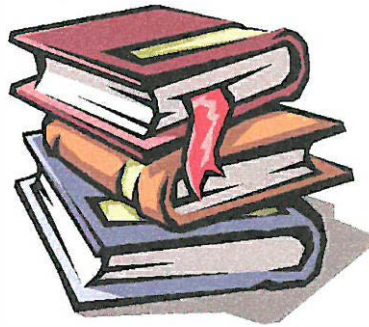


**Timberlane Regional School District  
and  
Timberlane Support Staff Union  
AFT Local #6530, AFT-NH, AFL-CIO**

**Paraeducator Evaluation Plan**



The primary function of an evaluation is employee development. When used effectively, the evaluation can provide accurate and timely feedback on past performance, significantly enhance employee performance and satisfaction, and offer feedback to employees on how to improve. These evaluations support and provide documentation for personnel actions.

The purpose of the paraeducator evaluation is to achieve the following objectives:

- To encourage open and on-going communication between supervisors and employees.
- To identify employees' strengths and developmental needs for their current, and future, positions and assignments.
- To provide timely and accurate feedback to employees concerning job performance in relation to the established job descriptions.
- To provide a fair and consistent method for evaluating performance.

Job descriptions are approved and revised as necessary by the Timberlane Regional School District after consultation with the Union.

<p style="text-align: center;"><b>Timberlane Support Staff Union 2017-20 Contract</b> <b>Article 9 – Evaluation Procedures</b></p>
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- 9.1 Supervision of employees is the responsibility of each principal.
- 9.2 Each principal or his/her designee is responsible for evaluating the employees who work in that principal's building. The principal shall make a written evaluation report to the Superintendent at least annually concerning each employee in his/her building.
- 9.3 A copy of the principal's evaluation report shall be given to the employee on or before June 1st, and the employee shall be given an opportunity to discuss the evaluation report with the principal.
- 9.4 The employee's signature on the evaluation report shall not necessarily indicate the employee's agreement with the contents of the evaluation report. The employee shall have the right to make a written reply to the evaluation report, and any such reply shall be attached to the evaluation report.
- 9.5 Evaluation Committee: The parties agree to establish an Evaluation Committee comprised of equal representation from the administration and union for the purpose of collaboratively developing a recommendation for a Paraeducator Evaluation Plan. The Committee shall report its non-binding recommendations to the Superintendent not later than October 1, 2015.

<p style="text-align: center;"><b>Evaluation Process</b></p>
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**Dissemination of the Plan:**

- All employees will be provided with a copy of the Paraeducator Evaluation Plan, the Paraeducator Evaluation rubric and their job description.
- New employees will receive a copy of the Paraeducator Evaluation Plan, the Paraeducator Evaluation rubric and their job description upon hiring.
- Employees will be given written notification stating the name of their supervisor and evaluator upon hire or with their intent to re-employ.

**Note:** Immediate supervisors and/or evaluators may be subject to change during the contracted year; employees will be notified in writing regarding the change of supervisor.

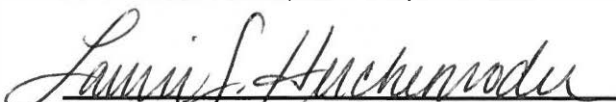
**Process for Completing the Evaluation:**

- Evaluations shall be completed on or before June 1<sup>st</sup> of each year. The evaluator shall schedule a meeting with the employee to discuss the evaluation, the employee's professional development and the employee's current assignment and possible assignment for the upcoming year.
- The evaluator may gather input from personnel in daily contact with the employee however, no personnel shall be compelled to provide such input. Input may be verbal or written and will be disclosed to the employee. Any concerns will be addressed with the employee in a reasonable time after learning of such concerns.
- If *Needs Improvement* is indicated, the employee may be observed in the classroom setting. A mid-year evaluation may be warranted to assess the progress toward the plan.

**Evaluation Form:**

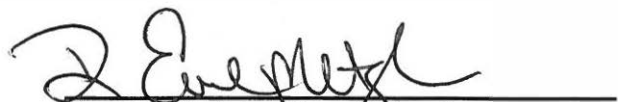
- The Administration shall conduct evaluations on a form which contains the following components:
  - Professional and Ethical Practices
  - Collaboration and Communication
  - General School/Instruction
  - Student Behavior and Social Interaction
- Four levels of performance for each section are defined as *Needs Improvement, Basic, Proficient, and Distinguished*. Each section will have a competency and goal with definitions of each level of performance.
- The evaluator may make comments on any section noting accomplishments or concerns or summarize in the section on the last page.
- The employee may make comments concerning any part of the evaluation on the last page.
- If *Needs Improvement* is indicated, the evaluator must develop a plan to improve the employee's performance. Any plan shall provide specific time periods for meeting the expectations.
- If an employee believes they have been unfairly evaluated, the employee may request a meeting with the principal and/or Superintendent to discuss the evaluation.

**Timberlane Support Staff Union  
AFT Local #6530, AFT-NH, AFL-CIO**

  
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Laurie Herchenroder, TSSU President

1/23/18  
\_\_\_\_\_  
Date

**Timberlane Regional School District**

  
\_\_\_\_\_  
Dr. Earl Metzler, Superintendent

1/23/18  
\_\_\_\_\_  
Date