TeachPoint:
EDUCATION SUPPORT PROFESSIONALS
EVALUATION HANDBOOK

Kyrene School District
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I. PURPOSE

TeachPoint, the Education Support Professionals (ESP) online performance evaluation system is designed to contribute to the District’s pursuit of excellence in education. The primary purpose of evaluation of employees is to promote quality performance and ongoing professional growth in support of the Kyrene School District vision to prepare all students to meet educational and life challenges in order to make positive contributions to society. The evaluation system also aligns with the Governing Board mission to ensure continuous academic achievement and personal growth for every student by retaining employees who share in this responsibility through performance of their individual job duties.

The Education Support Professionals (ESP) performance evaluation system applies to all support staff employees and uses the term “employee” to refer to employees filling support or non-certified staff positions. For the purpose of the evaluation system, the designated supervisor or administrator will be referred to as the “evaluator.”

The TeachPoint online platform allows for ongoing communication and dialogue throughout the work year between the evaluator and the employee. The system provides for specific and reasonable plans for improvement of employee performance, when required. It also provides documented data in the event of a recommendation for the dismissal of employees due to ineffective job performance.

This system is designed as a measurement of job performance. It is not designed to address employee misconduct or non-compliance with policy and procedure. Conduct on the part of the employee which does not fall into a specific Standard is not to be used as criteria for this evaluation process. Conduct which may constitute violation of District policy or procedure or State or Federal law should be addressed through the District Staff Conduct and Disciplinary Policies. Please refer to policies such as GBEA, “Staff Ethics”, GBEB “Staff Conduct”, and GDQD “Discipline, Suspension and Dismissal of Support Staff” which can be accessed through the Kyrene Home Page/Employees/Employee Resources, at http://policy.azsba.org/asba/Z2Browser2.html?showset=kyrene.

The Education Support Professional performance evaluation system is to:
- be a collaborative endeavor between the employee and the evaluator
- facilitate open communication/dialogue in an atmosphere of mutual trust and respect
- assist employees in developing skills as autonomous learners and foster self-reflection and self-assessment
- provide opportunity for employees to improve their job performance for the benefit of the District
II. EVALUATION REQUIREMENTS

Initial Evaluation. All support and non-certified professional personnel shall be evaluated by the designated supervisor/administrator at least once annually. For employees new to the District, or in a *new position, including employees who have transferred from another position within the district, a written evaluation of effectiveness may occur at any time or times within the initial six month/one hundred eighty (180) calendar day period, but not later than the end of the initial one hundred eighty (180) calendar day period. An annual evaluation is required for new employees no later than one month prior to the end of the employee’s annual work calendar, unless the initial evaluation was within the previous 90 days.

Annual Evaluation. At least once each school year thereafter, an evaluation shall be conducted. The evaluation will be used to increase job proficiency and individual professional growth, and for recommending continued employment. Annual staff evaluations may be completed at any time during the year, but are due no later than one month prior to the end of the employee’s annual work calendar (which will vary depending on whether the employee is on a 9 month, 10 month or 12 month work calendar). Evaluations may be performed at any time and as often as the evaluator feels is necessary.

* A new position is defined as any change to a different classification and/or a change in job title

III. EVALUATION PROCEDURES

A. Initial Conference and Evaluation for Employees New to the District or to a Position

The evaluator will hold an initial conference with the employee (or group of employees) within the first thirty (30) days of the employee’s work start date for the current school year. The purpose of this conference is to review the online evaluation process and performance standards, review department goals and expectations, and to clarify the responsibilities of the employee and evaluator.

Within the first six months (180 days) of the employee’s start date in his/her position, an evaluation conference and rating shall be conducted.

At either the evaluator’s or the employee’s option, the employee may complete the Education Support Professional (ESP) Growth Plan form at the beginning of employment and on an annual basis thereafter. (See Addendum)

B. Annual Evaluation

Each ESP employee will be evaluated annually, unless the Initial Evaluation was completed within the previous ninety (90) days of the end of the school year. The annual evaluation conference and ratings can be conducted between October 1 and one month prior to the end of the employee’s annual work calendar.
C. Evaluation Components

Assessment of employee job performance will be based on the evaluator’s knowledge and direct observation of the employee’s performance measured by the six Standards (See Addendum A):

1) Job Knowledge
2) Job Competence
3) Professional Relationships
4) Contribution to Positive Work/School Environment
5) Responsibility and Accountability
6) Professional Growth and Development

Additional factors based on the performance Standards may be utilized to determine the employee’s job performance. These may include:

- employee’s self-assessment data;
- data collected from identified feedback sources, which may include the Observation-Evidence Collection form, emails, positive feedback from peers;
- other performance-related information or documentation;
- optional Growth Plan form completed by the employee

Valid, relevant, and meaningful feedback on the employee’s performance will be entered in the online evaluation form, and the performance rating will be supported by observation data and other relevant documentation of performance. All performance Indicators in each of the Standards should be rated, as Ineffective, Developing, Effective, or Highly Effective.

D. Ratings

In order to promote inter-rater reliability, the evaluator should carefully assess each performance Indicator according to the measurements under each of the ratings below before assigning a rating:

<table>
<thead>
<tr>
<th>Highly Effective (3)</th>
<th>Effective (2)</th>
<th>Developing (1)</th>
<th>Ineffective (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee performs or demonstrates characteristics that exceed the required job indicator all of the time. The employee is a recognized leader in this job indicator.</td>
<td>Employee performs or demonstrates characteristics that meet the required job indicator. Employee consistently implements the job indicator.</td>
<td>Employee is still learning elements of the job indicator and needs additional time for mastery.</td>
<td>Employee fails to perform or demonstrates characteristics far below the required job indicator; has significant weaknesses in the area identified. Employee inconsistently implements the job indicator.</td>
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</tbody>
</table>

Example: A rating of Developing may be assigned to Indicators during the first year when the employee is beginning a new position and is still learning. It may also be assigned in the second year if there are specific Indicators that require a longer period of time for the employee to reach the Effective level. Developing ratings should not, however, be used beyond a reasonable time at which the employee should have attained Effective performance in that Indicator. In that case, the Indicator may be appropriately rated Ineffective. Likewise, the Highly Effective rating is for Indicators in which the employee demonstrates consistent leadership and excellence at all times.
E. Evaluation Conference

An annual evaluation conference shall be held to provide the opportunity for the employee and evaluator to discuss the performance and professional growth of the employee. The employee and the evaluator shall discuss all components of the evaluation, including the ratings assigned to the performance indicators, areas of growth and celebration, or areas that may require attention. If the employee has completed the Education Support Professional (ESP) Growth Plan form, this may be used as a reference document to assess professional growth during the year. The Evaluation Form may be completed prior to, during the conference, or following the conference, but should be shared with the employee no later than five (5) working days after the evaluation conference is held. Once the evaluation ratings are shared electronically with the employee, he/she may add comments on the evaluation form or upload any additional documents related to performance prior to electronically signing the form.

The annual Evaluation Conference is not meant to be the sole communication between the evaluator and the employee regarding work performance. The evaluator is strongly encouraged to provide opportunities throughout the school year for dialogue with the employee about performance and growth. Regular ongoing feedback from the evaluator enhances the discussion that will take place during the annual evaluation conference.

F. Evaluation Form

All performance standard Indicators must be rated by the evaluator so that the computed Overall Score Proficiency Rating is finalized. The total overall rating for all indicators is a score between 0 – 99:

Overall Score Proficiency Rating

- Highly Effective: 80 - 99
- Effective: 56 - 79
- Developing: 33 - 55
- Ineffective: 0 - 32

The Comment sections of the form will be used by the evaluator to denote relevant performance feedback or to identify specific areas of recognition, growth or areas that need attention. All ratings and comments must be finalized on the evaluation form prior to the employee signature and the evaluator signature. When the evaluation form is complete, the evaluator will share the form. The employee will receive an email notification, then logon to review the evaluation. The employee may also add Comments to the evaluation, before signing the form. The employee’s signature on the form indicates that the employee has received the evaluation and has had the opportunity for discussion with the evaluator, and does not imply agreement with the ratings. After the employee signs the form, the evaluator opens the evaluation form and signs it. This “locks down” the evaluation, and it is no longer subject to revision.
G. Optional - Growth Plan Form
At the option of either the evaluator or the employee, the Optional – Growth Plan form may be utilized (See Addendum B). This form may be used to reflect on the employee’s growth in his/her position or to identify specific goals the employee will work toward.

H. Observation/Evidence Collection Form
A separate form for documenting observed data or other evidence collected about the employee’s performance may be recorded on the Observation/Evidence Collection Form (See Addendum C). This form can be used whenever the evaluator wants to create a record, separate from the Evaluation Form. Examples might include the evaluator’s personal observations on any given day of the employee’s performance related to a specific Standard, or evidence collected from other sources regarding the employees’ work performance. This form may be shared or not shared with the employee, at the discretion of the evaluator. Its purpose is to record relevant or supplemental information to support ratings given in a Standard on the evaluation form.

A secondary supervisor or administrator may also use the form to provide additional information on the employee’s performance. Only the initiator (primary evaluator) of the Evaluation Form may edit it, so the Observation/Evidence Collection form may also be used to supplement the primary evaluator’s assessment of the employee’s job performance.

IV. PERFORMANCE IMPROVEMENT PLAN (PIP)
A Performance Improvement Plan (PIP) shall be initiated for any employee who has received a rating of Ineffective on any performance Indicator, or for an Overall Score Proficiency Rating of Ineffective.

At the discretion of the evaluator, an overall score proficiency rating of Developing may also initiate a PIP after the first year the employee has been in the job position. Prior to initiating the PIP, the evaluator shall notify and consult with Human Resources administration. The evaluator shall determine an improvement time period for: a one-month PIP, a two-month PIP, or a three-month PIP, whichever will provide the employee a reasonable time to demonstrate improvement (See Addendum D).

A separate PIP form may be used for each Standard where there are Ineffective Indicators, or one PIP form may be used if the Ineffective Indicators correlate to an overall objective for improvement. The PIP should specify each Indicator for which improvement is necessary. The PIP shall clearly outline a plan to correct the deficiencies with specific dates and timelines included, and will provide the measurement for achieving a rating of Effective by the end of the PIP period. The plan shall identify recommended resources or activities that may be beneficial for the employee. If a Performance Improvement Plan (PIP) has been implemented, it should be frequently reviewed for progress.
The evaluator is responsible for continuing observations and holding scheduled conferences during the improvement period to closely monitor progress on the Plan and to provide regular feedback to the employee about his/her progress.

The employee is responsible for individual performance, engaging in open, honest dialogue with the evaluator and demonstrating professional growth and effectiveness. At the conclusion of the PIP, the employee must demonstrate improved job performance in the identified Indicators to achieve a rating of Effective in order to have successfully fulfilled the PIP objective(s).

After the end of the specified improvement time period, the evaluator will complete another evaluation form. At this time the evaluator may do one of the following:

1) Rate the employee no less than Effective in all of the six Standard Indicators and discontinue the PIP. The employee has successfully improved job performance; or
2) Rate the employee Ineffective on any of the six Standard Indicators. The employee has not demonstrated effective job performance and the evaluator shall recommend to Human Resources that the employee be dismissed from his/her position. Only the Governing Board may dismiss an employee of the District; or
3) Rate the employee Developing in any one of the Indicators originally identified in the PIP as Ineffective if the employee has shown significant improvement but has not yet attained the Effective level. The evaluator may extend the PIP for a defined time period, to be determined by the evaluator, to allow the employee additional time to improve. At the end of the second PIP period, if at least a level of Effective has been met on all of the six Standard Indicators, the PIP will be discontinued. The employee has successfully improved job performance. However, after the second PIP period has ended, if any of the six Indicators falls below the Effective level, the evaluator shall recommend to Human Resources that the employee be dismissed from his/her position. Only the Governing Board may dismiss an employee of the District.
## ADDENDUM A
Performance Evaluation for Education Support Professionals (ESP)

**SCHOOL/DEPARTMENT NAME**

### Highly Effective (3)
Employee performs or demonstrates characteristics that exceed the required job indicator all of the time. The employee is a recognized leader in this job indicator.

### Effective (2)
Employee performs or demonstrates characteristics that meet the required job indicator. Employee consistently implements the job indicator.

### Developing (1)
Employee is still learning elements of the job indicator and needs additional time for mastery.

### Ineffective (0)
Employee fails to perform or demonstrates characteristics far below the required job indicator; has significant weaknesses in the area identified. Employee inconsistently implements the job indicator.

### Type of report
- Initial Evaluation (by end of 6th month in position)
- Mid-year Evaluation (optional as determined by evaluator)
- Annual Evaluation (no later than 1 month prior to end of employee’s work calendar)

### Standards of Performance

#### 1. Job Knowledge (24 pts)
- 1.1. Demonstrates knowledge of the position requirements
- 1.2. Knows and implements relevant policies, statutes and procedures
- 1.3. Shows ability to identify and respond to crisis situations
- 1.4. Recognizes how job duties relate to student achievement and district goals
- 1.5. [CUSTOMIZED INDICATOR FOR SPECIFIC JOB DUTIES]
- 1.6. [CUSTOMIZED INDICATOR FOR SPECIFIC JOB DUTIES]
- 1.7. [CUSTOMIZED INDICATOR FOR SPECIFIC JOB DUTIES]
- 1.8. [CUSTOMIZED INDICATOR FOR SPECIFIC JOB DUTIES]

#### 2. Job Competence (24 pts)
- 2.1. Customer service
- 2.2. Problem-solving
- 2.3. Written/verbal communication
- 2.4. Proactive/forward-thinking
- 2.5. Efficiency/organization
- 2.6. Meets deadlines/stays on task
- 2.7. Accuracy/quality of work
- 2.8. Judgment and decision making

#### 3. Professional Relationships (18 pts)
- 3.1. Positive parent/student/staff interactions
- 3.2. Effective team member
- 3.3. Respectful/considerate of others
- 3.4. Responsive to direction
- 3.5. Responsive to constructive feedback
- 3.6. Cooperative

#### 4. Contribution to Positive Work/School Environment (12 pts)
- 4.1. Flexibility/adaptable to change
- 4.2. Engagement in the work of the District
- 4.3. Professional demeanor
- 4.4. Adheres to rules and procedures

#### 5. Responsibility and Accountability (15 pts)
- 5.1. Attendance/punctuality
- 5.2. Appropriate dress for position
- 5.3. Maintains confidentiality
- 5.4. Recognizes when assistance is needed and requests it
- 5.5. Recognizes when assistance is needed and provides it

#### 6. Professional Growth and Development (6 pts)
- 6.1. Willingness/initiative to learn
- 6.2. Demonstrates growth in position

### TOTAL OVERALL RATING FOR ALL INDICATORS (0-99)

**OVERALL SCORE PROFICIENCY RATING:**
- Highly Effective: 80 – 99
- Effective: 56 - 79
- Developing: 33 – 55
- Ineffective: 0 - 32

**Recommended Action:**
- Continued employment
- Develop goals (optional Growth Plan)
- Initiate Performance Improvement Plan
I. Goals for professional development and growth (identify the Standard(s) and indicator(s) related to each goal):

II. Strategies to achieve goals:

III. Timeline for achieving goals:
## ADDENDUM C
### Education Support Professional (ESP)
#### Observation/Evidence Collection Form

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<tbody>
<tr>
<td>1.2. Knows and implements relevant policies, statutes and procedures</td>
<td>2.2. Problem-solving</td>
<td>3.2. Effective team member</td>
<td>4.2. Engagement in the work of the District</td>
<td>5.2. Appropriate dress for position</td>
<td>6.2. Demonstrates growth in position</td>
</tr>
<tr>
<td>1.3. Shows ability to identify and respond to crisis situations</td>
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<td>3.3. Respectful/considerate of others</td>
<td>4.3. Professional demeanor</td>
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<td></td>
</tr>
<tr>
<td>1.4. Recognizes how job duties relate to student achievement and district goals</td>
<td>2.4. Proactive/forward-thinking</td>
<td>3.4. Responsive to direction</td>
<td>4.4. Adheres to rules and procedures</td>
<td>5.4. Recognizes when assistance is needed and requests it</td>
<td></td>
</tr>
<tr>
<td>1.5 – 1.8 See Evaluation Form</td>
<td>2.5. Efficiency/organization</td>
<td>3.5. Responsive to constructive feedback</td>
<td></td>
<td>5.5. Recognizes when assistance is needed and provides it</td>
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<tr>
<td></td>
<td>2.6. Meets deadlines/stays on task</td>
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<td>2.8. Judgment and decision making</td>
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**Observation Feedback:**
(Reference the related Standard/Indicators)

**Collected Evidence Feedback:**
(Reference the related Standard/Indicators)

**Evaluator Signature:**

**Employee Signature (indicates receipt):**

**Employee Comments:**
Your performance evaluation rating reflects ineffective job performance that requires improvement based upon:
- A rating of Ineffective on any performance indicator
- A rating of Developing on any performance indicator after the first year in position, at the discretion of the evaluation
- A final composite rating of Developing after the first year in position (overall score from 33-55)

This PIP is created to assist you in addressing the areas requiring improvement as identified in your evaluation completed on:

This improvement plan includes:
- The identified areas that are deficient
- The plan to correct deficiencies
- Recommended resources or activities
- Dates for subsequent observations and meetings to monitor your progress on the plan
- Date by which improvement is required

It is the employee’s responsibility to access resources and utilize these and other strategies to improve performance in the identified areas.

**Performance Standard(s):**

**Indicator(s):**

**Plan for Satisfactory Performance (to include measurement of success):**

**Dates Evaluator will monitor progress and provide feedback:**

**Date by which improvement must be made:**

**Evaluator Signature:**

**Kyrene ID#**

entered by the evaluator

**Employee Signature (indicates receipt):**