your classroom positive behavior support plan?
- What are your classroom rules?
- What are the strengths and interests of the students I'll be working with?
- How should I communicate to you regarding students' behavior?
- What are your typical classroom routines and schedules?

CLASSROOM/STUDENT EXPECTATIONS

A classroom needs clear expectations because they act like a map — they show everyone where they're going and how to get there.

Here's the simple reasoning:

1. Clarity prevents confusion – When students know exactly what's expected, they don't have to guess what's "okay" or "not okay."
2. Consistency builds fairness – Expectations apply to everyone, so students feel rules aren't made up "on the spot" or applied unevenly.
3. Safety and respect – Clear guidelines help keep the classroom physically and emotionally safe.
4. Better learning environment – When routines and behavior standards are set, there's less time wasted on discipline and more time for learning.
5. Life skills – Following expectations in class teaches responsibility, self-control, and respect — skills students use outside of school too.

In short, expectations give structure, build trust, and make learning smoother for everyone — kind of like traffic lights for the classroom. Without them, things get messy fast.

Every classroom should have expectations for washroom and water breaks, walking to and from other classes or recess breaks, recess behaviour, needing to use the phone, fieldtrips, Lunch (getting more lunch), assemblies, guests and presentations (appropriate vs. inappropriate questions)

CONFLICT RESOLUTION

Sometimes issues and concerns arise which require further discussion. The chain of command is an effective and acceptable procedure whereby educational assistants may address work related concerns. An educational assistant who has an issue or concern should first

communicate their concerns to the classroom teacher with whom they work. If the concern cannot be resolved with the classroom teacher, it should be directed to the next supervisory level, which would be a/the vice principal. The next step would be your building administrator (principal) who will work with our schools human resource advisor to come to a conclusion. If the concern cannot be resolved at the school level, the educational assistant may refer the concern to the Education Director who will address the concern or include the PFN Human Resources officer.

PROFESSIONAL ATTITUDE

Others perception of your attitude and behaviour is often developed from verbal and nonverbal cues. The success of the educational assistant is often tied into others perception of attitude. A positive attitude can be conveyed in many ways. When working with students, having a sense of humor, praising their positive efforts, and using positive statements show students that you care about them and that you enjoy what you are doing. Doing something other than focusing on them (eg. Coloring, doing a puzzle, being on your phone, etc) gives the impression that you are not available or that your priority is elsewhere.

Be willing to take initiative. Show responsibility by looking ahead at what needs to be done and ensuring the teacher to always has a job for you so you are not sitting idle. Always listen to the students, sit with them or be close when they are playing, sit close to them when you see they are not listening to the best of their abilities. Become eager to assist the teacher, do not sit back and watch. Listen to directions and follow them. If unclear what is being requested, ask questions! Never resort to your own methods unless discussed with the teacher first. Work only teaching concepts the teacher has set for the student. Never show disapproval in a task assigned to you in front of the students, all tasks should be reviewed at the beginning of the day, ask questions or address concerns' then, OR wait until the end of the day to discuss how things could have been better.

All employees convey an image of the school to other professionals, parents, and to the community. We want this to be a positive image. The educational assistant is as much a part of creating this image as the other staff members. Therefore, your actions, speech, and dress should be always appropriate and professional, even outside of school hours, this includes online / social media postings. Show your support for the education program as well as your supervising teacher verbally, enthusiastically, and actively. Involve yourself in school events whenever possible. As a professional working with children, you are expected to always act in a manner that is respectful, trustworthy, and honorable, no matter where you are., the day of the week or the time of day/evening.

Dress Code

Your dress should reflect the professional nature of your work and should project your values as a professional while maintaining the modesty, honour, and dignity of the academic profession.

Present yourself in a manner that reflects positivity on you and shows you are proud to be a member of our staff and a role model to your community. (Pajamas are worn on Pajama Day only, gang colors/bandanas are not to be worn)

Shirts: are clean, not ripped, not revealing (low-cut, spaghetti straps, able to see midriff, etc.), shirts do not have offensive images or words or inappropriate logos for school.

Shorts and Skirts: When you sit, your thighs should be covered is the general rule of thumb when working in a professional atmosphere.

When working with young children, we often find ourselves playing or sitting on the floor or in small chairs. Be comfortable in your clothing but be aware of how they reveal (e.g. Leggings: acceptable to wear with a long top/skirt to cover the waist area).

Shoes: be aware of your work environment, close toes/supportive shoes are best – to prevent things falling on your open toes, supportive in case you find you have to quickly walk/run or go outside.

Dressing for the weather: be a role model for our students, especially on cold days. Be prepared in case you must take on an extra supervision or if we have a fire-drill. Always be prepared.

Attendance

Attendance and punctuality convey how seriously you take your job. You are a professional. Your supervising teacher and the students you work with count on your being at work and on time every day. Chronic or regular absenteeism causes distrust amongst your team and the students who rely on your support are truly the ones who suffer.

Communication

Communication is the most vital part of this work environment. It is your responsibility to ensure you are aware of events, processes, and current happenings of the school environment. Educational Assistants will use the Whats APP “app” to communicate with the education team. This is not a vessel to message the group to say you will be late or absent – those are to be sent individually to your team. This group chat is not for messaging people individually (go to members and seek those individuals out).

It is your responsibility to stay up to date with this form of communication.

It is your responsibility to ensure you are in contact with your classroom team to be able to connect with them if you will be late or absent (you will have your classroom chat).

Wihnemne Ed. Team – A whole group chat for all education team members to share information – eg. Daily Picture of absences/lates. Local news/information/ questions/, staff meetings.

Wihnemne 411 – A group chat for all Wihnemne School workers – this chat is used to spread important information that all staff need to be aware of – eg. An emergency outside – a lockdown – a water boil advisory.

Classroom/Division chats – please ensure you are on a group chat with your classroom team- it is the supervising teachers responsibility to create these groups and maintain them throughout the school year.

Staff Hallway/Area Communication – Next to our time clock we have the daily schedule of staff absences – this will be updated and sent to our group chat by 8:10am. Next to this we have our monthly calendar to give dates/show absences (Personal days)- show planned activities. We have a full year calendar that will be posted outside the washroom area where we can get a glimpse of events happening in/around the school.

Week at a Glance – Friday afternoon the next weeks “week at a glance” will be handed out to each classroom and posted at the front office. Teachers and EAs need to add/pass along info for classroom fieldtrips/absences to be added to this document.

Cell Phone/Technology use

It is expected that all staff are engaging with the students, the lessons and the behaviors of all students at all times. It is your job to ensure we are all connecting with our students, ensuring their safety, being a role model and being available. Being distracted by our cell phones shows we are not engaged or interested in what is going on and sets a bad tone to the learning environment.

Cell phone use by staff in the classroom, the hallways, on busses and on fieldtrips, or while on supervision is strictly prohibited and may result in the taking of your device or write-ups.

Ear buds are not to be worn at any time when working in our school (unless on a designated break).

Classes Not Taught with Your Regular Teacher.

Physical Education, Cree and Stoney Languages, Land-Based Education, etc. will all require your attendance and supervision. This is never to be a break time (unless designated by your supervising teacher), you are to be participating, supporting, supervising and helping to engage the students while in the presence of another teacher, again, not on your phones.

Working with Students

Become aware of the specific needs of the students in your care (which means all our Wihnemne students). Understanding program goals helps eliminate confusion and provides a better understanding of what the expectations are for the student(s). The most effective way to do this is review the IEP's/IPP's and learning goals of the students you work with. It is important to know specifically what the student's limitations are. At the same time, however, it is equally important for our students to be as independent as they can possibly be. Hovering over them and doing too much for them can hinder their progress toward independence. You are always encouraged to give verbal praise to children or high fives for good work. Do be very careful regarding age-appropriate hugging and touching. Grabbing student's arms or hands or any physical reprimanding should never occur. Also, never verbally berate or shame a child or call them negative names, even if done in a joking way and even giving special circumstances

(eg., a relative and the relationship you have with them out of school). If in doubt, ask your supervising teacher.

PROFESSIONAL REQUIREMENTS

Performance Evaluations

The principal will conduct an evaluation with input from your classroom teacher during the fall and spring of the school year. Please see a copy of this evaluation at the end of this document. Your input is a valuable component of this document. You will attend a meeting with the Administrative team to go through and discuss the evaluations, examine areas of success and improvements and sign for your file.

Professional Development/Extra Curricular Activities

All Educational Assistants are expected to be in attendance for Professional Development sessions. These sometimes may fall on an evening or weekend. Please see our Calendar for these dates.

Professional Development is always an available opportunity for all our educational assistants. Please advise your supervisor if there is anything you would like to complete or study.

All Education Assistants are expected to participate in Extra-Curricular activities (e.g., sports teams, after school activities – dinners, parent/teacher interviews, etc.) A sign up schedule will be posted for after school events and school committees.

SUPPORTING CHILDREN WITH DISABILITIES **(EXCEPTIONAL AND SPECIAL NEEDS)**

General Guidelines

Each student is first an individual with individual needs. Not all students fit all the descriptors of their disability category, nor will they be educated in the same way. Talk in depth with your supervising teacher and Inclusive Education Coordinator to learn the best way to work with each student. Further in-depth training will be provided to you through professional development throughout the year.

Always remember:

- Treat each child as an individual
- Be kind, consistent, and firm
- Be positive

CLASSROOM STRATEGIES

Remember that the development of social relationships is as important as any learning activity. Much of the social skills and language development that children learn comes from peer interaction.

Ways to Avoid Harming a Child's Self-Concept:

- Take care not to embarrass a student by commenting upon the student's lack of ability or repeatedly saying the student is too smart to be making such mistakes.
- Try not to show favoritism; spread your warmth and friendliness around.
- Never compare a child to other students or siblings.
- Don't allow any student to feel that you hold a grudge because of past behavior.
- Make an effort to listen to a student who needs your ear. If you're too busy, take the time to tell the child you'll listen a little later. Follow through.
- Guard yourself against being more ready to criticize than to praise.
- Never make fun of a child's ideas.
- Remember that children will recognize insincere praise. Before offering a complimentary or congratulatory remark, think through what you really want to say.
- Never talk about a child/student in the presence of others. Any concerns will be addressed in a professional manner.

Ways to Show Approval

Your body language - a nod of the head, warm smile, a thumbs-up sign – assures children that you approve of them and their efforts. You can encourage children with words, too. Here are examples of comments you can make that will show your support and approval:

- | | |
|---|---|
| • "That's the way!" | • "I knew you could do it." |
| • "Terrific!" | • "You make it look easy." |
| • "You're really working hard today." | • "Good thinking." |
| • "That's the best you've ever done." | • "You figured that out fast." |
| • "That's great!" | • "You must feel good about the job you've done." |
| • "Way to go!" | • "You're doing beautifully." |
| • "Couldn't have done it better myself." | • "You're really good at this." |
| • "Exactly right." | • "Now you have the hang of it." |
| • "Keep it up!" | • "Awesome!" |
| • "I'm happy to see you working like that." | |
| • "That's better." | |

Learning Styles

We all interpret information and experiences in unique and different ways. The successful way some individuals process information may not always work for another individual. Researchers often refer to the different ways that people process information as Learning Styles. Those in the teaching field should be able to identify these differences in their students and modify their teaching style to address the unique difference in individual learners.

Some students learn best through the visual mode (through sight), others may be verbal learners (through hearing), other through kinesthetic/tactical (through touching), some may be concrete learners (right brain versus left brain), others may be more abstract thinkers, still many students learn most successfully when presented with information using multiple learning styles (using many modalities and senses). Research shows that most children learn best through multiple modalities.

How Students Learn

The teacher and educational assistant should be concerned about learning style when a student exhibits a lack of academic progress or behaviors (body language) indicating that he/she is not comprehending. Determining a student's learning style preference can assist in finding successful alternative instructional techniques which will be fundamental to academic success. Below are some of the questions that can be used to assist in identifying learning style preference. You should determine your own before attempting to analyze students. Place a check by those items that are most like you.

● I learn information best in the following way:

- | | |
|---|--|
| <input type="radio"/> Hear it (auditory strength) _____ | <input type="radio"/> Restate it verbally _____ |
| <input type="radio"/> See it (i.e., pictures) _____ | <input type="radio"/> Restate it in written form _____ |
| <input type="radio"/> Try it (project learning) _____ | <input type="radio"/> Demonstration _____ |
| <input type="radio"/> Reading the printed page _____ | <input type="radio"/> Working in small chunks _____ |

● I am most alert for learning new information in the:

- ☐ morning _____
- ☐ late afternoon _____
- ☐ early afternoon _____
- ☐ evening _____

● I am most successful learning new information while:

- | | |
|--|--|
| <input type="radio"/> being individually tutored _____ | <input type="radio"/> working in a quiet environment _____ |
| <input type="radio"/> in small group settings _____ | <input type="radio"/> working in a noisy environment _____ |
| <input type="radio"/> in large group settings _____ | <input type="radio"/> using learning games _____ |
| <input type="radio"/> doing hands on projects _____ | |

Much can be learned about a student's style of learning by observing a student in a variety of educational settings. Below are a few examples:

- When with other students, is the student mostly a listener or does the student engage in a lot of conversation? (may indicate auditory learner).
- During reading, is a student recognizing words by sight (indicator of a more visual learner) or does the student sound out the words? (indicator of a more verbal learner)
- Does the student readily remember names? (verbal learner)

- Does the student readily remember faces but not names? (more visual learner)
- Is the student always taking things apart? (may be more of a tactical learner)
- Is the student easily distracted by sound? (may indicate more of an auditory learner)
- Is the student easily distracted by movement? (may indicate more of a visual learner)

Accommodations and Modifications for the Classroom

Understanding and Implementing Adaptations and Modifications

Adaptations and modifications are considered changes or adjustments to a part of the student's curriculum. These changes or adjustments may vary from minimal to complete assistance depending on the student's individual need.

It is important that the adaptations or modifications be chosen to encourage active and meaningful participation in classroom activities. It is also important that these look as similar to general class activity as possible. They should encourage, if possible, independent work behavior and build on the learner's strengths.

Although ongoing training on strategies is provided throughout the year to paraprofessionals through in-district professional development, here are some ideas:

Size: adapt the number of items the learner is expected to complete.

Time: adapt the amount of time for completion.

Input: adapt the way information is delivered to the learner.

Output: adapt the way the learner can respond.

Difficulty: adapt the skill level or problem type.

Participation: adapt the extent to which the learner is actively involved in the task.

Level of support: increase the human interactions with the learner.

Alternate goals: adapt the outcome expectation while using the same materials.

Parallel or functional curriculum: provide different curriculum to meet individual needs.

Please remember that all modifications and adaptations should be designed and approved by the supervising teacher.

Strategies for Inattention

- Seat the student in a quiet area
- Seat the student near a good role model
- Set short term goals with the student
- Pair written instructions with oral
- Give clear, concise directions
- Proximity control
- Have student repeat directions to you

Strategies for Impulsivity

- Ignore minor behaviors
- Increase immediacy of rewards and consequences
- Closely supervise transitions
- Attend to positive behavior
- Acknowledge positive behavior of those in the environment

Strategies for High Activity Level

- Provide breaks
- Allow movement while working
- Closely supervise transitions
- Remind students to check work before turning in

Strategies for Mood/Motivation

- Provide reassurance and encouragement
- Frequent compliments
- Speak softly, in a non-threatening manner
- Review instructions
- Look for opportunities to put student in a leadership role
- Make one-on-one time (Triage)
- Frequent reinforcement

Strategies for Organization

- Set up notebook system
- Assignment notebook
- Schedule time to clean desk and notebooks
- Note taking buddy
- Set up a daily routine
- Provide samples of well-organized work
- Assist with short- and long-term planning

Strategies for Non-Compliance

- Praise compliant behavior
- Provide immediate feedback
- Ignore minor behaviors
- Use self-monitoring strategies
- Implement Behavior Improvement Plan

Strategies for Socialization

- Praise appropriate behavior
- Monitor social interactions
- Use a reward system
- Assign special responsibilities so others see him/her in a positive light
- Social skills groups

Strategies for Tracking Assignments

- Pre-teach vocabulary
- State the purpose before a reading
- Repeat and review
- Use study guides
- Give multiple forms of directions
- Give immediate feedback
- Read aloud with student
- Use manipulatives
- Use charts, forms, and graph paper

Strategies for Visual Perception

- Give oral directions
- Summarize key points
- Reduce visual distractions
- Concise, clear directions
- Provide note taking assistance
- Highlight
- Check for comprehension frequently
- Use reference lists and charts

Positive Behavior Interventions

Whether you work in education, healthcare, human services, business, or any field, you might deal with angry, hostile, or noncompliant behavior every day. Your response to defensive behavior is often the key to avoiding a physical confrontation with someone who has lost control of their behavior. The following characteristics are important to embody when interacting with students with behavioral challenges: ●Honesty ●Confidence ●Openness, care, and empathy ●Humor.

These 12 tips will help you build a toolkit of go-to strategies to use when students become agitated. You will move from reacting to emergency situations to responding to them.

Strategy	Examples
Actively Listen	<ul style="list-style-type: none"> ●Giving the student total and complete focus ●Giving eye contact and having a friendly and open expression on your face ●Listening closely ●Withholding judgment ●Give student wait time to process and respond
Set Clear Limits	Guide to Setting Limits: <ul style="list-style-type: none"> ●Clearly state the specific boundary with a corresponding consequence. ●The corresponding consequence should be a logical or natural consequence that results from not following the limit. ●It should be enforceable.
Offer Choices	<ul style="list-style-type: none"> ●Provide two positive options. ●Be clear and specific. (First/Then) ●Make sure that both choices are acceptable and feasible.
Build Relationships	<ul style="list-style-type: none"> ●The more you can genuinely engage with your students in an authentic way, the more they feel respected and valued.
Side-Step Power Struggles	<ul style="list-style-type: none"> ●Establish an agenda for the day. ●Find a win-win. Compromise. ●Brainstorm solutions. ●Ignore the challenge, not the person.
Meet Physical and Emotional Needs	<ul style="list-style-type: none"> ●H - Hungry. Hunger can be a physical or an emotional need. If the hunger is physical, offer nutritious snacks. ●A- Angry: It's important to name the emotion and to explore what's causing it. ●L-Lonely: If you notice your student is withdrawn, engage them in conversation. Reach out and engage in active listening. Help the student connect with a peer. ●T- Tired: If your student feels tired, encourage them to rest or to take a short nap. If that's not possible, go for a walk around the block or encourage them to take a couple of deep breaths.
Catch Them Being Good	<ul style="list-style-type: none"> ●5 positives for every redirection

	<ul style="list-style-type: none"> ●The goal here is to praise the positive behaviors and neutralize or ignore the negative behaviors. ●By acknowledging when a student uses expected behavior, we can increase the likelihood of them using that behavior again.
Model Prosocial Skills	<ul style="list-style-type: none"> ●Prosocial skills are those behaviors that we engage in that benefit others. These behaviors include cooperation, sharing work, sharing toys, and emotionally supporting others who are in distress. ●Students who have behavior disorders often have not developed strong prosocial skills. ●Students need to see prosocial skills modeled and need several opportunities to practice the skills after they are taught.
Alter Volume/Cadence of Your Voice	<ul style="list-style-type: none"> ●Lower the volume of your voice and speak more quietly. As you speak more quietly, your student will have to become quieter to hear you. ●Alter the cadence of your voice and speak more slowly. ●Modulate your tone of voice and be calm and supportive. ●Simplify your vocabulary. <p>* Remember that as your student starts to escalate, they're starting to lose rationality. Speaking loudly and quickly will increase their agitation.</p>
Monitor Nonverbals	<ul style="list-style-type: none"> ●Use Non-Threatening Nonverbals <ul style="list-style-type: none"> ○The more a person loses control, the less they hear your words - and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. ●Respect Personal Space <ul style="list-style-type: none"> ○Allowing personal space tends to decrease a person's anxiety and can help you prevent acting-out behaviors.
Choose Wisely What You Insist Upon	<ul style="list-style-type: none"> ●It's important to be thoughtful in deciding which rules are negotiable and which are not. ●If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.
Avoid Overreacting	<ul style="list-style-type: none"> ●Remain calm, rational, and professional. ●While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses. ●Your response to the situation or behavior should match that of the student.
Monitor Triggers and Adjust	<p>Often, we spend precious minutes and hours of the school day de-escalating students. To address repeated escalating behaviors:</p> <ol style="list-style-type: none"> 1.Track what events are causing escalated behaviors (triggers) 2.Remove the triggers if possible 3.Teach the desired behavior

Managing Classroom Behavior

Classroom discipline is the responsibility of the classroom teacher. However, it is critical that the Educational Assistant understands and supports the specifics of a school or classroom discipline plan. Prevention is key!! **Instructional staff that are habitually reactive rather than proactive are frequently highly stressed and instructionally less effective.** Staff should develop positive and negative consequences for desired behavior and undesirable behavior. This plan should be agreed upon, written, posted and verbally discussed and shared (frequently). It should be evenly and consistently applied.

The best discipline practice is one from which a learning experience occurs and not one that only meets out punishment. The desired outcome of any plan should be to enable an individual student to be responsible for his/her own actions and eventually be self-disciplined.

General ideas for classroom discipline:

- Focus attention on rewarding rather than punishing behavior.
- Be specific in praising desired behavior such as, “I like the way Carrie is working on her math.” “John, I like the way you quickly lined up.” “I like the way Carolyn raised her hand before talking.”
- Good behavior should be modeled, and high expectations maintained.
- Remember when modifying behaviors, they tend to get worse before they begin to improve.
- Students actively engaged in appropriate learning activities infrequently misbehave. So well structured lessons, that are interesting, have relevance, use multiple modalities and are reasonable, will reduce the need for discipline. Assign tasks that can be accomplished. Many discipline problems begin with boredom.
- Be understanding of outside environmental factors that might contribute to tardiness, fighting, aggressive behavior, failure to complete work, etc.
- When disciplining, do not paint yourself into a corner. Instead try to make it a win-win situation by giving the student options for consequences to misbehavior. Remember your composure will determine if the situation will escalate or de-escalate. At all costs avoid sarcasm, ridicule, and embarrassment of students. This will only magnify discipline problems.
- Maintain good rapport and communication with students.
- Never label students as bad, uncaring or in-capable.
- Have good backup plans for days with substitutes, rain days or modified schedule days.
- Concentrate on current behavior rather than on past problems.

- Be sure that consequences for inappropriate behaviors are realistic and appropriate. For instance, making a child write 100 times I will not make a mess is not as effective as making them clean up the mess. Another example would be after school detention for writing on the wall. This would not be as effective as requiring the student to clean or paint the damaged area.
- Identify a cool-off room or location for students with poor anger control.
- Something concrete that involves multiple modalities, such as a written behavior contract, can be very effective with some students.
- Learn to give nonverbal signals to control behaviors. We have all known teachers who with a look or stance could stop misbehavior clear across the gymnasium. Additionally, close physical presence can often reduce misbehavior.
- Employ the repetitive command or broken record technique. For example, “I want you to stop talking.” Pause “I want you to stop talking.” Pause “I want you to stop talking.” (This approach, when stated in a firm manner while near the student, usually works).
- BE PREDICTABLE AND CONSISTENT.

As an Educational Assistant working in the best interest of our students – you are ALWAYS within your right to help with, support, assist, or correct a team member in managing difficult behaviours, addressing classroom concerns and speaking up when something is happening that you are not comfortable with. Please know we are all here in the best interest of our students, if anything makes you uncomfortable or if you have any concerns, please know you can always confide in experienced staff and administrators to help. Wihnemne School is a place of learning, just because we’re adults, does not mean we stop learning and growing 😊

PROGRESSIVE CONSEQUENCES FOR ELEMENTARY STUDENTS

1

LEVEL 1: GENTLE REDIRECTION

• Examples of behavior:

- Talking out of turn
- Not following a direction the first time
- Getting out of seat without permission

• Responses:

- Verbal reminder or visual cue
- Short calming break
- Encourage self-regulation tool use (breathing, fidget, movement)



2

LEVEL 2: REFLECTION & RELATIONSHIP REPAIR

• Examples of behavior:

- Repeating disruptive behavior
- Ignoring classroom rules
- Mild defiance or refusal to follow instructions

• Responses:

- Student completes a simple reflection activity
- Quick restorative conversation with teacher
- Seat change or buddy classroom break

3

LEVEL 3: RESTORATIVE ACTION

• Examples of behavior:

- Teasing or unkind words
- Repeated refusal to work
- Escalated defiance or disruptive behavior

• Responses:

- Sharing circle (mini version) to talk about what happened and how to fix it
- Loss of a small privilege (e.g., game time, classroom job)
- Teacher call or positive check-in with parents



4

LEVEL 4: LARGER RESTORATIVE INTERVENTION

• Examples of behavior:

- Throwing objects (non-dangerous)
- Consistent disruption of learning for others
- Ignoring multiple redirections over time

• Responses:

- Formal sharing circle with elder, counselor, or support staff
- Buddy class relocation + restorative task (apology, classroom help)
- Begin a behavior support plan

5

LEVEL 5: SAFETY & SUPPORT PLAN

• Examples of behavior:

- Yelling at or threatening others
- Breaking materials on purpose
- Running away from staff or out of class

• Responses:

- Restorative justice conference with family and staff
- Supervised in-school time-out with continued academic work
- Structured plan to rebuild trust and improve behavior



6

LEVEL 6: MAJOR SAFETY INCIDENTS

• Examples of behavior:

- Physical aggression (hitting, fighting)
- Dangerous behavior toward self or others
- Severe destruction of property

• Responses:

- Temporary removal from class (in or out of school suspension with restorative work)
- Re-entry circle with parents, staff, and student
- Referral for additional support (mental health, external agencies)

PROGRESSIVE CONSEQUENCES FOR JUNIOR HIGH STUDENTS

EXAMPLES OF BEHAVIOUR

Level 1: Low-Level Behaviors (first incidents)

Talking out of turn, minor disruption, not following directions.

Level 2: Persistent or More Disruptive Behaviors

Examples: Repeated interruptions, refusal to work, arguing with the teacher.

Level 3: Significant or Repeated Disruptions

Leaving class without permission, defiance, inappropriate language.

Level 4: Serious or Escalating Behaviors

Examples: Aggressive language, ongoing refusal to follow rules, repeated removals from class.

Level 5: Major Incidents or Chronic Behavior

Examples: Threats, fighting, unsafe behavior.

Level 6: Extreme or Dangerous Behaviors

Examples: Violence, severe safety threats, or behavior that cannot be managed safely in school.

RESPONSES

- Verbal reminder (calm, clear, private if possible).
- Seat change or short break.
- Quick restorative check-in: "What's going on? What do you need to be successful right now?"

- Student sent to a buddy classroom or designated reflection area.
- Reflection sheet / think sheet: "What happened? How did it affect others? What can you do next time?"
- Teacher follows up with a short conversation before student returns.
- Possible loss of a privilege (e.g., sitting with friends at lunch, using technology).

- Phone call home—ideally the student explains what happened.
- Restorative action: Student writes an apology or meets with teacher to repair relationship.
- Lunch detention / work completion session: Student completes missed academic tasks.
- Begin informal documentation.

- Parent meeting at school with student, teacher, and possibly counselor or administrator.
- Creation of a Behavior Support Plan (clear goals, supports, and consequences).
- Temporary removal from group activities until student demonstrates readiness.
- Cultural restorative practice: Sitting in circle with teacher, elder, or counselor to discuss harm and healing.

- In or Out of school suspension—academic work required, plus mandatory restorative work.
- Formal restorative conference with student, family, staff, and possibly an elder to discuss accountability.
- Possible referral for additional support services (counselor, mental health, social worker).

- Short-term suspension (only when necessary for safety)—depending on the nature of event
- Mandatory re-entry meeting with parents and support plan.
- Continued emphasis on restoring relationships and reintegration rather than exclusion

Paul First Nation - Performance Evaluation



Date: _____

Employee Name: _____

Job Title: _____

Supervisor: _____

Purpose:

The purpose of the performance appraisal is to provide a formal evaluation of the employee's performance. The process is designed to facilitate performance improvement by identifying strengths and weaknesses, allowing for better utilization of the employee's strengths, and determining steps to improve the employee's weaknesses.

Instructions:

Read the performance factor definitions carefully. Place a check mark in the box corresponding to the description most accurately reflecting the employee's performance rating on each factor shown. Make the necessary comments that most accurately reflect and support your rating. All ratings should be based on demonstrated performance and observed characteristics throughout the entire review period.

SUPERVISOR'S COMMENTS		EMPLOYEE'S COMMENTS	
Supervisor's signature	Date	Employee's signature	Date

JOB KNOWLEDGE

Consider the knowledge and understanding of all elements of this job: length of time in job and ability to consistently meet job requirements.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Lacks knowledge of job duties and responsibilities. Needs considerable instruction.	Limited knowledge of duties. Needs direction and instruction.	Adequate knowledge of essentials of job. Occasionally needs additional instruction	Thorough knowledge of work activities, occasionally needs direction.	Excellent knowledge of all phases of this and related activities. Requires very little instruction
COMMENTS:				

QUALITY OF WORK

Consider organization and general effectiveness of work in relation to professional standards and job duties and requirements.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Poor quality work. Seldom meets quality standards. Requires excess rework.	Work frequently below normal quality requirements, careless and/or unorganized. Some rework required.	Work meets normal requirements.	Usually exceeds requirements. Very few errors, limited rework.	Consistently high degree of work product and organization. Very little rework.
COMMENTS:				

QUANTITY OF WORK

Consider actual work output of individuals, to include speed and accuracy, relative to job duties and requirements.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
A slow worker, output unsatisfactory. Does not meet job requirements.	Output below normal job requirements. Some improvement necessary.	Output meets job requirements.	Output usually exceeds job requirements.	Consistently high production, exceeding output requirements.
COMMENTS:				

INITIATIVE AND DRIVE

Consider the commitment to tasks or projects, resourcefulness, ingenuity and aggressiveness in getting things done.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Requires frequent prodding. No apparent drive.	Needs occasional prodding. Seldom demonstrates self sustained drive.	Exercises satisfactory commitment to achieve goals. Accepts new responsibilities when given	Thorough knowledge of work activities, occasionally needs direction.	Excellent knowledge of all phases of this and related activities. Requires very little instruction
COMMENTS:				

VERSATILITY

Consider the ability and willingness to accept new assignments.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Resists changes. Great difficulty in adjusting from one task to another.	Some difficulty in accepting new tasks and in going from one assignment to another.	Able to perform several related tasks. Handles new assignments and changes with some difficulty.	Handles new assignments with minimal difficulty. Welcomes change.	Very adaptable and flexible. Master's new tasks easily. May introduce changes.
COMMENTS:				

DEPENDABILITY

Consider the extent to which the individual carries out instructions and fulfills responsibilities in a timely manner. Also consider whether the individual makes sound judgments.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Erratic and unreliable. Requires close supervision.	Sometimes requires prompting. Requires more than normal supervisory follow-up.	Completes required assignments on time. Carries out instructions well.	Can be relied upon to complete assignments on time and to overcome obstacles.	Warrants utmost confidence. Acts independently requiring minimal supervision.
COMMENTS:				

HUMAN RELATION SKILL/ATTITUDE

Consider cooperativeness and effectiveness in working with others, ability and willingness to cultivate good working relationships with internal and external contacts.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Sometimes uncooperative. May treat others as interruptions. Can be obstructive.	Sometimes difficult to work with. Often aloof when dealing with others.	Works effectively with others. Maintains satisfactory working relationships.	Cooperates well. Promotes teamwork and responds to needs of others.	Superior ability and willingness to work with others. Responds quickly and courteously in unique situations.
COMMENTS:				

PLANNING/ORGANIZATIONAL SKILLS

Consider the planning and organization of activities to maximize productivity.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Work frequently shows lack of proper planning.	Seems to understand the value of planning, but needs assistance with routine work. Seldom follows up.	Plans routine work satisfactorily. Effective with usual situations.	Plans work in an excellent manner. Responds well to changes in priorities.	Organizes complicated procedures and operations successfully. Meets emergency situations promptly and effectively.
COMMENTS:				

ATTENDANCE/PUNCTUALITY

Consider the number of occurrences of absenteeism during the review period, consider ability to conform to work hours.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Excess absences and/or tardiness.	Often absent or lax in reporting for work on time.	Usually present and on time.	Very prompt, regular in attendance.	Excellent attendance record. Always at work and on time.
COMMENTS:				

OVERALL PERFORMANCE RATING

Consider overall performance, keeping in mind the ratings on each individual factor as well as the degree to which objectives established during review have been met. COMMENTS REQUIRED.

<input type="checkbox"/> POOR	<input type="checkbox"/> BELOW STANDARD	<input type="checkbox"/> STANDARD	<input type="checkbox"/> COMMENDABLE	<input type="checkbox"/> EXEMPLARY
Employee's performance is substantially below the requirements of the position.	Employee's performance is somewhat below the requirements of the position.	Employee's performance constitutes acceptable performance of the requirements of the position.	Employee's performance often exceeds the requirements of the position.	Employee's performance consistently exceeds the requirements of the position.
COMMENTS:				

MAJOR STRENGTHS	WEAKNESSES	RECOMMENDATIONS FOR IMPROVEMENTS AND FUTURE OBJECTIVES

Educational Assistant Feedback Form – Teacher Collaboration and Classroom Performance

Purpose:

To provide constructive feedback from Educational Assistants to Teachers in order to strengthen classroom teamwork, improve student outcomes, and foster professional growth.

Teacher's Name: _____

EA's Name: _____

Date: _____

1. Communication & Collaboration

How well does the teacher: (1 = Needs Improvement, 5 = Excellent)

Statement	1	2	3	4	5
Gives clear directions for tasks and responsibilities					
Provides time for daily or weekly check-ins					
Keeps me informed about lesson plans and changes					

Comments/Suggestions:

2. Classroom Management

How well does the teacher: (1 = Needs Improvement, 5 = Excellent)

Statement	1	2	3	4	5
Maintains clear and consistent rules and expectations					
Addresses behavior respectfully and fairly					
Supports me in reinforcing expectations					

Comments/Suggestions:

3. Support for Student Learning

How well does the teacher: (1 = Needs Improvement, 5 = Excellent)

Statement	1	2	3	4	5
Shares strategies for working with specific students					
Encourages me to use my skills to support learning					
Provides feedback on my work with students					
Provides differentiated work for students who need it					
Is teaching the required content for this grade (follows the posted schedule)					

Comments/Suggestions:

4. Team Relationship

How well does the teacher: (1 = Needs Improvement, 5 = Excellent)

Statement	1	2	3	4	5
Treats me with respect and professionalism					
Recognizes my contributions to the classroom					
Works with me to solve challenges					

Comments/Suggestions:

5. Overall Feedback

What is one thing the teacher does really well?

What is one thing that could help us work even better together?

Signature (optional): _____ Date: _____