

JAMES BAY LOWLANDS SECONDARY SCHOOL BOARD
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ADMINISTRATIVE PROCEDURE HUMAN RESOURCES: NO. 452	
Effective	August 21, 2019
Last Revised	August 15, 2023

PERFORMANCE APPRAISAL: EDUCATIONAL ASSISTANT

PURPOSE

The James Bay Lowlands Secondary School Board recognizes the important role that educational assistants play in supporting the achievement and well-being of students with special education needs within the Board.

Performance appraisal is an on-going constructive, cooperative process which helps the staff of the Board to foster an attitude leading to life-long learning, professional growth, and job satisfaction. This, in turn, enhances learning for students.

System and school administrators have developed this administrative procedure to provide the framework for the on-going professional growth of educational assistants. Nothing in this procedure will contravene a collective agreement.

PROCEDURES

1. Performance Appraisal

- 1.1. The James Bay Lowlands Secondary School Board will implement this administrative procedure on a consistent, objective, and cooperative basis.
- 1.2. The principal will ensure that the expectations and criteria of supervision are clear to the educational assistant.
- 1.3. All educational assistants will be involved in performance appraisal within the framework of an Annual Professional Growth Plan.

2. Professional Growth Plan

- 2.1. The Professional Growth Plan is a differentiated model for performance appraisal. It provides for educational assistants at different stages in their careers, who have different goals and different strengths, to engage in self-evaluation and in discussion about achievement of professional goals with an administrator.
- 2.2. Processes which encourage an educational assistant to reflect on key elements of professionalism and to confer with colleagues are key to strengthening the profession as a whole. The Professional Growth Plan recognizes the critical importance of:

- a) personal reflection on the educational assistant's role in the classroom;
 - b) dialogue with professional colleagues; and
 - c) collaborative analysis of strategies and techniques.
- 2.3. Educational assistants will create an annual growth plan to establish professional development goals, and share a copy with the principal or designate.
[See Form 452-A Educational Assistant Annual Professional Growth Plan.]
- 2.4. The key elements of effective performance by an educational assistant are set out in Form 452-B Professional Growth Self-Evaluation. These criteria are very useful in determining goals and objectives for the Annual Professional Growth Plan. The elements of effective performance are as follows:
- Student Management
 - Professional Responsibility
 - Knowledge
 - Communications
 - Attitude/Work Habits
- 2.5. The educational assistant will follow the timeline and reporting procedures set out on Form 452-A for implementing the Annual Professional Growth Plan, and will develop specific indicators of growth (goals and objectives).
- 2.6. At the end of the school year, the educational assistant will discuss achievement of the goals of the Annual Growth Plan with an administrator.
- 2.7. Educational assistants are also encouraged to complete a self-evaluation of their performance in achieving the key elements of professional practice for educational assistants as listed in subsection 2.4 above. Form 452-B Professional Growth Self-Evaluation is a useful tool from which to select specific criteria for this purpose.
- 2.8. The value of working on the criteria described in Form 452-B Professional Growth Self-Evaluation can be enhanced by pursuing a peer coaching model with a colleague, meeting to discuss the most effective strategies and to learn more about supporting students with special needs.
- 2.9. Participation in school professional learning community meetings is another important way to promote professional growth.

REFERENCE DOCUMENTS

Legal:

Education Act, Section 265 Duties of Principals: Cooperation and coordination of effort among members of the staff

Ontario Regulation 298 Operation of Schools General: Section 11 Duties of Principals: In charge of instruction, organization, and management of the school

Ontario College of Trades. (2000) Apprenticeship Training Standard. Educational Assistant.

Board:

Board Policy GOV-03 Role of the Supervisory Officer

Board Policy GOV-19 Special Education

FORM 452-A Educational Assistant Annual Professional Growth Plan

FORM 452-B Educational Assistant Professional Growth Self-Evaluation