



EDUCATIONAL ASSISTANT PERFORMANCE FRAMEWORK

1. Domain 1. STUDENT MANAGEMENT		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Implement teacher behaviour management strategies using the same emphasis and techniques	Needs assistance to manage student behaviour.	Uses teacher's behaviour management strategies (same techniques, words, directions) consistently.
Accommodate and support physical needs: • feeding • toileting • physiotherapy • safety • behaviour • aggression-team intervention • repositioning/transfer/ lifts • changing • mobility • medical, as per board policy • administer medication, as per board policy	Needs reminders and assistance to care for student's physical needs.	Attends to student at appropriate time and in appropriate manner.
Supervise student activity at arrival, recess, lunch and other unstructured components of the day as required	Requires reminders to be on time and to supervise student.	Greets student upon arrival, bids farewell at departure, and supervises during recesses and lunch hour.
Assist with student behaviour management skills, supervise time-out, make sure class and school rules are understood and followed	Needs reminders about acceptable student behaviours. Requires assistance and direction to remove and supervise student's time-out.	Uses teacher's strategies to reinforce behaviour management skills. Removes and supervises student's time-out and assists with student's assigned work and records incident.
Demonstrate ability to follow instructions and implement directives	Does not follow directions nor implement directives.	Follows and implements directives without reminders or supervision.
Domain 2. PROFESSIONAL RESPONSIBILITY		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Monitor and assist with evaluations, assessments, tests or examinations. Assisting includes, but is not limited to, providing prompts to return the student's attention to task, rewording or rephrasing the information, reading the response	Is unable or reluctant to monitor and assist evaluations, assessments, tests or examinations.	Supervises and assists student writing evaluations, assessments, tests or examinations. Rewords questions to assist student to understand what is being asked.

back to the student, verbatim scribing, and making corrections as per the student directions.		
Assist with observing, charting progress, and documenting behaviours.	Needs prompts and reminders to complete record keeping. Records are brief and superficial.	Keeps detailed records of student and provides suggestions and feedback on the information.
Assist with lesson follow-up and assigned projects.	Needs direction and training in order to assist student. With limited knowledge of what is being taught, modifications are difficult.	Can modify and adapt a program based on the objectives suggested by the teacher.
Demonstrate professional conduct and support academic instruction: • review/support instruction • focus student • monitor assistive devices • guide task follow-through • assist with evaluations • encourage social and emotional growth • assist other students when time and opportunity permits	Comments and attitude concerning program, students, parents and co-professional detract from the collaborated success of the program. Confidentiality not appropriately demonstrated.	Participation in the ongoing monitoring of student and program needs is constructive and benefits all stakeholders.

Domain 3. KNOWLEDGE

Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Demonstrate knowledge of student development	Demonstrates limited knowledge of the developmental characteristics of the age group.	Demonstrates knowledge of developmental characteristics of the age group.
Demonstrate knowledge of effective strategies and program goals for students	Student needs are not effectively addressed by learning strategies utilized.	Utilizes a wide range of learning strategies appropriate to the needs of individual students. Seeks assistance in development of additional strategies to address student needs.
Demonstrate familiarity with the classification and characteristics of exceptionalities and relevant educational terms	Limited knowledge of the classification and characteristics of exceptionalities and relevant educational terms, and is unaware of the student's classification and how it relates to the classroom.	Knowledge of the classification and characteristics of exceptionalities and relevant educational terms. Awareness of the student's classification and how it relates to the classroom.
Demonstrate knowledge and use of Assistive Technology	Limited knowledge and use of Assistive Technology.	Demonstrates adequate knowledge and use of Assistive Technology in support of students.

Domain 4. COMMUNICATIONS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Assists regularly with communication notes to home i.e. homework, assignments, activities	Difficulty following the routines established by the teacher for recording and communicating information to home. Notes are poorly written or important information omitted.	Regularly collaborates with the teacher and student to develop effective communications to the home.
Establishes positive relationships with individual student (hobbies, interests and career goals).	Social interaction limited and indifferent.	Interacts enthusiastically with the student.
Enhance student self-concept through positive feedback.	Reinforcement is either negative or inappropriate.	Uses positive strategies to build self-confidence.
Translate or interpret behaviour and non-verbal communication for teacher or others who may not be familiar with the student.	Shows limited awareness of the communication intent or ability of the student.	Assumes an intervener role. Involves the student in the communication process. Assists the student to further develop their communication skills.
Demonstrate appropriate interpersonal skills.	Inability to communicate and get along with others interferes with job performance.	Demonstrates good interpersonal skills.
Domain 5. ATTITUDE / WORK HABITS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Demonstrate a Positive Attitude	Resentful of taking direction, uncooperative, does not seem to enjoy the job.	Cooperative and willing to be of assistance, enjoys the job.
Is a Valuable Team Member	Prefers to work in isolation, does not contribute to team planning sessions, wants to delineate what is not part of the job.	Willingly contributes to team planning, readily accepts tasks assigned by the supervisor.
Punctuality	Is late for work/meetings/timetable expectations.	Is punctual for work/meetings/timetable expectations.
Is Aware of Health & Safety Concerns	Pays little or no attention to health & safety in the workplace.	Is aware of health and safety concerns in the workplace and works according to direction given.