

**CLASSROOM ASSISTANT INTERIM REPORT (WEEK 3)**

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| **Classroom Assistant Name & Program:** |  |
| **Practicum Dates:** |  |
| **School Board:** |  |
| **School Name:** |  |
| **Classroom Teacher Name:** |  |
| **Grade/Subject(s):** |  |

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| **ACHIEVEMENT LEVELS** | |
| **Level 4** | The Classroom Assistant demonstrates the required skills/attitudes with a high degree of effectiveness. |
| **Level 3** | The Classroom Assistant demonstrates the required skills/attitudes effectively. |
| **Level 2** | The Classroom Assistant demonstrates the required skills/attitudes with some effectiveness. |
| **Level 1** | The Classroom Assistant demonstrates the required skills/attitudes with limited effectiveness. Remediation is required. |

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| **SKILLS AND ATTITUDES** | **LEVEL** |
| **1. Professional Behaviour** | |
| Demonstrates initiative and resourcefulness towards professional growth |  |
| Completes assigned tasks according to agreed upon timelines |  |
| Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment) |  |
| Assists the classroom teacher in carrying out non-instructional duties as required | |
| Assists the classroom teacher in classroom maintenance as required |  |
| **2. Rapport with Students** |  |
| Shows enthusiasm when working with students |  |
| Shows patience and understanding towards students | |
| Demonstrates appropriate responses to child initiated interactions |  |
| **3. Rapport with Adults** |  |
| Engages in professional communications with others in the learning community (e.g., classroom Teacher, colleagues, learners) |  |
| Participates and cooperates as part of a team |  |
| Demonstrates a knowledge of ethical and confidential behaviour | |
| Communicates with parents under the direction of the classroom teacher |  |
| **4. General Instructional Classroom Support** |  |
| Demonstrate skill in providing supportive group management strategies during classroom instruction and transition periods |  |
| Provides reinforcement to students for skills and concepts learned through classroom teacher instruction |  |
| Demonstrates a sense of when either the teacher or a student needs assistance |  |
| Assists with the administration of informal assessments and/or observational and recording skills as required by the classroom teacher | |
| Uses appropriate instructional support skills, such as prompts, modeling, shaping and appropriate reinforcement of learned skills |  |
| Provides objective feedback to the teacher on student progress and behaviour |  |
| **5. Implementation of Individual Education Plans (or equivalent)** |  |
| Assists with the preparation of specialized teaching aides and materials as planned by the teacher |  |
| Carries out instructional activities to reach IEP goal on an individual basis or within a group as planned by the teacher |  |
| Provides modelling and guidance when implementing activities that socially integrate children with special needs | |
| **6. Behaviour Management** |  |
| Uses a consistent behavioural support system when working with students |  |
| Provides students with feedback and reinforcement consistent with teacher’s behaviour management plan |  |
| Redirects inappropriate and detrimental behaviours in a positive manner |  |
| Reinforces and encourages appropriate behaviour in a group and among individuals |  |

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| **CLASSROOM TEACHER COMMENTS** |
| The Classroom Assistant has demonstrated strengths in the following areas: |
| Next steps for development include: |

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| **Days Absent:** | **Days Late:** |

**I have discussed this report with the Classroom Assistant**

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| **Classroom Teacher Signature:** |