

## Educational Support Personnel (ESP) Evaluation Rating Definitions

The “Effective” level describes job performance behaviors that have local impact (i.e., within the school/ department) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school/ department. The majority of the Educational Support Personnel (ESP) workforce will be in the effective area once they have a clear understanding of what the specific job requirements are and have made the adjustments and growth necessary to upgrade performance.

The “Highly Effective” level is reserved for truly outstanding job performance as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective job performance results from recurring engagement with job responsibilities and the effective, efficient execution on a daily basis of those responsibilities. In brief, the “Highly Effective” ESP helps every other element within the organization become as good as they can be. In normal distribution patterns, some ESPs will be rated highly effective on some indicators, but with consideration to such patterns a thin portion of ESPs will be rated highly effective as a summative performance level. However, the district realizes as a historically high performing district, there is anticipation to have additional markings in this range.

The “Needs Improvement” level describes ESPs, who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide ESPs toward increasingly effective performance.

An employee’s performance at the “Unsatisfactory” level describes ESPs who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions a lack of aptitude for their work performances. There is an expressive need for such ESPs to actively choose to become proficient on the strategies, knowledge bases, and skills sets needed to improve their job performance.