



PROCESS FOR USING THE STANDARDS OF EFFECTIVE PRACTICE FOR EVALUATION OF EDUCATIONAL ASSISTANTS

Timelines for Evaluation

1. For Educational Assistants in their probationary period (one duty year):
 - Supervisors will complete an evaluation based on the rubric once midway through the probationary period and once prior to the end of the probationary period.
 - The Summary Evaluation form will be completed once, prior to the end of the probationary period.
2. Supervisors will complete an annual evaluation based on the rubric and one Summary Evaluation for each year.
3. Supervisors may choose to evaluate an Educational Assistant at any time.
4. Educational Assistants may request an evaluation from their supervisor.

Evaluation Process

1. Educational Assistants will complete the standards rubric based on their own perception of their job performance.
2. Supervisors will complete the standards rubric based on their own observations and the input of others who work with the Educational Assistant.
3. The supervisor and educational assistant will meet to discuss the performance evaluation and any differences noted on the rubric.
4. The supervisor will submit his/her final rubric and summary evaluation to the Human Resource Department and the evaluation will be placed in the Educational Assistant's Personnel File.

Improvement Plans and Disciplinary Action

Supervisors may develop an Improvement Plan or take disciplinary action according to the labor agreement with the Educational Assistant bargaining unit. Supervisors are encouraged to contact the Human Resources Department for assistance in these matters.

STANDARDS OF EFFECTIVE PRACTICE FOR EDUCATIONAL ASSISTANTS (EA)

Educational Assistant's Name _____ School Year _____

Observer's Name: _____ Site _____

Time of Observation: From _____ AM ☐ PM ☐ To _____ AM ☐ PM ☐ Date _____

Subject/Grade _____ ☐ Probationary Evaluation ☐ Annual Evaluation

Instructions: Mark an "X" in the box at the appropriate continuum range that best describes observed behavior or overall performance. The lowest skill level is at the left side of the box with the highest skill level at the right side of the box (see example below). If a standard does not apply to a specific role, mark N/A in the box to the far left.

Example:

Meets Standard
Builds positive relationships with students that are appropriate to developmental, cultural and socioeconomic differences.
X

DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL		
Environment of Respect - Rapport	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	EA-student relationships are not positive and/or do not account for developmental, cultural or socioeconomic differences.	Builds positive relationships with students that are appropriate to developmental, cultural and socioeconomic differences.	EA strengthens relationships with students through home visits or community involvement
N/A ☐	Fails to support teachers in creating a positive classroom community	Supports teachers in creating a positive classroom community	Supports teachers in creating an exceptional classroom community

Notes

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Classroom Procedures	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Some needed equipment or materials are missing or poorly planned	Prepares materials and equipment as needed	Materials are exceptionally well prepared
N/A ☐	Fails to learn and/or follow safety procedures	Knows and follows safety procedures	Helps develop safety procedures for site/program
N/A ☐	Incorrectly uses equipment related to job assignment	Correctly uses equipment related to job assignment	

Notes

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
	Below Standard	Meets Standard	Exceeds Standard
Managing Student Behavior N/A ☐	Inconsistently communicates and reinforces standards of conduct to all students	Consistently communicates and reinforces standards of conduct to all students	Effectively involves students in establishing, reviewing, and enforcing standards of conduct
N/A ☐	Fails to effectively monitor student behavior and minimize disruptions	Effectively monitors student behaviors and works to minimize disruptions	Supports teacher in establishing highly effective and proactive classroom management
N/A ☐	Response to misbehavior is ineffective, inconsistent, or disrespectful	Response to student misbehavior is timely, appropriate and effective	Response to misbehavior is highly effective and differentiated

Notes

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Does not collaboratively plan and implement effective instruction	Collaboratively plans and implements effective instruction that results in increased student achievement	Actively researches best practices for instruction and collaboratively plans and implements them into the classroom, resulting in significant increases in student achievement
N/A ☐	Minimal or no variation in instructional strategies	Varies instructional strategies to meet individual needs	Instructional strategies are highly varied to meet individual needs
N/A ☐	Limited or no use of student work to assess the effectiveness of lessons	Uses student work to assess the effectiveness of instruction	Uses student work to thoroughly assess the effectiveness of instruction
N/A ☐	Does not effectively assist students to use technology in learning	Assists students to effectively use technology in learning	Assists students to access and present information using a variety of technologies
N/A ☐	Fails to follow instructional plan and/or seek clarification and directions as needed	Follows instructional plan and seeks clarification and direction as needed	Contributes to developing instructional plan
N/A ☐	Fails to set high expectations for all students	Sets and communicates high expectations for all students	
N/A ☐	Does not communicate the importance of work to students	Communicates the importance of the work to students	

Notes

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)
Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Knowledge of Content	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Fails to demonstrate basic skills in reading, writing, and math	Demonstrates basic skills in reading, writing, and math	Demonstrates exceptional skills in reading, writing, and math
N/A ☐	Fails to demonstrate appropriate knowledge of content	Demonstrates appropriate knowledge of content	Demonstrates exceptional knowledge of content
Notes			

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Communication	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Does not use oral and written language that is clear, correct, and appropriate	Uses oral and written language that is clear, correct, and appropriate to student's developmental level	Oral and written language is correct and expressive, enriching the lesson for students
N/A ☐	Directions are confusing and/or unclear	Directions are clear, appropriate, and are modified as needed	Directions are clear to students and anticipate misunderstanding
N/A ☐	Accommodations for English Language Learners are inadequate or ineffective	Accommodates English Language Learners while encouraging students to communicate in English	Multiple and highly effective accommodations are made for English Language Learners
N/A ☐	Fails to give constructive and timely feedback to students	Gives instructional feedback to students that is constructive and timely	Gives exceptionally helpful feedback to students

Notes

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)
Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Questioning/ Discussion	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Questions are often lower-order knowledge and comprehension and require limited student response	Uses a range of questions from simple understanding to analysis and evaluation	Questions lead to students creating their own conceptual frameworks
N/A ☐	Rarely engages students in the discussion	Engages students in the discussion, modifying techniques as needed	Leads students themselves to engage others in discussion

Notes

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

Under the Direct Supervision of Teachers

SKILL AREA	PERFORMANCE LEVEL		
Engaging Students in Learning	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Limited or no link between new information and prior knowledge and experience	Effectively links new information with students' knowledge and experience	Strong link between new information and student knowledge and experience
N/A ☐	Activities and assignments are often "busy work"	Assists students in activities, assignments and materials that capitalize on their interests, abilities and experiences	Activities and assignments result in student initiation of new ways to understand the content
N/A ☐	There is limited or no accommodation for diverse backgrounds and learning styles	Acknowledges and accommodates students' diverse backgrounds, language, and learning styles	Demonstrates cultural competence and self awareness, leading to high levels of trust with all students

Notes

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL		
	Below Standard	Meet Standard	Exceeds Standard
N/A ☐	Does not maintain good attendance and/or follow call-in procedure	Maintains good attendance and follows call-in procedure	
N/A ☐	Attire may be inappropriate	Dresses appropriately	
N/A ☐	Fails to observe working hours and/or fails to follow schedule	Observes working hours and follows schedule	
N/A ☐	Does not complete assigned work in a timely manner	Completes assigned work in a timely manner	
N/A ☐	Fails to gather and record data regarding student achievement and behavior	Gathers and records data regarding student achievement and behavior	
N/A ☐	Does not solve problems effectively within assigned role	Solves problems effectively within assigned role	
N/A ☐	Violates confidentiality and privacy requirements	Maintains confidentiality and privacy of information as required	
N/A ☐	Does not apply effective conflict resolution skills	Applies effective conflict resolution skills	
N/A ☐	Fails to accept and follow direction from teacher(s) and supervisor(s)	Accepts and follows direction from teacher(s) and supervisor(s)	
N/A ☐	Often must be reminded about what needs to be done	Works independently within assigned role	
N/A ☐	Fails to maintain appropriate professional boundaries with students	Maintains appropriate professional boundaries with students	

Notes

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Informing Families as Required by Job Description	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Communications with parents are not timely, appropriate, accurate	Communications with parents are timely, appropriate and accurate	Provides appropriate feedback to parents with great sensitivity
N/A ☐	Rarely engages families in the program	Engages families in the program	Encourages students to engage their families in the program
N/A ☐	Makes minimal efforts to identify resources to help students and families	Identifies resources that provide student and family support	Assists families in accessing resources

Notes

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Commitment to Professional Growth	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Ignores or minimizes feedback from colleagues and supervisors	Accepts feedback from colleagues and supervisors	Actively seeks feedback from colleagues and supervisors
N/A ☐	Participates in professional development if required or at a minimal level	Seeks out and participates in opportunities for professional development	Regularly participates in professional development and shares information with others
N/A ☐	Client feedback is only solicited if required, and results are ignored or minimized	Uses parent and student feedback surveys for professional growth	A variety of client feedback surveys are sought and effectively used

Notes

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Collaboration with Staff	Below Standard	Meets Standard	Exceeds Standard
N/A ☐	Impedes the process of team or departmental meetings	Works effectively as a member of a team or department	Takes leadership on teams or committees
N/A ☐	Rarely collaborates with specialists	Effectively collaborates with staff	Seeks specific help from specialists
N/A ☐	Tends to be isolated or avoids professional discussions	Assists other educators when appropriate	Contributes to the profession by mentoring, publishing, etc.
N/A ☐	Fails to provide information to staff regarding student progress	Provides appropriate information to staff regarding students	Consistently provides appropriate information to staff regarding students

Notes



Standards of Effective Practice for Educational Assistants

SUMMARY EVALUATION

Please rate the overall performance of _____
Educational Assistant

School Year _____ Program _____

Evaluation

☐ Exceeds Standard

☐ **Meets Standard**

☐ Below Standard

(If non-probationary, an Improvement Plan may be developed.)

Comments

Signed: _____ Date: _____
Principal/Administrator

This evaluation was completed with input from:

This performance appraisal has been discussed with me, and I have received a copy of it.
(Educational Assistants may submit a letter for inclusion in their personnel file pertaining to this appraisal)

Signed: _____ Date: _____
Educational Assistant

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008