

**APPENDIX B – EVALUATION**  
**PLAINVILLE PUBLIC SCHOOLS**

**APPENDIX B**

**Education Support Professionals  
Performance Evaluation**

Education Support Professionals are an integral part of the educational system and for many students their services are necessary if they are to reach their full academic potential: It is for this reason that a small group of districts felt it was important to utilize the Massachusetts Department of Elementary and Secondary Education (ESE) proficiency rubric in adapted areas of Curriculum and Assessment Support, Supporting All Students, and Professional Culture to demonstrate the role that support staff play in the educational system. This resource delineates clear the expectations of the Education Support Professionals' role and provides a sampling of best practices that support education in the district.

## *I. Standards and Elements*

All Education Support Professionals will be evaluated in three (3) standard areas. Within each standard area is a series of elements related to these standards. The standards and elements are listed below:

### *I. Curriculum and Assessment Support*

- Professional Knowledge
- Child and Adolescent Development
- Plan Implementation
- Support and Data Collection

### *II. Supporting All Students*

#### *Instruction*

- Quality of Effort and Work
- Student Engagement
- Meeting Diverse Needs

#### *Learning Environment*

- Safe Learning Environment
- Collaborative Learning Environment
- Student Motivation

#### *Cultural Proficiency*

- Respects Differences

#### *Expectations*

- Clear and High Expectations

### *III. Professional Culture*

#### *Reflection*

- Reflective Practice

#### *Professional Growth & Collaboration*

- Professional Learning and Growth

#### *Professional Responsibilities*

- Shared Responsibility
- Judgment
- Reliability and Responsibility
- Attendance

## **II. Ratings**

The evaluator shall annually rate each element and standard area using the following rating system:

a. Exemplary (E):

This rating is given to an employee who demonstrates a high level of understanding of the elements and standards, practices them at a high level, and requires minimal supervision.

b. Proficient (P):

This rating is given to an employee who demonstrates a solid understanding of the elements and standards, practices them consistently, and requires limited supervision.

c. Needs Improvement In Standard (NI)

This rating is given to an employee who demonstrates a basic understanding of the elements and standards, practices them inconsistently, and needs significant supervision.

d. Unsatisfactory (U)

This rating may be given for new, inexperienced, or performance challenged employees that demonstrate limited or no understanding of the elements and standards. If the employee does not meet expectations in one or more areas and there is no evidence of improvement, a Performance Improvement Plan (Track III) may be developed with the intent to improve the areas of deficiency. Specific information may be found under Track III information.

e. Not Applicable (NA):

This rating may only be applied in those few instances where job responsibilities do not coincide with standards. An explanation must be provided whenever NA is used.

## **Self-Reflection Form**

Employees are given an opportunity to reflect and comment on their performance and professional development needs in this component of the evaluation process. A standard form shall be provided and is to be returned to the employee's supervisor prior to an evaluation meeting. Although this component is not rated, the information provided by the employee will be included in the evaluation.

## **Goal Setting**

Specific annual objectives to promote employment performance, professional growth, or increase proficiency in a related job area are a part of the evaluation process. Ideally, setting objectives should be a collaborative effort between the evaluator and employee and in support of district goals and objectives for student learning outcomes. Goals should include how much, of what and by when. Goals should be visited periodically to measure progress and to make changes, if needed.

### **III. Performance Evaluation: TRACK I**

An Education Support Professional new to the district or new to a position will participate in the Performance Evaluation Process (Track I) for the first two years of employment. The purpose of the evaluation process in this track is to set job expectations, to provide evidence for continued employment, and to provide meaningful feedback and support for the employee. An employee may be placed in Track I in two ways:

- An employee is newly hired to the District
- The employee is appointed to a new education support professional category

#### **Track I Evaluator Responsibilities**

a. Initial Meeting between Evaluator and Employee:

At the beginning of the year, the evaluator will meet with the employee to explain the evaluation process and documents, review job expectations, and clarify roles and responsibilities. At this time, the employee develops initial goals with evaluator feedback.

b. Periodic Feedback:

Midway through the year, the employee and the evaluator will meet to review evaluation documents and information such as: performance criteria and timelines, evidence collected, progress made to date on initial goals. At this time, the employee will provide the evaluator with new or updated performance goals and mutually set a date for next meeting/annual review. The Evaluator shall provide the employee with written and verbal feedback when conducting formal observations. Oral feedback will be provided within five (5) school days with written feedback to follow within ten (10) school days. The evaluator shall also keep a record of informal observations. In the event that concerns are noted during a formal or informal observation both oral and written feedback will be provided in accordance with the previously specific timeline.

c. First Annual Review:

The evaluator will conduct the evaluation with feedback from the employee on the “*Self Reflection Form*” and from teachers and/or other persons who have direct knowledge of the employee’s performance. The evaluation will include a timeline for future goal completion and review. A collaborative effort in developing goals is desirable but not required. Goals will consist of a statement of the area(s) for growth and the expected level of performance to be reached (as described in the performance rubrics.). Also included will be the method(s) of evaluation if changes have occurred, and a timeline for assessing the desired changes.

d. Final Summative Evaluation:

A final evaluation will be provided by the evaluator and will include a description of performance based on the rubrics established for Education Support Professionals. The employee will acknowledge the contents of the evaluation by signing it. This signature does

not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the employee may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the evaluation form. Should the employee refuse to sign the evaluation, the unsigned evaluation will be submitted to the Superintendent's office with documentation that the employee refused to sign. The evaluator will submit one copy of the report for inclusion in the employee's personnel file.

e. Completion of Cycle:

The evaluator will determine if successful completion of Track I has been met through a review of evidence collected by the ESP that demonstrates that the plan has addressed all concerns.

f. Placement decision:

At the successful completion of the Track I cycle, the evaluator will place the employee in Track II.

g. Documentation to be kept:

The Summative Evaluation Report for employees in Track I shall be placed in their personnel file.

#### **IV. Performance Evaluation: TRACK II**

An Education Support Professional that has successfully completed Track I will be placed in Track II. The purpose of the evaluation process in Track II is to provide feedback on performance goals, to enhance professional growth, and to focus employee participation on student achievement. An employee may be placed in Track II in two ways:

- An employee who has successfully completed Track I, with more than 1 year of employment with the district and is in good standing.
- The evaluator may place the employee in Track II after successfully meeting performance expectations as outlined in a Track III Performance Improvement Plan (PIP).

#### **Track II Evaluator Responsibilities**

Education Support Professionals on two-year plans receive a Formative Evaluation Report near the end of the first year of the two-year cycle. The Education Support Professionals performance rating for that year shall be assumed to be the same as the previous year unless evidence demonstrates a significant change in which case the rating on the performance standards may change, and the evaluator may place the Education Support Professional on Track III.

The Formative Evaluation Report provides written feedback and ratings to the Education Support Professional about his/her progress towards attaining the goal(s) set forth in the Professional Growth Plan and performance in relation to each standard and overall.

Education Support Professionals on two-year plans receive a Summative Evaluation Report near the end of year two (2) of the two (2) year cycle. The Evaluator determines a rating on each standard and an overall rating based on the evaluator's professional judgment, an examination of evidence against the performance standards and evidence of attainment of the Education Support Professional's goals.

a. Contact between Evaluator and Employee:

At the beginning of the year, the evaluator will meet with the employee to review job expectations, clarify any changes in roles and/or responsibilities, and develop goals.

b. Periodic Feedback:

By the midpoint of the school year, the employee and the evaluator will establish a time to meet to review progress made to date on performance goals, address any performance concerns, and adjust timelines if appropriate. The evaluator will share evidence collected and set date for next meeting/annual review. The Evaluator shall provide the employee with written and oral feedback when conducting formal observations. Oral feedback will be provided within five (5) school days with written feedback to follow within ten (10) school days. The evaluator shall also keep a record of informal observations. In the event that concerns are noted during a formal or informal observation both oral and written feedback will be provided in accordance with the previously specified timeline.

c. Performance Evaluation/Review:

The evaluator shall consider feedback from teachers and/or other persons who have direct knowledge of the employee's performance. The evaluation will include a description of performance based on the rubrics established for the Education Support Professionals as well as new goals, a timeline for goal completion and review. A collaborative effort in developing goals is desirable but not required. Goals will consist of a statement of the area(s) for growth and the expected level of performance to be reached (as described in the performance rubrics.)

The employee will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the employee may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the evaluation form. Should the employee refuse to sign the evaluation, the unsigned evaluation will be submitted to the Superintendent's office with documentation that the employee refused to sign. The evaluator will submit one copy for inclusion in the employee's personnel file.

d. Completion of cycle:

At the completion of the cycle, the evaluator will determine that successful completion of this Track has been met through a review of evidence collected by the ESP that demonstrates that satisfactory performance has been attained.

e. Placement decision

If the expectations are attained, the employee will continue in Track II.

Employees will have been determined to meet expectations if they demonstrate proficiency in two (2) or more standard areas, with the standard area Supporting All Students being one (1) of the two (2) required areas.

In the event that the employee does not meet this requirement, they shall be placed in track III and be subject to a Performance Improvement Plan.

f. Documentation to be kept:

The Formative Evaluation Report Form (Year 1) and the Summative Evaluation Report Form (Year 2) for employees in Track II shall be placed in their personnel file.

## **V. Performance Evaluation: TRACK III**

An Education Support Professional that displays deficiencies in performance will participate in a Performance Improvement Plan (Track III.) The length of time spent in Track III will be defined in the *Performance Improvement Plan* developed by the evaluator as a result of a meeting between the employee and the evaluator. An employee may be placed in Track III in three ways:

- An employee may request to be placed in Track III at any time.
- The evaluator may place the employee in Track III through documentation of unsatisfactory performance at any time during the school year as evidenced by the Education Support Professionals' performance rubrics.
- The evaluator may place the employee in Track III due to substantiated complaints and/or concerns that the health and/or safety of students are at risk, and/or work practices are unsatisfactory.

### **Track III Evaluator Responsibilities**

a. Review of information:

In all cases except self-referral, the evaluator will conduct an investigation of complaints, concerns and/or evidence of unsatisfactory performance.

b. Notification:

The evaluator will notify the employee in writing of a meeting to discuss specific findings regarding the concerns and his/her intention to place the employee on a Track III Performance Improvement Plan. The employee will be notified of their right to have a representative present.

c. Meeting between Evaluator and Employee

At the beginning of Track III the employee and the evaluator will meet to discuss concerns, including resources or interventions that are available to assist the employee in addressing the concerns. The employee may be accompanied to this meeting by an Association representative or another advocate at his/her discretion.

d. Plan Development:

A Performance Improvement Plan will be developed by the evaluator and will include a timeline for completion and review. A collaborative effort in developing the plan is desirable but not required. The plan will consist of a statement of the area(s) of concern, the expected level of performance to be reached as described in the performance rubrics at the completion of the plan, and the resources/supports necessary for the change to happen. Also included will be the method(s) of evaluation if changes have occurred and a timeline for assessing the desired changes.

e. Midpoint Progress review:

Midway through the timeline, the employee and the evaluator will meet to review progress made to date and assess progress against the expectations established at the beginning of the Performance Improvement Plan. The Evaluator shall provide the employee with written and oral feedback when conducting formal observations. Oral feedback will be provided within five (5) school days with written feedback to follow within ten (10) school days. The evaluator shall also keep a record of informal observations. In the event that concerns are noted during a formal or informal observation both oral and written feedback will be provided in accordance with the previously specified timeline.

f. Completion of cycle:

At the completion of the timeline, the evaluator and employee will meet to review attainment of specific changes included in the Performance Improvement Plan. Both parties at this meeting will present evidence supporting or denying attainment of expectations.

g. Placement decision:

The evaluator will determine that successful completion of this Track has been met through a review of evidence presented by the ESP that demonstrates that the plan has addressed all concerns.

If the expectations are attained for the current position, the employee will revert back to their previous track; I or II.



If the employee has not met the expectation of the Performance Improvement Plan, the evaluator may continue the employee in Track III and develop an additional Performance Improvement Plan or determine the employee's performance is unsatisfactory and recommend an employment action to the Superintendent.

h. Final Evaluation:

A final evaluation will be written by the evaluator and will include a description of performance based on the expectations included in the Performance Improvement Plan(s). The employee will acknowledge the contents of the evaluation by signing it. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the employee may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to the evaluation report. Should the employee refuse to sign the evaluation, the unsigned evaluation will be submitted to the Superintendent's office with documentation that the employee refused to sign. The evaluator will submit one copy of the report for inclusion in the employee's personnel file.

i. Documentation to be kept:

The Performance Improvement Plan and the Summative Evaluation Report Form for employees in Track III shall be placed in their personnel file.