Probation Period Performance Evaluation - Interim

Professional Growth Model - Educational Assistant

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

Complete the Interim Report and submit to the Student Services Achievement Coordinator.

Apply Intervention Plan if required.

PERSONAL ATTRIBUTES

C	U	S	R	C - Consistently, U - Usually, S - Sometimes, R - Rarely
				1. Personality: *Pleasant, courteous, even temperament*
				2. Dependability: *Can be relied upon to follow through on instructions*
				3. Attendance: *Regular attendance*
				4. Initiative: *Uses any spare time profitably*
				5. Adaptability: *Able to adapt to changing conditions quickly*
				6. Attitude: *Enthusiastic about work, well suited to the job*
				7. Punctuality: *Very prompt*
				8. Personal Appearance: Well-groomed, *neat, clean appearance*

JOB PERFORMANCE

C	U	S	R	C - Consistently, U - Usually, S - Sometimes, R - Rarely
				1. Willingness to learn: *Enthusiastic about learning job functions*
				2. Following directions: *Follows directions well*
				3. Skill: Able *to perform tasks well*
				4. Quantity of work: Completes *all job tasks*
				5. Quality of work: Job *tasks performed thoroughly and accurately*
				6. Responsibility: Assumes *responsibility for job tasks to be completed*.
				7. Cooperativeness: *Works well with fellow employees, providing assistance if necessary*

C	U	S	R	C - Consistently, U - Usually, S - Sometimes, R - Rarely
				8. Interaction with students: *Interacts very well with students, works to engage students in tasks*
				9. Interpersonal Relationships: Able *to use proper channels of communication and to relate with fellow workers*
				10. Confidentiality: Able *to maintain high degree of confidentiality regarding student or personnel issues*
				11. Communication: Speaks *in a clear and concise manner; is able to gear the information to the comprehension level of the listener*
				12. Receptiveness to Supervision: *Willing and able to comprehend and carry out instructions of supervisors*

Additional Comments and Observations

(Volunteering, Professional Development Participation, Interests, Courses):

Specific Performance Concerns (an intervention plan is required):

Supervisor's Signature: _____ **Date:** _____

Employee's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Student Services Achievement Coordinator's Signature: _____ **Date:** _____

cc Educational Assistant appeals must be submitted in writing within seven (7) days of receipt of this evaluation.

Copies of the original report are sent to the Student Services Achievement Coordinator for placement in personnel files.

***If specific performance concerns are noted, an Intervention Plan is required. The principal shall inform the Student Services Achievement Coordinator of the plan created. Once all specific performance concerns are deemed satisfactory, a second evaluation shall be completed and submitted for the employee's file indicating the concerns have been addressed. If consecutive Intervention Plans are required, they too shall be submitted to the employee's file.*

Probation Period Performance Evaluation – 6 Months

Professional Growth Model - Educational Assistant

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

Complete the Interim Report and submit to the Student Services Achievement Coordinator.

Apply Intervention Plan if required.

PERSONAL ATTRIBUTES

C	U	S	R	C - Consistently, U - Usually, S - Sometimes, R - Rarely
				1. Personality: *Pleasant, courteous, even temperament*
				2. Dependability: *Can be relied upon to follow through on instructions*
				3. Attendance: *Regular attendance*
				4. Initiative: *Uses any spare time profitably*
				5. Adaptability: *Able to adapt to changing conditions quickly*
				6. Attitude: *Enthusiastic about work, well suited to the job*
				7. Punctuality: *Very prompt*
				8. Personal Appearance: Well-groomed*, neat, clean appearance*

JOB PERFORMANCE

C	U	S	R	C - Consistently, U - Usually, S - Sometimes, R - Rarely
				1. Willingness to learn: *Enthusiastic about learning job functions*
				2. Following directions: *Follows directions well*
				3. Skill: Able *to perform tasks well*
				4. Quantity of work: Completes *all job tasks*
				5. Quality of work: Job *tasks performed thoroughly and accurately*
				6. Responsibility: Assumes *responsibility for job tasks to be completed*.
				7. Cooperativeness: *Works well with fellow employees, providing assistance if necessary*

C	U	S	R	C - Consistently, U - Usually, S - Sometimes, R - Rarely
				8. Interaction with students: *Interacts very well with students, works to engage students in tasks*
				9. Interpersonal Relationships: Able *to use proper channels of communication and to relate with fellow workers*
				10. Confidentiality: Able *to maintain high degree of confidentiality regarding student or personnel issues*
				11. Communication: Speaks *in a clear and concise manner; is able to gear the information to the comprehension level of the listener*
				12. Receptiveness to Supervision: *Willing and able to comprehend and carry out instructions of supervisors*

Additional Comments and Observations

(Volunteering, Professional Development Participation, Interests, Courses):

Specific Performance Concerns (an intervention plan is required):

Supervisor's Signature: _____ **Date:** _____

Employee's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Student Services Achievement Coordinator's Signature: _____ **Date:** _____

cc Educational Assistant appeals must be submitted in writing within seven (7) days of receipt of this evaluation.

Copies of the original report are sent to the Student Services Achievement Coordinator for placement in personnel files.

***If specific performance concerns are noted, an Intervention Plan is required. The principal shall inform the Student Services Achievement Coordinator of the plan created. Once all specific performance concerns are deemed satisfactory, a second evaluation shall be completed and submitted for the employee's file indicating the concerns have been addressed. If consecutive Intervention Plans are required, they too shall be submitted to the employee's file.*

Professional Growth Model

Educational Assistant Professional Standards Rubrics

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

*At 6 months, Educational Assistants that have cleared the probationary period will complete the **Educational Assistant Professional Standards Rubrics.***

Critical thinking is thinking that assesses itself. Each step in the process of thinking critically is tied to a reflective step of self-assessment. The professional standards self-assessment inventory is intended to promote an inward look at you as a professional.

Professional Standards Self-Assessment Inventory
A. Supporting the Management and Organization of the Classroom

The Educational Assistant:	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Task Organization ***may not apply to all roles***	Organizes and coordinates daily work activities to complete specific tasks.	When prompted organizes and coordinates daily work activities to complete specific tasks.	Sometimes needs reminder to organize and coordinate daily work activities to complete specific tasks.	Does not organize and coordinate daily work activities to complete specific tasks.
Respect and Safe Atmosphere	Shows great sensitivity and respect for family and community culture, values, and beliefs. Models an atmosphere of safety and respect.	Communicates respectfully with parents and is sensitive to different families' culture and values. Reinforces an atmosphere of safety and respect.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity. Sometimes does not reinforce an atmosphere of safety and respect.	Is often insensitive to the culture and beliefs of students' families. Often fails to reinforce an atmosphere of safety and respect.
Student Organization	Models and assists students with gathering and organizing information and materials, meeting deadlines and assignment requirements, reviewing materials, and preparing for tests, as assigned.	When necessary, assists students with gathering and organizing information and materials, meeting deadlines and assignment requirements, reviewing materials, and preparing for tests, as assigned.	Sometimes does not assist students with gathering and organizing information and materials, meeting deadlines and assignment requirements, reviewing materials, and preparing for tests, as assigned.	Often fails to assist students with gathering and organizing information and materials, meeting deadlines and assignment requirements, reviewing materials, and preparing for tests, as assigned.
Student Transitions	Models and supports students to prepare for and successfully complete transitions through the school day.	When reminded supports students to prepare for and successfully complete transitions through the school day.	Sometimes does not support students to prepare for and successfully complete transitions through the school day.	Often fails to support students to prepare for and successfully complete transitions through the school day.
Teacher Supports	Assists in collecting, collating, and organizing materials, creating displays, and undertaking other supportive activities.	When prompted assists in collecting, collating, and organizing materials, creating displays, and undertaking other supportive activities.	Sometimes does not assist in collecting, collating, and organizing materials, creating displays, and undertaking other supportive activities.	Often fails to assist in collecting, collating, and organizing materials, creating displays, and undertaking other supportive activities.

The Educational Assistant:	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Reinforcement and Skill Development	Reinforces specific techniques, strategies, and language in alignment with teacher instruction. Utilizes the "I do, we do, you do" strategy.	When prompted reinforces specific techniques, strategies, and language in alignment with teacher instruction. When prompted will utilize the "I do, we do, you do" strategy.	Sometimes does not reinforce specific techniques, strategies, and language in alignment with teacher instruction.	Often fails to reinforce specific techniques, strategies, and language in alignment with teacher instruction.
Engagement	Intuitively assists in keeping students engaged in the range of activities that take place in the learning environment.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved, but some students are disengaged.	Rarely hooks student's interests or keeps them engaged.
Responsive	Intuitively responds to the needs of the students as well as the teacher and/or school team in a timely and appropriate manner.	When prompted responds to the needs of the students as well as the teacher and/or school team in a timely and appropriate manner.	Sometimes does not respond to the student, teacher and/or school team needs.	Does not respond to the student, teacher and/or school team needs.
As I look at my responses to this section, key areas for growth and development are:				

B. Supporting Supervision

The Educational Assistant:	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Expectations	Is direct, specific, and consistent in communicating and enforcing very high expectations.	Is direct, specific, and consistent in communicating expectations.	Is inconsistent in communicating expectations.	Does not communicate expectations.
Problem Situations and Behaviour Intervention	Watches for potential problem situations and works proactively. Reports, immediately, to teachers on observed student behaviour and outcomes.	Reacts promptly to problem situations and prevents escalation of conflict whenever possible. Reports to teachers on observed student behaviour and outcomes.	Is slow to react to problem situations and allows issues to escalate. Needs reminders to report to teachers on observed student behaviour and outcomes.	Does not respond to problem situations and allows issues to become out of control. Does not report student behaviours and outcomes to the teacher.
Supervision	Helps classroom teachers with the supervision of students, which involves following supervision timetables and plans based on school guidelines and procedures.	With prompts helps classroom teachers with the supervision of students, which involves following supervision timetables and plans based on school guidelines and procedures.	With prompts, is slow to help classroom teachers with the supervision of students, which involves following supervision timetables and plans based on school guidelines and procedures.	Does not help classroom teachers with the supervision of students, does not follow supervision timetables and plans based on school guidelines and procedures.

The Educational Assistant:	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Safe & Belonging	Intuitively contributes to student safety, reinforces a positive, welcoming environment, and resolves situations that may pose a risk to students or compromise their educational opportunities. Proactively identifies safety issues and takes preventative measures, by following established safety policies and procedures.	With prompts contributes to student safety, reinforces a positive, welcoming environment, and resolves situations that may pose a risk to students or compromise their educational opportunities. Reactively identifies safety issues and brings to the attention of the teacher or the principal.	With prompts and reminders sometimes contributes to student safety, reinforces a positive, welcoming environment, and resolves situations that may pose a risk to students or compromise their educational opportunities. Needs reminders to watch for safety issues and to take preventative measures, Needs to be reminded of established safety policies and procedures.	Does not contribute to student safety. Ignores safety issues and does not bring to the attention of the teacher or the principal.
Current and Up-to-Date	Takes the initiative to keep up to date with school, divisional, and provincial policies and safety requirements.	With reminders and prompting will keep up to date with school, divisional, and provincial policies and safety requirements.	Makes little effort to keep up to date with school, divisional, and provincial policies and safety requirements.	Makes no effort to keep up to date with school, divisional, and provincial policies and safety requirements.
School Management Systems	With integrity works within established school rules and bottom-lines, including classroom management structures, behavioural rules, and student expectations.	With reminders, works within established school rules and bottom-lines, including classroom management structures, behavioural rules, and student expectations.	Makes little effort to work within established school rules and bottom-lines, including classroom management structures, behavioural rules, and student expectations.	Contradicts established school rules and bottom-lines, including classroom management structures, behavioural rules, and student expectations.
As I look at my responses to this section, key areas for growth and development are:				

C. Supporting the Needs of Students

The Educational Assistant	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Following of SSPs	Has a very good understanding of the goals and needs of the student(s) they work with. Authentically follows the student specific plan and implements the strategies and programming outlined in the SSP/Daily Plan.	Has a good understanding of the goals and needs of the student(s) they support. Rigidly follows the student specific plan and implements the strategies and programming outlined in the SSP/Daily Plan.	Does not have a thorough understanding of the goals and needs of the student(s) they work with. Needs reminders and monitoring to follow the student specific plan and implement the strategies and programming outlined in the SSP/Daily Plan.	Does not have a thorough understanding of the goals and needs of the student(s) they work with. Does not follow the Daily Plan or align programming with the student specific plan.
Differentiated Instruction & Student Interest	Artfully incorporates student interests and strengths into their programming.	Needs reminders to incorporate student interests and strengths into their programming.	Does not incorporate student interests and strengths into their programming.	Is unaware of student interests and strengths.
Adaptability	Able to adapt to changing conditions quickly.	Able to adapt to changing conditions after instruction.	Requires detailed explanation of changes.	Unable to adapt to changing conditions quickly

The Educational Assistant	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Fostering Independence	Fosters independence through modelling, mentoring and reinforcing strategies to help students develop independence.	When reminded works to build independence through modelling, mentoring and reinforcing strategies to help students develop independence.	Sometimes works to build independence through modelling, mentoring and reinforcing strategies to help students develop independence. Often models too much.	Does not foster independence; provides too much support and completes the task for the child.
Confidence Building and Teaching Self-Advocacy	Innately applies strategies to build student self-confidence and promote student independence.	With a conscious effort applies strategies to build student self-confidence and promote student independence.	When reminded by a supervisor applies strategies to build student self-confidence and promote student independence.	Sometimes does not apply strategies to build student self-confidence and promote student independence.
Parent Communication & Responsiveness ***may not apply to all roles****	Successfully and positively communicates back and forth with parents in daily communication book. Comments are relevant and goal specific. Immediately and successfully brings parent concerns to the classroom teacher and/or Resource Teacher so that they can be dealt with immediately.	With reminders positively communicates back and forth with parents in daily communication book. Comments are polite but not always relevant and/or goal specific. When prompted will bring parent concerns to the classroom teacher and/or Resource Teacher so that they can be dealt with immediately.	Does not consistently communicate back and forth with parents in daily communication book. Comments have little relevance to goals and progress. Inconsistently brings parent concerns to the classroom teacher and/or Resource Teacher so that they can be dealt with immediately.	Rarely communicates back and forth with parents in communication book. Does not bring parent concerns to the classroom teacher and/or Resource Teacher so that they can be dealt with.
Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, strategies, questions, materials, technology, and groupings to foster student learning.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
Relationship & Encouragement	Intuitively motivates and encourages student participation through prompting, encouragement and pre-teaching. Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	When reminded motivates and encourages student participation through prompting, encouragement and pre-teaching. Is fair and respectful toward students and builds positive relationships.	Occasionally motivates and encourages student participation through prompting, encouragement and pre-teaching. Is fair and respectful toward most students and builds positive relationships with some.	Does not motivate and encourages student participation. Is sometimes unfair and disrespectful and may plays favorites.

As I look at my responses to this section, key areas for growth and development are:

D. Professional Responsibilities

The Educational Assistant	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances state below.	Has many absences (11 % or more). If there are extenuating circumstances state below.

The Educational Assistant	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Reliability and Punctuality	Proficiently carries out assignments conscientiously and punctually, is never late, and communicates effectively with supervisors and colleagues.	Consistently carries out assignments conscientiously and punctually, is rarely late, and communicates well with supervisors and colleagues.	Satisfactorily carries out assignments conscientiously and punctually, is sometimes late, and communicates okay with supervisors and colleagues.	Unsatisfactorily carries out assignments conscientiously and punctually, is often late, and does not communicate well with supervisors and col/eagues.
Professionalism	Presents as a professional and always observes appropriate boundaries.	Demonstrates professional demeanour and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
Judgement	Is invariably ethical, honest, and forthright, uses impeccable judgement, and respects confidentiality.	Is ethical and forthright, uses good judgement, and maintains confidentiality with student information.	Sometimes uses questionable judgement, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgement, and/or discloses student information.
Above and Beyond	Unconsciously supports teachers in the high volume of activity and changes that takes place in a typical day.	When asked will support teachers in the high volume of activity and changes that takes place in a typical day.	When asked, is selective in supporting teachers in the high volume of activity and changes that takes place in a typical day.	Fails to support teachers in the high volume of activity and changes that takes place in a typical day.
Communication	Communicates effectively and respectfully with staff and students, using language and tone appropriate to the student and situation.	Communicates effectively with staff and students, using language and tone appropriate to the student and situation.	Sometimes communicates effectively with staff and students, using language and tone appropriate to the student and situation.	Often speaks in a sarcastic and disrespectful tone.
Openness and Growth Mindset	Actively seeks out feedback and suggestions from colleagues and leaders. Actively reaches out for new ideas and engages with colleagues to figure out what works best.	Responds to feedback and suggestions from colleagues and leaders. Accepts suggested new ideas and works to implement them.	Is somewhat defensive but does listen to feedback and suggestions and with guidance works to implement them.	Is very defensive to feedback and resistant to new ideas and change.
Collaboration	Regularly initiates team collaboration and cooperation in order to support student programming.	Works collaboratively and cooperatively to support student programming.	Occasionally works collaboratively and cooperatively to support student programming.	Collaborates infrequently and opts to work independently and on own agenda.
Temperament	Does not take student behaviour personally; is able to maintain composure and an even temperament.	Does not take student behaviour personally; but must remove themselves in order to maintain composure.	Sometimes takes student behaviour personally; escalates students with their reaction.	Often takes student behaviour personally; escalates students with their reaction and damages their relationship.
Confidentiality	Able to maintain a high degree of confidentiality regarding student or personnel issues.	Requires reminders to maintain high degree of confidentiality regarding student or personnel issues.	Requires frequent reminders to maintain high degree of confidentiality regarding student or personnel issues.	Unable to maintain confidentiality regarding student or personnel issues.

As I look at my responses to this section, key areas for growth and development are:

E. Other Duties

The Educational Assistant	4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Technology (ACC, devices, etc.) ***may not apply to all roles****	Proficiently models, uses, maintains, and supervises student use of specialized devices, equipment, and technologies, following clinician plans and student specific plans (i.e., Spellchecker, Communication Device, PEX, Visual Schedules, etc.)	Satisfactorily models, uses, maintains, and supervises student use of specialized devices, equipment, and technologies, following clinician plans and student specific plans (i.e., Spellchecker, Communication Device, PEX, Visual Schedules, etc.)	Needs reminders to model, use, maintain, and supervise student use of specialized devices, equipment, and technologies, following clinician plans and student specific plans (i.e., Spellchecker, Communication Device, PEX, Visual Schedules, etc.)	Fails to model, use, maintain, and supervise student use of specialized devices, equipment, and technologies, following clinician plans and student specific plans (i.e., Spellchecker, Communication Device, PEX, Visual Schedules, etc.)
Multitasking	Is proficiently able to multi-task; support one or more students and tend to other classroom tasks.	Is satisfactorily able to multi-task; support one or more students and tend to other classroom tasks.	Can tend to more than one student when focussed on the same task.	Can only tend to one child or one task at a time.
Routines	Successfully reinforces student and class routines up front, so that students maintain them throughout the year.	Reinforces classroom routines and has students maintain them all year.	Tries to reinforce classroom routines, but many of the routines are not maintained.	Does not reinforce classroom routines and is constantly nagging, threatening, and punishing students.
Initiative	Uses any spare time profitably, inquires with teacher for additional tasks.	Uses any spare time profitably.	Completes only tasks assigned; does not use spare time profitably.	Requires constant support and supervision during unstructured time.
Willingness to Learn	Enthusiastic about learning job functions and strategies; initiates more learning. Willing to try new tasks or strategies.	Open to learning job functions and strategies; initiates more learning. Open to try new tasks or strategies.	Somewhat open to learning job functions and strategies; initiates more learning. Somewhat open to try new tasks or strategies.	Apathetic, not interested in learning job functions and strategies; resistant to more learning. Not receptive to try new tasks or strategies.
Personal Protection Equipment	Faithfully adheres to Workplace Safety & Health guidelines and recommendations (i.e., bite sleeves, rubber gloves, etc.). Works to minimize exposure to hazards that cause serious workplace injuries and illnesses.	Adheres to Workplace Safety & Health guidelines and recommendations (i.e., bite sleeves, rubber gloves, etc.). Works to minimize exposure to hazards that cause serious workplace injuries and illnesses.	With reminders adheres to Workplace Safety & Health guidelines and recommendations (i.e., bite sleeves, rubber gloves, etc.). Works to minimize exposure to hazards that cause serious workplace injuries and illnesses.	Often does not adhere to Workplace Safety & Health guidelines and recommendations (i.e., bite sleeves, rubber gloves, etc.). Works to minimize exposure to hazards that cause serious workplace injuries and illnesses.
Personal Technology	Personal technology devices (smartphone and smart watch) are used responsibly and are not a distraction to the employee or students they are working with. The individual uses their personal devices as a tool to support student programming and learning. The individual uses break times to check personal communications.	Personal technology devices (smartphone and smart watch) are used responsibly and are not a distraction to the employee or students they are working with. The individual uses break times to check personal communications.	Personal technology devices (smart phone and smart watch) are used responsibly; but are sometimes a distraction to themselves and students.	Personal technology devices (smart phone and smart watch) are a distraction and a chronic problem.

As I look at my responses to this section, key areas for growth and development are:

Educational Assistant Professional Growth Plan

Name: _____ **School:** _____

Assignment: Educational Assistant **Date:** _____

Educational Assistants and Nutritional Program Assistants utilize this growth plan to set professional development goals annually. New assistants require a minimum of one (1) goal, while returning staff establish up to three (3) goals in collaboration with supervisors.

Goal #1 (New Educational Assistants only require 1 goal)

Area of Focus:	**Domain (A, B, C, D, E):** _____ **What skill would you like to develop?**
Action Plan:	**What steps will you take to achieve this goal?**
Measures / Success Indicators:	**How will you know you have succeeded?**
Results / Outcomes:	**To be completed during Year End Review:**

Goal Setting Agreement (September)

Employee Signature: _____ **Supervisor Signature:** _____

Date: _____ Date: _____

Year-End Review (by June 15)

Employee Signature: _____ **Supervisor Signature:** _____

Date: _____ Date: _____

Educational Assistant Evaluation Summary Report

EVALUATION SUMMARY REPORT BASED ON RATING OF THE PROFESSIONAL STANDARDS RUBRICS

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

To be completed by the Administrator by May 31.

A copy to be provided to the Educational Assistant and filed in their personnel file.

A. Supporting the Management and Organization of the Classroom

4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary

Comments:

B. Supporting Supervision

4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary

Comments:

C. Supporting the Needs of Students

4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary

Comments:

D. Professional Responsibilities

4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Comments:			

E. Other Duties

4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary
Comments:			

Overall Rating

4. Highly Effective	3. Effective	2. Progressing	1. Improvement Necessary

Overall Comments by Supervisor

Overall Comments by Educational Assistant

Supervisor's Signature: _____ **Date:** _____

Employee Signature: _____ **Date:** _____

(By signing, the Educational Assistant acknowledges having seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

ATTACH THIS PAGE TO THE EDUCATIONAL ASSISTANT PROFESSIONAL STANDARDS RUBRICS