

Practicum Evaluation Form

EDAS 1211 Practicum II

Fall 2024

Students...

Please set up an **informal midpoint evaluation** and a **formal final evaluation** with both the School Supervisor **and** the Langara Supervisor.
This is **YOUR** professional responsibility.

The faculty of Langara College's Education Assistant (EA) Program appreciates the supervision and feedback given to the Langara EA students. **Immediate, regular and honest feedback** is essential to our students for their professional growth.

The following Practicum Evaluation Form lists the ***Practicum Outcomes*** and **Related Skills** expected of graduating Education Assistant Program students. EA Students and School Supervisors are responsible for understanding these. If you would like clarification on any of the related skills, please contact the student's Langara Supervisor.

Langara Student Email and Phone #	
School Supervisor Email and Phone #	
School Name Email and Phone #	
School Address and Postal Code	
School Administrator Email and Phone #	
Langara Supervisor Email and Phone #	
Placement Description (special class, grade)	

Learning Outcomes

Evaluation Criteria – Performance Rating Scale

(scale language based on Carol Dweck's Theory of Growth Mindset)

Acquiring:	1	EA candidate requires educators' direction and support to acquire skills
Developing:	2	EA candidate is learning to practice and apply skills, with some educators' support
Refining:	3	EA candidate is refining skills with increasing consistency and independence
Mastering:	4	EA candidate consistently and independently demonstrates competence in applying skills
Extending:	5	EA candidate takes ownership and self-initiates innovative use of skills
N/A		Not Applicable at this time

*Please use one form for both midpoint and final evaluation.
For the midpoint use an X for the final evaluation use an O.*

Prescribed Learning Outcomes

Students must pass all the following outcomes at level 3 or above by the final evaluation

		Performance Rating Scale				
		X=midpoint	O=final evaluation			
		1	2	3	4	5
1.	Requires minimal direction from the classroom teacher in student and/or group management					
2.	Actively supervises as required in classrooms and school grounds (e.g. playground, gym, hallways)					
3.	Sets clear, reasonable and consistent behavioural expectations					
4.	Models expected behaviours					
5.	Assists with personal care (not intimate care) for individual students as appropriate as directed and approved by educational team, (for example simple grooming tasks such as prompting students to get a tissue, to brush hair, helps student with coats, shoes, backpacks, lunch bags, feeding etc.)					N/A
6.	Describes own successes and challenges (what works and what doesn't)					
7.	Identifies and articulates goals for personal learning					
8.	Uses language of inclusiveness (for example: uses 'people first language')					
9.	Speaks and interacts in respectful ways with all students in the class including those from diverse backgrounds and students with special needs					
10.	Is open to diversity of culture, personality, and ways of thinking					
11.	Actively listens and is open to feedback from the school team.					
12.	Is flexible and adaptable					

Professionalism -Prescribed Learning Outcomes

Students must pass all the following outcomes at level 3 or above by the final evaluation

		Performance Rating Scale				
		X=midpoint	O=final evaluation			
1.	Meets workplace standards related to punctuality, attendance, grooming, and language	1	2	3	4	5
2.	Is responsible & actively accountable for his/her own actions & areas of responsibility	1	2	3	4	5
3.	Follows up on suggestions for improvement	1	2	3	4	5
4.	Speaks and acts in a respectful manner when working with students and colleagues	1	2	3	4	5
5.	Responds appropriately to situations related to safety & liability	1	2	3	4	5
6.	Maintains confidentiality when working with & speaking about students & colleagues	1	2	3	4	5
7.	Displays honesty	1	2	3	4	5
8.	Personal issues are dealt with appropriately in the workplace	1	2	3	4	5
9.	Develops and maintains positive and appropriate relationships with children	1	2	3	4	5
10.	Is aware of and follows health and safety guidelines in schools.	1	2	3	4	5

Comments: Please date...

In order to pass Practicum I, EA candidates need to be at Level 3 or above for at least 80% of all the practicum outcomes and related skills listed below and/or have the approval of the Langara Practicum Supervisor

Supporting Learning & Development		Performance Rating Scale					
evaluation		X=midpoint			O=final		
1.	Demonstrates awareness of age and/or developmentally appropriate learning of the student	1	2	3	4	5	N/A
2.	Demonstrates skill in anticipating the learning needs of a student and/or group of students	1	2	3	4	5	N/A
3.	Gives attention to students as needed	1	2	3	4	5	N/A
4.	Promotes independence (for example, knows when to step in and step out)	1	2	3	4	5	N/A
5.	Expectations of student(s) are realistic and appropriate	1	2	3	4	5	N/A
6.	Assists teacher with preparation of specialized teaching materials and aids	1	2	3	4	5	N/A
7.	Implements accommodations of materials and teaching content as directed by teachers or outlined in the Individual Education Plan	1	2	3	4	5	N/A
8.	Proposes accommodation ideas to the educational team	1	2	3	4	5	N/A

Comments: Please date...

Supporting Positive Behaviour

Performance Rating Scale
X=midpoint O=final evaluation

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Demonstrates awareness of behaviour as a form of communication (for example: looks for patterns of antecedents to behaviour, examines own patterns of behaviour in response to student's acting out behaviours). This may include the gathering of data. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Prompts students to participate in expected behaviours | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Promotes independence (for example: fades prompts as student masters behavioural expectations) | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Acknowledges, Teaches and Reinforces pro-social behaviours | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Sets up the environment for success | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Maintains a consistent, non-judgmental response to inappropriate Behaviours | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Implements positive behaviour supports as directed by the teacher and educational teams (for example: use of visuals, sensory regulation strategies, environmental adaptations) | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Uses appropriate reinforcement strategies such as prompting, modeling and shaping (for example, catches students "being good") | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Proposes positive behaviour support strategies appropriate to student learning and development and where appropriate applies their ideas | 1 | 2 | 3 | 4 | 5 | N/A |

Comments: please date...

Supporting Personal Care – While on Practicum Langara EA candidates **will** only participate in supporting **personal care** and **will not** participate in **intimate care**

Personal Care Description: Education Assistants will often provide support to learners with their personal care needs. Personal care often involves care activities that can be performed in a semi-public context (in a classroom, in the playground, in the lunchroom) and where the learner always gives consent first.

Intimate Care Description: Education Assistants will occasionally provide support to learners with their intimate care needs. Intimate care often involves care activities that must be performed in a private context. Intimate care practices are deeply personal, private and require the Education Assistant to have a trusting relationship with the learner. Intimate care practices are more invasive to the learner's personal space and body leaving the learner in a vulnerable position. In all cases, the learner should give consent prior to the provision of intimate care and should be given step-by-step communication throughout the process

For more detailed information, please see the final page of this Practicum Evaluation Form

		Performance Rating Scale					
		X=midpoint			O=final evaluation		
1.	Demonstrates their awareness of personal care supports related to the students	1	2	3	4	5	N/A
2.	Utilizes and/or seeks resources, materials and/or ideas that supports students with their personal care (for example: uses social stories or task organizers that support personal care routines)	1	2	3	4	5	N/A
3.	Works towards ensuring the student is completing personal care tasks as independently as possible (for example: fade prompts when the student has mastered steps)	1	2	3	4	5	N/A
4.	When appropriate, proposes strategies for supporting personal care as appropriate to individual students and where appropriate applies their ideas (for example: after discussion with school team, creates a social story or task organizer that supports personal care)	1	2	3	4	5	N/A

Comments: Please date...

Personal Reflection - articulates successes, challenges & how they have learned from their experiences		Performance Rating Scale					
		X=midpoint			O=final evaluation		
1.	Analyzes and asks critical questions related to practice	1	2	3	4	5	N/A
2.	Generates different solutions for approaching the situation	1	2	3	4	5	N/A

Comments: Please date...

Supporting Inclusion: Diversity and Belonging – in the classroom, playground, hallways, lunchroom, field trips, etc.

Performance Rating Scale
X=midpoint O=final evaluation

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Models respectful ways to interact with a diverse group of students | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Encourages students to work with peers at appropriate times | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Encourages students to interact with others during break times (for example: help students to find common interests, facilitate game playing) | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Supports students in working through peer challenges (for example: help students to understand perspectives of others) | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. In collaboration with the school team, proposes and creates materials and activities that support inclusion, diversity and belonging (for example: makes social stories that teach pro-social skills, organizes recess activities) | 1 | 2 | 3 | 4 | 5 | N/A |

Comments: Please date...

Supporting Student Communication - verbal and non-verbal

Receptive Language - is the understanding of language “input”

Expressive Language - is the “output” of language, how one expresses wants and needs

Performance Rating Scale
X=midpoint O=final evaluation

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Demonstrates their awareness of student’s communication abilities and challenges - can include expressive and receptive, social and academic communication. (for example: EA candidates examine behaviour as a form of communication – what is the student trying to communicate through unexpected behaviours. This may include the gathering of data) | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Applies strategies to support students with receptive and expressive communication (for example: uses visual schedules, social stories, task organizers, transition prompts and social thinking strategies) | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Proposes strategies for supporting individual student’s with their communication as appropriate and where appropriate applies their ideas. (for example: suggests visual schedules, social stories, task organizers, transition prompts, social thinking strategies) | 1 | 2 | 3 | 4 | 5 | N/A |

Comments: Please date...

**Teamwork - works collaboratively and communicates
effectively/appropriately with all team members**
evaluation

Performance Rating Scale
X=midpoint O=final

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Contributes ideas appropriately | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Develops appropriate collegial relationships | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Takes initiative and volunteers | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Problem solves effectively with team members | 1 | 2 | 3 | 4 | 5 | N/A |

Comments: Please date...

ATTENDANCE RECORD	Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date
Monday Hours				
Tuesday Hours				
Wednesday Hours				
Thursday Hours				
Friday Hours				
TOTAL:				
School Supervisor Initials				

School Supervisor's Name

Signature

Date

School Supervisor's Name

Signature

Date

*** Langara Student's Name**

Signature

Date

Langara Supervisor's Name

Signature

Date

*The above signature by the Langara Student indicates that the student **has read and been informed** of the contents of this evaluation form. The student may wish to add additional comments contrary to and or in support of the information indicated above (optional). Please date and sign any additions.

Personal Care and Intimate Care. What is the Difference?

Personal Care:

Education Assistants will often provide support to learners with their personal care needs. Personal care often involves care activities that can be performed in a semi-public context (in a classroom, in the playground, in the lunchroom) and where the learner always gives consent first.

Examples of **personal care** are...

- Assisting with buttons, zippers or fasteners on outerwear and footwear,
- Assisting with washing hands and face, and fixing glasses/hearing aids,
- Assisting with eating and drinking for students who are not on a Care Plan (e.g. helping with lunch boxes, prompting students to eat and drink),
- Assisting with walking and/or pushing wheelchairs,
- Supporting teachers with broad education about puberty and sexuality, personal hygiene, healthy living goals and/or mental health goals.
- Participating in assisted transfers where the learner bears most of their own body weight.
- Provide verbal directions/prompts in a public washroom/change-room from outside the stall/cubicle.

Intimate Care:

Education Assistants will occasionally provide support to learners with their intimate care needs. Intimate care often involves care activities that must be performed in a private context. Intimate care practices are deeply personal, private and require the Education Assistant to have a trusting relationship with the learner. Intimate care practices are more invasive to the learner's personal space and body leaving the learner in a vulnerable position. In all cases, the learner should give consent prior to the provision of intimate care and should be given step-by-step communication throughout the process.

Examples of **intimate care** are....

- Assisting with toileting, diapering, and menstrual care,
- Assisting with dressing and undressing of undergarments and swimwear,
- Assisting with showering and bathing,
- Assisting with full body lifts and transfers,
- Assisting with oral care.
- Assisting with feeding.
- Providing individualized education related to personal puberty and sexuality concerns.
- Supervision of a student involved in intimate self-care.

A Langara College Education Assistant practicum student can support learners with intimate care when the following 3 criteria are met:

1. The practicum student has developed a trusting relationship with the learner.
2. The practicum student has been trained by school district professionals (OT, PT, RN).
3. The decision to allow the practicum student to support intimate care is mutually agreed upon by the Langara College Practicum Advisor and the School Supervisor.

If you have any concerns about these guidelines, please speak with the Langara Supervisor or with Erin Yorke, Department Chair at eyorke@langara.ca 604 323-5511 ext 2653