

EDUCATIONAL ASSISTANT, GROWTH, SUPERVISION AND EVALUATION

Background

The Livingstone Range School Division believes that growth, supervision and evaluation are important elements associated with an educational assistant's performance. Growth and supervision are dynamic and ongoing processes, while evaluation may be required for the purpose of making decisions regarding employment. It is recognized that educational assistants, teachers, and administrators need to collaborate in this process and assume their distinct roles and responsibilities.

Definitions

- a. **“evaluation”** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment in determining whether one or more aspects of the educational assistant's performance meets or does not meet LRSD Educational Assistant Standard of Practice.
- b. **“notice of remediation”** means the written statement issued to an educational assistant where it is determined that an educational assistant's performance does not meet the *LRSD Educational Assistant Standard Of Practice*, and such a statement describes:
 - i. the standard that is expected,
 - ii. the behaviours or practices that do not meet the *LRSD Educational Assistant Standard Of Practice* and the changes required,
 - iii. the remediation strategies the educational assistant is advised to pursue, and
 - iv. how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of an educational assistant's contract of employment.
- c. **“supervision”** means the ongoing process by which a principal or principal designate provides instructional leadership and carries out duties with respect to educational assistants and the assistance they provide as required by the *Livingstone Range School Division*.
- d. **“educational assistant professional growth”** means the career-long learning process whereby an educational assistant annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the *LRSD Educational Assistant Standard Of Practice* and this administrative procedure.

- e. **“Livingstone Range School Division (LRSD) Educational Assistant Standard of Practice”** refers to the developed and approved document outlining required practice for educational assistants in Livingstone Range School Division.
- f. **“criteria for the evaluation of performance”** refers to the school division’s outline of key indicators and descriptors for the evaluation of educational assistant performance, which are consistent with the *LRSD Educational Assistant Standard Of Practice* and form an appendix to this administrative procedure.
- g. **“Learning Support Team”** refers to each school’s site-based team may consist of a learning support teacher, school administrator, counselor /Family School Liaison Counselor, and the student’s classroom teacher(s), which acts as an assessing, researching and planning body to not only assist classroom teachers, but also to implement programming suitable to student needs.
- h. **“Instructional Team(s)”** refer to the partnership between teacher(s) and educational assistant(s) formed to work together to meet student needs within given designated roles.
- i. **“principal designate”** includes the assistant principal, Learning Support Teacher or the supervising teacher appointed by the Principal.

1. Educational Assistant Growth

- a. All educational assistants are required to engage in ongoing learning and develop an annual growth plan that fosters continuous professional growth.
- b. Each school year an educational assistant is responsible for developing, implementing and completing a professional growth plan that:
 - i. is educational assistant authored, growth-directed, and continuous;
 - ii. reflects an assessment of professional learning needs by the individual educational assistant;
 - iii. shows a demonstrable relationship to the *LRSD Educational Assistant Standard of Practice* and,
 - iv. takes into consideration the education plans of the school, Livingstone Range School Division, and Alberta Education.
- c. An educational assistant’s professional growth plan must include:
 - i. goal(s)/objective(s);
 - ii. expected outcomes and desired results;
 - iii. strategies for goal attainment;
 - iv. potential sources for assistance or support;
 - v. timelines; and
 - vi. descriptors or indicators of growth.
- d. An educational assistant is required to work towards professional growth through ongoing action and personal review.
- e. Educational assistants must submit a copy of their professional growth plan to the school principal or principal designate by October 31 for approval.

- f. The principal or principal designate must make a finding whether the growth plan complies with the jurisdictional requirement, and review that plan with the educational assistant prior to the end of the school year to determine whether the educational assistant has completed the requirements of the professional growth plan.
- g. Responsibility for receiving and reviewing professional growth plans may be delegated by the principal to an assistant principal or, with educational assistant consent, to a group of teachers.
- h. Unless an educational assistant agrees, the content of a professional growth plan shall not be a part of an evaluation process.
- i. Notwithstanding Administrative Procedure 431.1(g), a teacher, Learning Support Teacher, assistant principal, or a principal may identify behaviours or practices of an educational assistant that require an evaluation, provided that the information identified is based on a source other than the information in the educational assistant's professional growth plan.
- j. The principal must report on educational assistant growth, supervision and evaluation in the school's annual report.

2. Educational Assistant Supervision

- a. The purpose of supervision by the Learning Support Team is
 - i. to provide support, guidance and development opportunities for the educational assistant; and
 - ii. to observe and receive information from any appropriate source about the quality of assistance provided to students.
- b. The purpose of supervision by the assigned teacher, Learning Support Teacher, assistant principal, or principal is to identify the behaviours or practices of an educational assistant that are not in keeping with the expectations of the *LRSD Educational Assistant Standard of Practice or Code of Conduct*, or that for any reason may require an evaluation.
- c. The principal or principal designate must provide ongoing supervision for all educational assistants in the school.
- d. It is the educational assistant's responsibility to receive and act on advice provided through supervision to improve the educational assistant's professional performance.
- e. The principal or designate must share relevant information with the educational assistant throughout supervision.
- f. The principal or designate may provide assistance, support, guidance, and development opportunities to an educational assistant to improve the quality of instruction, and such assistance may vary in nature depending upon the educational assistant's learning needs and employment circumstances.

- g. When, through supervision, a principal believes that an educational assistant's behaviours or practices may not meet the requirements of the *LRSD Educational Assistant Standard of Practice*, the principal:
 - i. may work with the educational assistant directly, as part of the program of supervision, to provide assistance to change the behaviours or practices that may be problematic; or
 - ii. may initiate an evaluation.

3. Educational Assistant Evaluation

- a. An evaluation may be conducted by a principal or principal designate:
 - i. upon the written request of an educational assistant;
 - ii. upon the written request of a Learning Support Teacher;
 - iii. for the purpose of gathering information related to a specific employment decision;
 - iv. to assess the growth of an educational assistant in specific areas of practice; or
 - v. when, on the basis of information received through supervision, the principal or designate has reason to believe that the assistant may not meet the expectations of the *LRSD Educational Assistant Standard of Practice* or the *Educational Assistant Code of Conduct*, or that for any reason may require an evaluation.
- b. When an evaluation is initiated, the educational assistant is to be notified in writing of the following:
 - i. the reason(s) for and purpose(s) of the evaluation;
 - ii. the process, criteria and standards to be used;
 - iii. the timelines to be applied; and
 - iv. the possible outcomes of the evaluation.
- c. When conducting an evaluation, a principal or principal designate must:
 - i. include observations of the educational assistant's work and other activities related to his/her assignment(s);
 - ii. include observations of assigned teacher as to educational assistant's work and other activities related to their assignment(s).
 - iii. collect data in accordance with the Livingstone Range School Division Code of Conduct and Livingstone Range School Division Educational Assistant Standard of Practice;
 - iv. conduct appropriate pre-observation and post-observation conference discussions with the educational assistant;
 - v. ensure each evaluation observation covers a minimum of one entire classroom period and, where feasible, covers a longer period of time;
 - vi. include a minimum of three classroom observations; and
 - vii. provide the educational assistant with on-going feedback over the course of the evaluation.
- d. An educational assistant with a probationary agreement must be given written notification of the evaluation to be conducted during the probationary period, and:

- i. two of the classroom observations should normally fall within the first three months; and
 - ii. at least one other observation shall be conducted,

prior to any decision being made with regard to continued employment.
- e. An evaluation report must be completed within 14 calendar days of completing an evaluation, and include recommendations pertaining to the educational assistant's employment, or remediation as applicable.
- f. The principal or principal designate must meet with the educational assistant to discuss the evaluation report, and the educational assistant may add written comments to the evaluation report.
- g. A copy of the original evaluation report, together with the educational assistant's written comments, must be given to the educational assistant, and a copy must also be forwarded to Division Office for inclusion in the educational assistant's personnel file.
- h. The attached "Educational Assistant Professional Growth Rubric" (Appendix 1) outlines many of the expectations associated with assisting and is consistent with the requirements of the *LRSD Educational Assistant Standard of Practice*.
- i. If the principal or principal designate carrying out the evaluation concludes that the educational assistant's performance does meet the *LRSD Educational Assistant Standard of Practice* or *Code of Conduct*, or that a change in the behaviour or practice of an educational assistant is not required, the evaluation is complete.
- j. When an evaluation determines the educational assistant's performance does not meet the expectations of the *LRSD Educational Assistant Standard of Practice*, or that a change in the behaviour or practice of an educational assistant is required, then the educational assistant must be provided:
 - i. a notice of remediation describing the required change in behaviour or practice;
 - ii. a program of assistance and strategies the educational assistant is expected to pursue, consistent with the notice of remediation;
 - iii. information about how it will be determined if the required changes have been made, the applicable timelines for the remediation, and the possible consequences of not achieving the required changes; and
 - iv. notification of a subsequent evaluation to be undertaken within a reasonable period of time.
- k. If the evaluator concludes that the educational assistant's performance still does not meet the expectations of the *LRSD Educational Assistant Standard of Practice*, or *Code of Conduct*, or that a change in the behaviour or practice of an educational assistant still is required, the evaluator must recommend:
 - i. an additional period of remediation and ongoing evaluation;
 - ii. disciplinary action, where appropriate; or
 - iii. termination of the educational assistant's contract of employment;

or, any combination of these.

- l. A notice of remediation may replace the educational assistant's obligation to develop, implement and complete an annual professional growth plan and the educational assistant must comply with the notice of remediation.
- m. An educational assistant may ask the Superintendent or designate to review the educational assistant's evaluation to ensure compliance with this Administrative Procedure, and such a request shall be made within 10 calendar days of the educational assistant receiving the evaluation report.
- n. his Administrative Procedure does not restrict:
 - i. a principal from taking or recommending disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of an educational assistant endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or
 - ii. the Superintendent from taking any action or exercising any right or power under the Education Act.

Forms

Educational Assistant Professional Growth Rubric **TBD new site**

Educational Assistant Evaluation **TBD New site**

July, 2008

Updates: October 2017 (procedure name change from Teacher Assistant, Supervision ...to Educational Assistant, Growth, Supervision ...), January 2020

References

LRSD Administrative Procedure 410 – Teacher Growth, Supervision, and Evaluation

Alberta Teachers' Association Professional Code of Ethics

Section 33, 52, 53, 68, 196, 197, 204, 222, 225 Education Act

Appendix 1: Educational Assistant Professional Growth Rubric

The following rubric has been designed to assist Educational Assistant's in the development of their professional growth plans as part of the growth, supervision and evaluation process. The rubric provided a framework for reflecting on knowledge, skills and attributes in the following domains: Knowledge, Instruction, Professional and Ethical Practice and Workplace Foundations.

Domain: Knowledge				
Elements	Unsatisfactory	Basic	Proficient	Distinguished
Student Expectations	Rigid expectations for students' learning and / or behavior	Understands how students' exceptionalities affect their learning and behaviour	Demonstrates the ability to adjust expectations of students in their learning and behaviours, based on knowledge of their exceptionalities in consultation with their learning team.	Demonstrates the ability to contribute in students' team discussions to determine learning and / or behaviour goals and needed teaching strategies to support students' growth.
Learning Environments	Unable or unwilling to alter expectations of and supports for students within different classrooms / situations.	Demonstrates a willingness to alter expectations for students within different classrooms / situations as directed by the classroom Educational / learning support team.	Demonstrates the ability to contribute to and follow through on team decisions as to the best ways to encourage students in varied situations.	Demonstrates the ability to acquire an understanding of students' strengths and needs within the team discussions, assess immediate environmental context, and alter expectations of students in varied situations to ensure their success.
Individual Program Plan Process	Unable or unwilling to assist within current assignment in the implementation of students' Individual Program Plans and subsequent instructional activities.	Demonstrates understanding of basic terminology regarding Individual Program Plans and instructional activities within team planning processes and follows through on agreed upon responsibilities.	Participates in discussion of student growth and subsequent planning within the frame of the Individual Program Plans and follows through on agreed upon responsibilities.	Contributes capably to discussion of student growth in students' Individual Program Plans within team discussions, accepts responsibility for portions of the plan, and reports back as to progress.
Behaviour Strategies	Unable or unwilling to engage in different approaches when dealing with students' behavior.	Demonstrates a willingness to try different approaches when dealing with students' behaviours with Educational direction within a Behaviour Support Plan.	Participates in development of a behavior support plan with student's learning team and assists in its implementation and follow-up.	Contributes to the development of students' behaviour support plans with their learning teams and is able to take a major role in implementation and evaluation.
Procedural Guidelines	Unable or unwilling to utilize school and/or jurisdictional procedures regarding the planning for and implementation of students' Individual Program Plans.	Demonstrates understanding of school and jurisdictional procedures regarding the planning for, and implementation of, students' Individual Program Plans, and follows through with Educational direction.	Participates in the utilization of school and/or jurisdictional procedures to support the design and then the implementation of students' Individual Program Plans.	Contributes to and takes a shared responsibility for the utilization of school and/or jurisdictional procedures to support the design of then the implementation of students' Individual Program Plans.

Domain: Instruction				
Performance Indicators	Unsatisfactory	Basic	Proficient	Distinguished
Effective Inclusion	Unable or unwilling to work with students in inclusive settings.	Uses strategies as directed by Educationalists to facilitate effective integration into various settings.	Participates with students' learning teams to support the student in becoming actively involved in varied environments including both learning and social contexts.	Contributes to, and assists students, to find solutions to the barriers of inclusion as part of students' learning teams.
Uses Planned Strategies and Materials	Unable or unwilling to utilize the instructional strategies and materials included within students' Individual Program Plans.	Will work to implement basic instructional and remedial strategies as designed with Educationalists.	Participates with a students' learning team in choosing instructional strategies, and follows through on subsequent responsibilities.	Contributes to decisions in the choice of instructional strategies and required materials for individual students as part of their learning teams, and follows through on subsequent responsibilities.
Learner Independence	Enables students in their dependence on adult involvement and supervision.	Uses strategies that promote learners' independence and confidence as directed.	Participates with students' learning teams to identify strategies that promote learners' independence and confidence and then facilitate their use as required.	Contributes to and flexibly adjusts chosen strategies that promote learners' independence and confidence as part of students' learning teams.
Data Collection	Unable or unwilling to collect information in a systematic, useful format as directed.	Demonstrates basic data collections techniques as directed (i.e. tracking records, anecdotal notes, checklists).	Able to collect and collate needed data as required, enabling team discussion of student's growth.	Understand the connection between data collected and student goals so as to see patterns and themes to bring to the team discussions.
Assistive Technology	Unable or unwilling to utilize assistive technologies appropriate to individuals with exceptional learning needs.	Uses basic technologies appropriate to individuals with exceptional learning needs as directed.	Able to use specialized assistive technologies specific to the exceptional learning needs of an individual or small group.	Able to assist student and adult learners with their understanding of the use of specialized assistive technologies specific to exceptional learning needs.

Domain: Professional & Ethical Practice				
Performance Indicators	Unsatisfactory	Basic	Proficient	Distinguished
Confidentiality	Does not live up to the LRSD Educational Assistant Code of Conduct.	Demonstrates ethical practices for confidential communication as outlined in the LRSD Educational Assistant Code of Conduct.	Demonstrates ethical practices for confidential communication as outlined in the LRSD Educational Assistant Code of Conduct.	Demonstrates ethical practices for confidential communication as outlined in the LRSD Educational Assistant Code of Conduct.

Roles and Responsibilities	Practices utilized blur or confuse the roles and responsibilities of Educationals and Educational Assistants.	Functions in a manner that demonstrates a positive regard for the distinction between roles and responsibilities of Educational Assistants and Educationals and works well with Educational direction.	Participates in collaborative decision- making when determining needed roles and responsibilities in the implementation of students' Individual Program Plans with students' learning teams and follows through on decisions made.	Contributes to collaborative decision- making when determining needed roles and responsibilities in the design and implementation of students' Individual Program Plans with students' learning teams and is flexible in realizing their decided upon role(s).
Response to Guidance	Responds negatively to guidance by Educationals or school administrators.	Responds positively to guidance of Educationals or school administrators.	Responds positively to guidance in discussions within students' learning teams.	Self-reflects and contributes constructively to discussions within students' learning teams as to their own involvement and its effect on student success.
Constructive Feedback	Unable or unwilling to accept and use constructive feedback.	Accepts and uses constructive feedback.	Participates constructively in discussions within students' learning teams as to their own involvement and its effect on student success.	Self-reflects and contributes constructively to discussions within students' learning teams as to their own involvement and its effect on student success.
Professional Development	Is not involved in activities to increase needed knowledge and skills to address students' needs. Does not work to address required professional growth plan.	Engages in activities to increase knowledge and skills needed to address students' needs in consultation with Educationals. This is denoted in required professional growth plan.	Brings knowledge gained from Professional Development activities to discussions about student learning within students' learning teams. This is denoted in required professional growth plan.	Brings knowledge gained from Professional Development activities to discussions about student learning within students' learning teams and utilizes the data from these discussions to further their own learning and understandings. This is denoted in required professional growth plan.
Teaming	Unable or unwilling to work within and follow through on decisions of instructional teams as required.	Attends required instructional team meetings and follows through on decisions made.	Participates in discussions with instructional teams and follows through on decisions made.	Constructively contributes to discussions with instructional teams and follows through on decisions made.

Domain: Workplace Foundation

Performance Indicators	Unsatisfactory	Basic	Proficient	Distinguished
Independence	Requires a high level of supervision to follow through on required tasks.	Demonstrates ability to utilize direction to work independently within given	Demonstrates ability to utilize agreed upon strategies with a high level	Demonstrates ability to utilize agreed upon strategies with a high level of independence

		instructional settings.	of independence within given instructional settings.	within varied instructional settings.
Attendance	Shows pattern of continued lateness and/or absence from assigned job.	Is punctual and attends regularly.	Is punctual and attends regularly.	Is punctual and attends regularly.
Problem Solving	Unable or unwilling to be involved in discussions to solve problems as they arise.	Willingness to be involved in discussions to solve problems as they arise.	Participate in discussions with students' learning teams to solve problems as they arise.	Pro-actively bring concerns to students' learning teams to solve problems before they become an impediment to student learning.
Relationships	Relationships with students, Educational and other learning team members show a pattern of difficulty and negativity.	Demonstrates positive and respectful relationships with students, Educational, and other learning team members.	Demonstrates positive and respectful relationships with students, Educational, and other learning team members. Also demonstrates the ability to bond with students to better assist them with their learning.	Sees the need for and puts energy into developing strong, positive working relationships with students, Educational and other learning team members.
Preparation	Is unprepared or working impromptu in their work with students and Educational.	Prepares and organizes materials to support teaching and learning as directed.	Participates in decisions for material preparation and data collection and carefully follows through.	Contributes to ongoing decisions made for material preparation and data collection and carefully follows through.
Communication	A pattern of communication breakdowns impede student learning. Educational Assistant communicates directly with parents and outside agencies without Educational knowledge and/or involvement.	Communicates effectively with Educational and students.	Communicates effectively with learning team members, working with Educational(s) to communicate with parents and outside agencies.	Communicates effectively with learning team members, working with Educational(s) to communicate with parents and outside agencies.
Initiative	Unwilling or unable to learn new instructional strategies and approaches to learning when directed.	Demonstrates a willingness to learn new instructional strategies and approaches to learning when directed.	Participates in discussions as to the need for and the design of new instructional strategies and approaches to learning to assist in student learning.	Proactively brings forward the need for discussions as to the need for and the design of new instructional strategies and approaches to learning to assist in student learning.