

EDUC 1010/2010

ICADP Practicum

Practicum Handbook
Students, Principals and Classroom Teachers



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ICADP Practicum (EDUC 1010 and EDUC 2010)

This Practicum Handbook is the course outline for EDUC 1010 ICADP Practicum I and EDUC 2010 ICADP Practicum II. It also serves as a reference for supervising teachers, principals and faculty advisors.

Course Description

Classroom assistant candidates engage in school-based field experiences as an introduction to the profession. Candidates examine and engage in the responsibilities and scope of practice of educational assistants and reflect upon their experiences to inform their personal and professional development. This practicum must be completed prior to entering ACADP II.

Learning Expectations/Outputs

Classroom Assistant candidates:

- Become involved in classroom settings in which classroom assistants can relate the professional theory acquired at the Faculty to the practical aspects of assisting in the classroom
- Become familiar with the school environment and programs
- Observe the activities of learners and competent teachers who will provide models of excellence in teaching and professionalism
- Interact with students in a variety of contexts
- Critically examine their own professional practice
- Practice the skills of planning and implementation, communication, and management

Course Requirements

- Classroom Assistant candidates are required to attend all scheduled classes and successfully complete six weeks of practicum during the academic year.
- EDUC 1010 ACADP Practicum I is a pass (SAT) or fail (F) course and may be attempted only once.

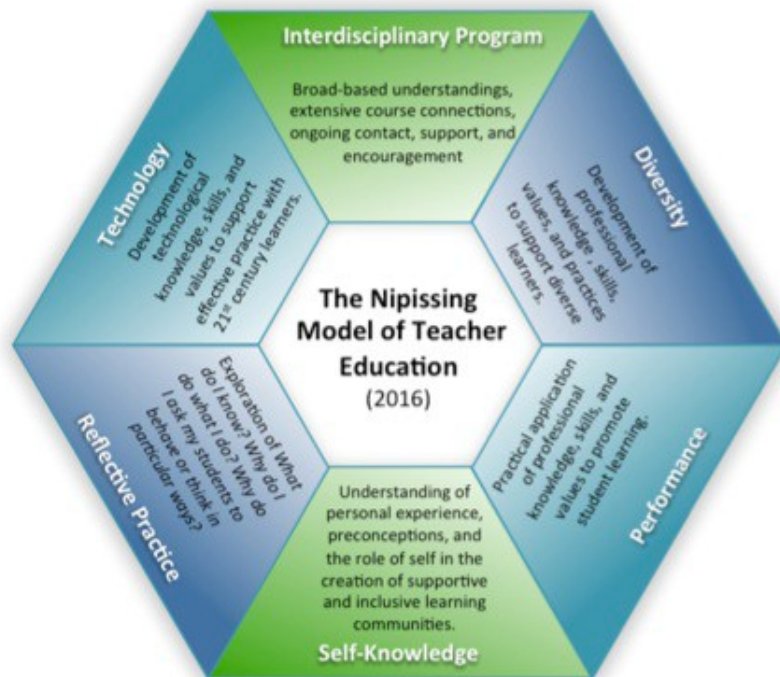
Practicum Cancellation

Failure by a classroom assistant candidate to submit his/her required documentation by the applicable deadlines (e.g., Police Vulnerable Sector Check, Health & Safety) will result in the cancellation of the practicum. Cancelled practicum must be made up in its entirety and will be rescheduled at the discretion of the Practicum Office. A \$400 administrative fee will apply. Practicum will not be scheduled during exam week for any reason. If practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in completion of the program.

In the Schulich School of Education...

We believe that teaching is more than acquiring professional and practical knowledge, skill, and values. It is art, science, intuition, interaction, moral and ethical craft, community property, performance, design, innovation, and ultimately transformation. It involves intense exploration of personal experience and self-knowledge within many different contexts: professional, practical, curricular, theoretical, cultural, and political.

We guide you on a journey as you become the very best you can be. Becoming a teacher occurs in different ways and at different rates; it requires opportunities to ask questions, collaborate, engage in research and inquiry, and diverse learning experiences. Our conceptual framework is characterized by multiple pathways that facilitate critical understandings of what it means to be a teacher in today's global community.



We model and invite you to engage as we explore the Ontario College of Teachers' *Foundations of Professional Practice*. We are committed to you and your learning. We are current in our professional knowledge and apply it throughout the program. We demonstrate leadership and engage in ongoing professional learning.

And most importantly, just as you will with your students, we care and respect you as individuals, and we seek to foster relationships that are grounded in trust and integrity.

ROLE OF THE CLASSROOM ASSISTANT STUDENT

Classroom assistant candidates enter the school as associate members of the teaching profession and should accept the responsibilities assigned by the school principal and the classroom teacher. During the practicum, classroom assistant candidates are observing students, studying the role of the teacher, practicing teaching skills and reflecting on this experience. They should work closely with their classroom teachers in planning, implementing, differentiating and evaluating the learning expectations and opportunities.

Arrival/ Departure

Classroom Assistant candidates are expected to report to the school office at least 30 minutes before official school opening on the first day of each practicum block. On subsequent days, they are expected to report to their assigned classroom at least 30 minutes before the bell rings and to remain at the school for at least 30 minutes at the end of the school day. Classroom Assistant candidates should also check with their classroom teacher(s) about expectations for appropriate arrival and departure times should additional time be required for consultations and/or participation in extra-curricular activities.

Absence from Practicum

Regular attendance throughout the practicum is an expectation for successful completion of Practicum I. Classroom Assistant candidates must make every effort to schedule appointments outside of regular school hours. Classroom Assistant candidates who must be absent from practicum are required to follow the procedures outlined below. Failure to report absences as outlined below may result in the teacher candidate being removed from the placement:

On or before the day of absence and before school begins for the day, the teacher candidate must contact:

1. The classroom teacher(s) and/or school office
2. The Principal, Aboriginal Programs– a message can be left on the voicemail system at 705-474-3450 ext. 4369

Classroom Assistant candidates who are aware that they will be absent from practicum (e.g., medical appointment, religious observance) must notify the Principal, Aboriginal Programs and their classroom teacher(s) in advance.

Teacher candidates who are absent from practicum are required to make up all missed time as soon as possible and are responsible for negotiating the dates directly with their classroom teacher(s). If a classroom assistant candidate is unable to make up missed time prior to the end of the academic year, he/she must notify the Principal, Aboriginal Programs immediately.

Extended Absence from Practicum (3 days or more)

An extended absence of three or more days in a practicum block due to illness requires a medical certificate, submitted to the Principal, Aboriginal Programs upon return to campus. Other absences of three or more days (e.g., funeral) will also require acceptable documentation to be submitted to the Principal, Aboriginal Programs upon return to campus. Classroom assistant candidates who miss three or more days must contact the Principal, Aboriginal Programs prior to making arrangements with their

classroom teacher(s) to make up the time. Depending on the length and nature of the absence, the Principal, Aboriginal Programs may determine that the classroom assistant candidate must successfully complete an additional practicum in order to meet the course requirements of Practicum I. Additional practicum is subject to a \$400 administrative fee and will be scheduled at the discretion of the Practicum Office. If the practicum cannot be arranged and completed by the beginning of June, it will automatically be deferred to the following academic year, causing a delay in program completion.

Snow Days during Practicum

Teacher candidates are expected to make every reasonable effort to attend practicum when buses are cancelled. If it is unsafe for a teacher candidate to get to the school first thing in the morning, he/she should monitor the conditions and attempt as soon as the roads have been cleared. Teacher candidates who do not attend practicum when the buses are cancelled are considered absent and are required to make up the time missed. Teacher candidates are not expected to attend practicum when schools are closed due to inclement weather.

Practicum Deferral

As the practicum is a key component of the ICADP program and is time-sensitive, requests for deferral must be made before the practicum block begins, and will only be considered in the most extreme cases. Deferrals will not be granted once the practicum block has begun. Teacher candidates requesting a deferral must complete a Classroom Assistant Candidate Request for Deferral form and submit it to the Principal, Aboriginal Programs. Appropriate documentation will be required.

In the rare instance that practicum is deferred, it will be rescheduled at the discretion of the Practicum Office and can be subject to a \$400 administrative fee. Practicum will not be scheduled during exam week for any reason. If practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in program completion. Refusal by a teacher candidate to complete the deferred practicum as assigned will result in a failed practicum block (Does Not Meet Expectations). A teacher candidate who receives an overall achievement of Does Not Meet Expectations is at risk of receiving a final grade of F (fail) in Practicum I.

PRACTICUM REQUIREMENTS

All ICADP students must keep a record of their practicum through the collection of written observations, school schedules and policies and personal reflections for the current practicum session.

1) Observations – For ICADP Practicum 1 only (EDUC 1010)

Classroom assistant candidates are asked to keep their practicum binder and its contents up-to-date and organized at all times. Their practicum binder will be available to classroom teachers and faculty advisors. Below is an example of the Tab suggestions that students should use to assist them.

Section #1: School and Teaching Timetable/School Policies

This is a weekly schedule of when classes occur with subject, titles and times. Classroom assistant candidates will highlight or outline their responsibilities. If such a timetable does not exist, classroom assistant candidates should create one.

Section #2 Observations: Classroom Teacher Classroom

Classroom assistant candidates should observe their classroom teacher(s) and make observation notes on their teaching and management strategies, resources, and classroom organization. Keep these notes organized according to headings (see below for the headings).

1. Management Strategies

- establishment and maintenance of a positive classroom climate
- expectations for student behaviour in the classroom, halls, lunchroom, on school property
- routines --- particularly transitions
- procedures for attendance, opening exercises, washroom, dismissal
- use of positive reinforcement
- methods of dealing with unacceptable behaviour
- quiet signal and other signals
- effective discipline techniques
- student directed management strategies

2. Instructional Strategies

- learning centres, discussion, lecturing, games, research, programmed learning, etc.

3. Program Organization

- school schedules and classroom daily timetable, programme routines, subject integration, timetabling, routines and teaching responsibilities for special classes
- team teaching; role of teacher assistants and classroom volunteers

4. Student Organization

- class list, seating chart
- grouping procedures: whole class, small groups, independent study, peer learning, etc.

5. Instructional Materials

- use of chalkboard, Smartboards, bulletin boards, audio visual equipment, computers, books, kits, concrete materials
- location of and access to supplies and resources

6. Methods of Evaluation

- tracking, anecdotal records, student work folders, assignments, tests, etc.

7. Responsibilities of the Classroom Assistant outside the Classroom

- duty (yard, lunch, bus, etc.)
- extra curricular activities,
- curriculum and staff meetings,
- communication with parents, etc.
- health and safety issues (e.g., students with allergies, anaphylaxis policies governing administration of medication, procedures during inclement weather, bomb threats, lockdowns, etc.)

8. Provisions made for Exceptional Learners/Differentiation

- accommodation of students with learning exceptions
- differentiation of content, process, or product to meet student needs

2) Practicum Reflections

Reflections on the practicum experiences should provide classroom assistant candidates with opportunities on a daily basis to evaluate, in writing, the students' learning, the student's own effectiveness, and the next steps in the learning process.

Reflecting on the student's own effectiveness should assist them in their professional growth because it allows them to identify their strengths and areas for improvement. As well, it provides students with a forum to assess suggestions for continued growth made by their classroom teachers or visiting faculty members.

Classroom assistant candidates will be required to complete the following:

- a) At the end of each week, please share one experience that you feel is important to your development as a classroom assistant. Please share what happened and why you feel that this experience is important.
- b) This weekly reflection should be at least 1 page in length.
- c) You will be required to complete 6 weekly reflections.

3) Practicum Log

The Practicum Log is a chart that allows you to summarize your daily/weekly responsibilities in and out side the classroom. Please fill in this chart at the end of the week. Have your supervising teacher sign the chart to confirm that you have completed these responsibilities and duties.

You will be required to submit these materials to the Principal, Aboriginal Programs as part of the ICADP Practicum requirements.

FULL-TIME CLASSROOM ASSISTANTS/TUTOR ESCORTS

As a full-time classroom/educational assistant or a tutor escort, your daily responsibilities will typically fulfill all the practicum requirements. As such,

- a) Discuss your practicum responsibilities with your supervising/classroom teacher.
- b) With your classroom teacher, decide when your practicum will begin.
 - a. Your practicum (6 weeks) can begin at anytime in the school year.
 - b. Your practicum must end by May 31st (Year 1) or May 1st (Year 2) of the school year.
- c) Your classroom teacher must do the following:
 - a. Complete the interim (end of 3 weeks) and final (end of 6 weeks) assessment form.
 - b. Sign your weekly Practicum Log sheet.
- d) If you work in multiple classrooms, discuss with your Principal/Vice-Principal as to which teacher you will work with during the practicum.

ROLE OF THE CLASSROOM TEACHER

Classroom teachers should provide classroom assistant candidates with a model of excellence in teaching and professionalism. The classroom teachers will guide classroom assistant candidates in the planning and implementation process and provide feedback on their professional qualities, ability to communicate, planning, differentiation, implementation and classroom management. The classroom teachers will evaluate classroom assistant candidates' success during the practicum using the evaluation forms provided by the Faculty. Daily feedback about the classroom assistant candidate's professional growth should become a daily routine to provide maximum opportunities for student growth.

Mentoring

Classroom teachers will guide classroom assistant candidates in the planning process, particularly during the first practicum session. Classroom teachers may make suggestions to assist in the planning of teaching strategies and the availability of resources and provide opportunities for classroom assistant candidates to conduct classroom routines.

Written comments may be made by classroom teachers on any plans and specific recommendations for growth should be given to the classroom assistant candidates by the classroom teachers.

Time will be arranged each day by the classroom teacher so that formative feedback can be provided. The practicum growth descriptors on pages 17--20 may be used to provide a basis for communicating strengths and the areas that require growth.

Classroom teachers will expect classroom assistant candidates to participate in classroom activities and will provide opportunities for them to work with individuals and small groups.

Supervision and Evaluation

Classroom teachers must supervise as well as guide and mentor. Classroom teachers will evaluate classroom assistant candidates' professional growth by observing their engagement with and

assistance of students and comment on their effectiveness in communication, planning, implementation and classroom management. (The growth descriptors may be used in this process).

Classroom teachers will discuss classroom assistant candidates' work in the classroom on a daily basis in order to provide feedback and suggestions for improvement. It is the classroom assistant candidates responsibility to arrange this time with the Classroom Teacher on a daily basis. They will also assist classroom assistant candidates in developing criteria for self--evaluation. Daily feedback on classroom management, professional growth and other aspects should form part of the formative evaluation.

At the end of week 3 of the practicum session, the classroom teacher is required to complete the Interim Practicum Assessment that includes an overall rating as well as a rating of specific criteria and a space for comments. Categories within each of the areas of assessment should be rated according to what the classroom assistant candidate actually accomplished during the practicum and specific strengths and weaknesses should be indicated in the general comments. Promptly completed practicum reports provide timely support for the professional growth of classroom assistant candidates.

At the end of week 6 of the practicum session, the classroom teacher is required to complete the Final Practicum Assessment that includes an overall rating as well as the evaluation of specific criteria. Categories within each of the areas of assessment should be rated according to what the classroom assistant candidate actually accomplished during the practicum and specific strengths and weaknesses should be indicated in the general comments. Promptly completed practicum reports provide timely support for the professional growth of classroom assistant candidates.

In addition to the Interim and Final Assessment Forms, the classroom teacher is also asked to sign the Classroom Assistant's Practicum Log, which summarizes the daily/weekly responsibilities accomplished during one-week intervals of the practicum.

EDUCATIONAL ASSISTANT CANDIDATES AT RISK

Classroom teachers may use the following as a guideline if their classroom assistant candidate is experiencing difficulty in the practicum:

1. The classroom teacher is encouraged to keep appropriate documentation, particularly if the classroom assistant candidate demonstrates a rating of "Does Not Meet Expectations" in any area of the practicum evaluation.
2. Using the practicum evaluation as a basis for discussion, the classroom teacher should discuss concerns and areas for improvement with the classroom assistant candidate by offering constructive suggestions, guidance and assistance where necessary.
3. If necessary, the classroom teacher should contact the Principal, Aboriginal Programs (705-474-3450 ext. 4368 or aboriginalprograms@nipissingu.ca) for further guidance and support.
4. The classroom teacher, in conjunction with the Principal, Aboriginal Programs, should set reasonable and realistic goals for improvement, to be demonstrated by a date determined by the classroom teacher and Principal, Aboriginal Programs.
5. Classroom teachers are asked to notify the Principal, Aboriginal Programs (705-474-3450 ext. 4368) at any time a classroom assistant candidate is experiencing difficulty during a placement.
6. The classroom teacher, and Principal, Aboriginal Programs will monitor subsequent performance of the classroom assistant candidate, to determine whether or not the classroom assistant candidate may continue in the placement.
7. If the classroom assistant candidate is removed from the placement for any reason, the principal in conjunction with the classroom teacher(s) must complete the form "Classroom Assistant Candidate Removal from Practicum" form (page 12) and fax it to the Principal, Aboriginal Programs at (705) 472-8701 upon removal.

8. Classroom assistant candidates who receive an overall rating of “Does Not Meet Expectations” on a practicum evaluation will meet with the Principal, Aboriginal Programs to complete a “Classroom Assistant Candidate Improvement Action Plan” (page 13), prior to their next placement.

ROLE OF THE FACULTY IN PRACTICUM REQUIREMENTS

The role of the faculty members is to support classroom assistant candidates and to provide support for classroom teachers. This is accomplished by:

1. consulting with classroom teachers;
2. assisting classroom assistant candidates with the interpretation of advance information;
3. examining plans, observation notes and reflections
4. providing additional debriefing following the practicum sessions

POLICY FOR DETERMINATION OF FINAL GRADE IN PRACTICUM

Classroom assistant candidates must be successful in the course entitled: EDUC 1010 ICADP Practicum I, in addition to meeting all other academic requirements in order to continue in the Indigenous Classroom Assistant Diploma Program. Full program requirements are outlined in the Nipissing University Academic Calendar.

Classroom assistant candidates must be successful in the course entitled: EDUC 1020 ICADP Practicum II, in addition to meeting all other academic requirements in order to successfully complete the Indigenous Classroom Assistant Diploma Program.

Final standing in EDUC 1010 ICADP Practicum I and EDUC 2020 ICADP Practicum II is based on a thorough review of all practicum reports and other required documentation (by the Principal, Aboriginal Programs).

A classroom assistant candidate who receives a minimum overall achievement level of Meets Expectations on all practicum reports from his/her classroom teacher(s) and faculty advisor(s) (if applicable) and will receive a final grade of SAT (pass) in each respective Practicum course.

A classroom candidate who receives an overall achievement level of Does Not Meet Expectations on a practicum report from a classroom teacher or faculty advisor is at risk of receiving a final grade of F (fail) in each Practicum course. These classroom candidates will be invited to submit to the Principal, Aboriginal Programs a written reflection regarding their difficulty in the practicum. This documentation will become part of any future review of the teacher candidate’s file.

Additional Practicum

In very rare cases, the Principal, Aboriginal Programs may require a classroom assistant candidate to successfully complete additional practicum in order to meet the course requirements of a Practicum course. Classroom assistant candidates who do not receive a minimum overall achievement level of Meets Expectations in the additional practicum will receive a final grade of F (fail) in the Practicum course. Classroom assistant candidates who refuse to complete the additional practicum as assigned or who are removed/remove themselves from the practicum will receive a final grade of F (fail) in the

Practicum course.

In the rare instance that additional practicum is required may be subject to a \$400 administrative fee. Additional practicum will be scheduled as soon as possible at the end of the academic year. Practicum will not be scheduled during exam week for any reason. If the practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay of program completion.

The Schulich School of Education reserves the right to exercise its collective professional judgment about a classroom assistant candidate's final standing in the ICADP program.

Cause For Withdrawal From the Program

Any of the following may be considered cause for the immediate withdrawal of a classroom assistant candidate from any practicum assignment:

1. A charge by school personnel and/or Nipissing faculty of physical or sexual abuse;
2. An assessment by school personnel and/or Nipissing faculty that the classroom assistant candidate's behaviour seriously or chronically affects the intellectual, emotional or physical well-being of students;
3. In the opinion of Nipissing University's Schulich School of Education, the classroom teacher and/or the school principal, evidence that continued placement could have a detrimental effect on the school's program, the students or the staff.

CLASSROOM ASSISTANT CANDIDATE IMPROVEMENT ACTION PLAN

Name of Classroom Assistant Candidate:	
Program Division/Section:	
Areas of Concern (as indicated in the Practicum Assessment Reports):	
Practicum Evaluations Referenced (circle all reports referenced):	
Classroom Teacher: 3 rd week/6 th week	Principal 3 rd week/6 th week
Recommendations for Improvement (as indicated by Associate Dean):	
Expectations and possible outcome: On your next placement, you must receive an overall rating of "Adequate" for all three weeks from your associate teacher, and an overall rating of "Adequate" from your faculty advisor(s). Failure to do so could result in your withdrawal from the Aboriginal Classroom Assistant Diploma Program.	
I have discussed and agree with this Improvement Action Plan and understand the expectations and possible outcome outlined within.	
Principal, Aboriginal Programs:	Date: _
Classroom Assistant Candidate Signature:	Date: _

EDUC 1010/EDUC 2010: ICADP PRACTICUM LOG

Please complete and return this form to the Principal, Aboriginal Programs (chrisha@nipissingu.ca)

Classroom Assistant Name:	Student ID:
School/Organization:	Supervisor/Classroom Teacher Name:

Date	Summary of Responsibilities	Site Supervisor Initials
Week 1:		
Week 2:		
Week 3:		
Week 4:		
Week 5:		
Week 6:		

Reflections: Answer the following questions:

1. How did you apply course-based knowledge to your classroom experience during this practicum?

2. What aspect of your practicum experience resonated with you the most?

3. Describe the areas in which you feel you improved the most?

4. Describe the areas in which you feel you need to continue improving?

Classroom Assistant Signature:

Date:

Classroom Teacher Signature:

Date:

CLASSROOM ASSISTANT INTERIM REPORT (WEEK 3)

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

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. Remediat

SKILLS AND ATTITUDES	
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 te	
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	

CLASSROOM TEACHER COMMENTS

The Classroom Assistant has demonstrated strengths in the following areas:

Next steps for development include:

Days Absent:

Days Late:

I have discussed this report with the Classroom Assistant

Classroom Teacher Signature: _____

	E	P	A	D	N/A	COMMENTS (Please elaborate on strengths/areas for growth)
1. Professional Growth						
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					

I have discussed this report with the Classroom Assistant

Classroom Teacher Signature: _____