



Support Employee Evaluation Process Step-by-Step Overview

Step-by-Step Overview:

Beginning of the Year: Goal Setting Conversations

One critical step in the Evaluation process is ensuring that all forms are completed correctly. This section will assist you in accurately completing the forms and therefore setting a strong foundation for your performance conversations.

Beginning of the Year: Goal Setting Conversations: You and your employee will complete the entire Beginning of the Year form **together** during the actual conversation.

Step 1:

- Type Employee's First and Last Name
- Type Employee's School or Location
- Type Evaluator's First and Last Name
- Type or Select Employee's Position

Paraprofessional - Employee Evaluation Beginning of the Year: Evaluation Introduction	
Type Employee's Name (first and last)	
Type Employee's School/Location	
Employee's Position	Paraprofessional
Type Evaluator's Name (first and last)	

Step 2: Review the JPPSS “Professional Competencies” and “Performance Indicators” sections with your employees. The key part to highlight during the conversation is the rating scale. Discuss with your employees how demonstrating the professional competencies would look specific to their job duties.

JPPSS has high expectations for employee performance and therefore receiving a 4 rating is an honor that will be earned. If an employee receives a 4 in any competency or indicator that means they are the epitome of what that competency/indicator means and could be held up as an example for all other employees to follow. All employees should be striving for a 4, but we fully expect that the majority of employees will fall in the 2 or 3 range. Please share this information with your employee while discussing the evaluation process.

[Remember that during the Beginning of the Year Conversation, no ratings are given]

Professional Competencies	Select a Rating <i>(During this conversation this section is for reference only. It is not necessary to select a rating.)</i>
1. Commitment to students <ul style="list-style-type: none"> • Must be not only committed to students, but committed to the pursuit of excellence • Understands his or her role and responsibility and how they contribute to student achievement. • Understands how the job contributes to success for every student 	
2. Professionalism <ul style="list-style-type: none"> • Remains calm under pressure; Responds to all people equitably • Is dependable, reliable and maintains a good attendance record • Is proactive when handling all situations; Is timely with information 	
3. Knowledge of Job <ul style="list-style-type: none"> • Is knowledgeable about current and new practices and methods • Uses appropriate materials, equipment and resources • Knows appropriate policies, procedures, and regulations 	
4. Communication <ul style="list-style-type: none"> • Is effective in oral and written skills • Is able to communicate well to manage conflict and deal effectively with problem situations • Is tactful when handling situations and difficulties 	
5. Organization	

Step 3: Review the “Performance Indicators” or chosen goals depending on the employee’s position with your employee. Key parts to highlight during the conversation are the rating scale and the specific indicators. Note for the employee that any indicators not relevant to their job will be rated as “Not Applicable.” Also, you and your employee might agree to create any site specific indicators for their positions. If you do create site-specific indicators, please type in the new indicators. The newly created indicators will automatically populate on the End of Year forms.

[Remember that during the Beginning of the Year Conversation, no ratings are given]

JPPSS PARAPROFESSIONAL PERFORMANCE INDICATORS	Select a Evaluation Rating <i>(During this conversation this section is for reference only. It is not necessary to select a rating.)</i>
Familiarity with IEP goals, accommodations, and/or ESL level for the students on their roster and successful executes the necessary responsibilities associated with meeting those goals and accommodations.	
Familiarity with Teachers' SLTs and accommodations for the students on their roster and successful executes the necessary responsibilities associated with meeting those targets.	
Meet at least once every 2 weeks with their lead teacher(s) to collaborate on student data, instructional and/or behavioral strategies, non-instructional duties.	
Successfully implements/performs appropriate instructional and behavioral strategies non-instructional duties.	
Remains actively engaged in reinforcing content taught to maximize student achievement	
Actively assists in minimizing classroom disruptions to maximize student learning/achievement	
Actively familiarizes oneself on lesson plans and content for all classrooms that are serviced.	
Remains consistently on-task and engaged in elevating student learning.	
Maintains confidentiality in all communications.	
<i>Insert site-specific task, if desired.</i>	
<i>Insert site-specific task, if desired.</i>	

Step 4: Share with your employee that the “Final Overall Score” section will be automatically calculated based on the manager/evaluator’s inputted scores during the End of Year Evaluations.

FINAL OVERALL SCORE	
<i>Employee's final ratings are automatically calculated to generate the employee's Total Overall Rating.</i>	
<i>During this conversation this section is for reference only- no ratings should be populated. For the End of Year Evaluations, the evaluator's final ratings will be automatically calculated to generate the employee's Final Overall Score.</i>	
.00-3.50 Highly Effective – Performance of employee noticeably exceeds established expectations and standards for effectiveness, efficiency and meliness; outcomes are well above fully competent performance; performs above and beyond job duties, explores improved methods of accomplishing asks; minimal room for improvement.	
.49-2.50 Effective: Proficient - Performance of employee is acceptable and standard results are achieved. Employee is fully capable in most aspects of job performance.	
.49-1.50 Effective: Emerging – Performance of employee is occasionally unacceptable. Counseling and training is necessary.	
.49-1.00 Ineffective – Performance of employee is consistently unacceptable. Counseling and training has not resulted in improved work performance.	
JPPSS Professional Competencies	#DIV/0!
JPPSS Paraprofessional Performance Indicators	#DIV/0!
Evaluation Final Overall Score	#DIV/0!

Step 5: If the employees have any thoughts related to the Beginning of the Year conversation, please type them in “Comments” section.

COMMENTS
<i>Type any employee comments below:</i>

Step 6: The next step in the Beginning of the Year process is signing and dating the form.

- ✓ Finally you should print the completed form.
- ✓ Ensure that the form is signed and dated by you and your employee.
- ✓ Make a copy of the signed form: (1) copy for your records & (1) copy for your employee.

SIGNATURES AND NEXT STEPS	
<i>Signing the printed copy does not necessarily indicate agreement with the evaluation. Print the completed form, sign below, and submit the original form to your Performance Team contact. Be sure to make two copies of the signed form: one copy for your records and one copy for your employee.</i>	
Employee's signature:	
Date Beginning of Year completed:	
Evaluator's signature:	
Date Beginning of Year completed:	

Step 7: The final step in the Beginning of the Year is completing the **Beginning of the Year Conversation worksheet** and returning the worksheet **ONLY** to Human Resources Support Performance via email to your assigned Support Performance Coordinator:

Enjolie Dawson, Enjolie.Dawson@jppss.k12.la.us

Melody Jackson, Melody.Jackson@jppss.k12.la.us

Robert Pearson, Robert.Pearson@jppss.k12.la.us

Please keep the original signed evaluation forms in your school/ department records. Do not send the signed Beginning of the Year Conversations to Human Resources at this time.



**PLEASE READ IMPORTANT INFORMATION
REGARDING FORMS**

You must save a copy of the following forms for each employee:

- Beginning of the Year Conversation Form
- End of Year Evaluation Form

Information from the Beginning of the Year Conversation Form will be automatically transferred to the End of Year Form.

Step-by-Step Overview:

End of Year Evaluation Forms

One critical step in the Evaluation process is ensuring that all forms are completed correctly. This section will assist you in accurately completing the forms and therefore setting a strong foundation for your performance conversations.

Step 1: Start by reviewing the general employee information at the top the form. All of the information should have automatically transferred from the Beginning of the Year form, but you should just double check the fields for accuracy and make any necessary adjustments.

Paraprofessional Employee Evaluation End of Year Evaluation	
Employee's Name (first and last)	0
Employee's School/Location	0
Employee's Position	Paraprofessional
Evaluator's Name (first and last)	0

Step 2: Rate your employee against the “JPPSS Professional Competencies.” It is important to reflect on the employee’s performance throughout the review period and not focus on the last few weeks or one singular poor/outstanding occurrence.

Keep in mind, JPPSS has high expectations for employee performance and therefore receiving a 4 rating is an honor that will be earned. If an employee receives a 4 in any competency or indicator that means they are the epitome of what that competency/indicator means and could be held up as an example for all other employees to follow. All employees should be striving for a 4, but we fully expect that the majority of employees will fall in the 2 or 3 range. Please share this information with your employee while discussing the evaluation process.

Professional Competencies	End of Year Evaluation Ratings
1. Commitment to students <ul style="list-style-type: none"> • Must be not only committed to students, but committed to the pursuit of excellence • Understands his or her role and responsibility and how they contribute to student achievement • Understands how the job contributes to success for every student 	
2. Professionalism <ul style="list-style-type: none"> • Remains calm under pressure; Responds to all people equitably • Is dependable, reliable and maintains a good attendance record • Is proactive when handling all situations; Is timely with information 	
3. Knowledge of Job <ul style="list-style-type: none"> • Is knowledgeable about current and new practices and methods • Uses appropriate materials, equipment and resources • Knows appropriate policies, procedures, and regulations 	
4. Communication <ul style="list-style-type: none"> • Is effective in oral and written skills • Is able to communicate well to manage conflict and deal effectively with problem situations • Is tactful when handling situations and difficulties 	
5. Organization <ul style="list-style-type: none"> • Assists as needed to organize tasks; Is able to manage a broad range of activities • Anticipates the needs of students, parents, staff, supervisors and principals 	

Step 3: Rate your employee against the JPPSS “Performance Indicators” or selected goals depending on the employee’s position. As with the competencies section, it is important to reflect on the employee’s performance throughout the review period and not focus on the last few weeks or one singular poor/outstanding occurrence.

Any indicators that are not relevant to your employee’s job should be rated as “Not Applicable.”

If you and your employee created any site-specific indicators, those should appear on the End of Year forms and will also need to be rated.

After selecting ratings for indicators, input specific evidence to support your ratings, based on feedback and observations that were conducted throughout the school year.

JPPSS PARAPROFESSIONAL PERFORMANCE INDICATORS	Select a Evaluation Rating
Familiarity with IEP goals, accommodations, and/or ESL level for the students on their roster and successful executes the necessary responsibilities associated with meeting those goals and accommodations.	
Familiarity with Teachers’ SLTs and accommodations for the students on their roster and successful executes the necessary responsibilities associated with meeting those targets.	
Meet at least once every 2 weeks with their lead teacher(s) to collaborate on student data, instructional and/or behavioral strategies, non-instructional duties.	
Successfully implements/performs appropriate instructional and behavioral strategies non-instructional duties.	
Remains actively engaged in reinforcing content taught to maximize student achievement.	
Actively assists in minimizing classroom disruptions to maximize student learning/achievement.	
Actively familiarizes oneself on lesson plans and content for all classrooms that are serviced.	
Remains consistently on-task and engaged in elevating student learning.	
<small> Beginning of Year End of Year Evaluation </small>	

Step 4: The “Final Overall Score” section will be automatically calculated based on the manager/evaluator’s scores inputted during End of Year Evaluations. As an evaluator, you will not need to input any information in this section.

FINAL OVERALL SCORE	
<i>Employee's final ratings are automatically calculated to generate the employee's Total Overall Rating.</i>	
4.00-3.50 Highly Effective – Performance of employee noticeably exceeds established expectations and standards for effectiveness, efficiency and timeliness; outcomes are well above fully competent performance; performs above and beyond job duties; explores improved methods of accomplishing tasks; minimal room for improvement.	
3.49-2.50 Effective: Proficient - Performance of employee is acceptable and standard results are achieved. Employee is fully capable in most aspects of job performance.	
2.49-1.50 Effective: Emerging – Performance of employee is occasionally unacceptable. Counseling and training is necessary.	
1.49-1.00 Ineffective – Performance of employee is consistently unacceptable. Counseling and training has not resulted in improved work performance.	
	End of Year Evaluation Scores
Professional Competencies	#DIV/0!
Paraprofessional Performance Indicators	#DIV/0!
Evaluation Final Overall Score	#DIV/0!

Step 5: If you or your employees have any thoughts related to your End of Year conversation, please type them in “Comments” section. You can complete/modify this section before or during the actual conversation.

COMMENTS
<i>Please share any additional comments.</i>
<i>Type any evaluator comments below.</i>
<i>Evaluators: Please share specific evidence and results to support you meeting the Professional Competencies and Performance Indicators</i>

Step 6: The next step in the End of Year process is signing and dating the form. Please share with your employee that signing their name does not necessarily indicate agreement with the evaluation.

- ✓ Finally you should print the completed form.
- ✓ Ensure that the form is signed and dated by you and your employee.
- ✓ Make two copies of the signed form- one copy for your records and one copy for your employee.

SIGNATURES AND NEXT STEPS	
<i>Signing the printed copy does not necessarily indicate agreement with the evaluation.</i>	
<i>Print the completed form, sign below, and submit the original form to your Performance Team contact. Be sure to make two copies of the signed form- one copy for your records and one copy for your employee.</i>	
Employee's signature:	
Date End of Year completed:	
Evaluator's signature:	
Date End of Year completed:	

Step 7: The final step in the End of Year process is completing the End of the Year Evaluation coversheet and returning both the cover sheet and the original signed evaluation forms to Human Resources marked attention to Support Performance.

If you are in need of assistance, please contact Support Performance.



**PLEASE READ IMPORTANT INFORMATION
REGARDING FORMS**

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- Beginning of the Year Conversation Form
- End of Year Evaluation Form

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