



Great Prairie

AREA EDUCATION AGENCY

Evaluation Process for Licensed Staff



October 10, 2008

Evaluation Process for Licensed Staff

Great Prairie's Area Education Agency's Evaluation Process for licensed staff has three purposes:

- The first purpose is to provide clear performance expectations that promote quality assurance and accountability for the Iowa Teaching Standards with AEA Criteria.
- The second purpose is to increase professional learning and implementation of those learnings by individuals and to create a community of learners.
- These two purposes form the basis for the third purpose, to increase student learning.

Standards and Criteria

The Iowa Teaching Standards with AEA Criteria provide clear performance expectations of what highly qualified AEA professionals* need to know and be able to do to achieve the Agency's goals. They are the cornerstone of the evaluation system and provide direction for professional development. The Iowa Teaching Standards with AEA Criteria reflect professional behaviors needed by licensed staff. The first seven standards relate to professional performance and the final standard relates to professional conduct.

** Employees who meet the definition of classroom teachers under Iowa law will follow the requirements of the Teacher Quality Program.*

Evaluation Process

The evaluation process includes four required phases:

Induction Phase: The Induction Phase of the Performance Evaluation System is for a new employee who is on a one-year or three-year probationary status.

Growth Phase: The Growth Phase of the Performance Evaluation System is for employees who have successfully completed their probationary period.

Awareness Phase: The Awareness Phase is a phase where the employee is made aware of gaps or performance improvement areas and support is provided that is less formal than a written Assistance Plan.

Assistance Phase: The Assistance Phase provides agency support and assistance to employees who are not meeting one or more of the Eight Agency Standards.

Outcome

The literature supports that a well-designed and effectively implemented evaluation process is critical to achieving broad educational goals. By providing clear performance expectations and increasing professional learning, the third purpose of the Evaluation Process will be accomplished, that of increasing student learning.

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Standards

The Great Prairie AEA (GPAEA) Evaluation Process is standards-based. All AEA certified staff will be evaluated using the IOWA TEACHING STANDARDS WITH AEA CRITERIA.

Standards-based evaluation means individual's performance is based on an identified set of standards and criteria. It means there will be a collection of evidence throughout the process to demonstrate that the employee meets all of the eight standards. The criteria help to define what it looks like to meet those standards.

Standards-based also means that employees and supervisors will use the standards to identify the areas where they want to focus their individual professional growth. The agency will also use these standards to identify the focus of agency-wide professional learning.

Body of Evidence

The GPAEA Evaluation Process will include a collection of evidence to demonstrate that the employee is meeting all eight standards. The supervisor and employee will meet to determine how this body of evidence or portfolio will be developed. There will continue to be options for both the employee and supervisor to collect evidence. The supervisor and employee will choose from options including but not limited to:

- 1) Reviews of work products
- 2) Interviews with employee and clients
- 3) Observations
- 4) Products or other artifacts

All four data collection methods do not need to be used. When a portfolio of artifacts is developed, the focus should be on a collection that provides examples and opportunities for reflection about how the employee is meeting the eight standards. There is no expectation that there will be an artifact for all criteria. Therefore it is acceptable for the portfolio to be supplemented by reviews, interviews, and observations done by the supervisor. More guidance about the collection of evidence is provided later in this document.

Iowa Teaching Standards with AEA Criteria

Alternative Criteria for Area Education Agency Staff Who Meet the Definition of "Teacher"

<p>Standard 1: Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Uses knowledge and understanding of the area education agency’s mission, goals, and strategic priorities to provide services that enhance academic performance. (2) Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance. (3) Participates in and contributes to a positive learning culture. (4) Communicates with students, families, colleagues, and communities effectively and accurately. (5) Uses area education agency, district, and student data as a guide for decision making. 	<p>Standard 5: Uses a variety of methods to monitor student learning.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs. (2) Works collaboratively within the learning community to establish measurable goals and to identify formative and summative methods to monitor progress and the quality of implementation. (3) Communicates the rationale and criteria of assessment and monitoring methods. (4) Elicits and provides timely and quality feedback on assessment and monitoring.
<p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities. (2) Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible. (3) Relates professional knowledge and services within and across multiple content and discipline areas. (4) Understands and supports strategies and interventions that are best practice across content and discipline areas. 	<p>Standard 6: Demonstrates competence in classroom management.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Models respectful dialogue and behaviors within and across job responsibilities. (2) Promotes and maintains a positive, safe, and productive environment. (3) Works collaboratively and is flexible. (4) Communicates accurately and effectively.
<p>Standard 3: Demonstrates competence in planning and preparing for instruction.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Demonstrates the ability to organize and prioritize time, resources, and responsibilities. (2) Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs. (3) Uses district and student data to develop goals and interventions. (4) Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment. (5) Uses available resources, including technology, to plan and develop professional services. 	<p>Standard 7: Engages in professional growth.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Demonstrates habits and skills of continuous inquiry and learning. (2) Works collaboratively to improve professional practices. (3) Applies and shares research, knowledge, and skills from professional development. (4) Establishes and implements professional development plans aligned to area education agency, district, and student learning goals.
<p>Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Aligns service delivery to district, teacher, parent, and student needs. (2) Provides consultation, instruction, interventions, and strategies that align with learner needs. (3) Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs. (4) Uses and supports research-based and evidence-based practices to meet learner needs. (5) Uses available resources, including technology, to provide professional services that meet learner needs. 	<p>Standard 8: Fulfills professional responsibilities established by the school district.</p> <p>The staff member:</p> <ol style="list-style-type: none"> (1) Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations. (2) Demonstrates professional and ethical conduct as defined by state law and area education agency policies. (3) Contributes to efforts to achieve area education agency goals. (4) Demonstrates an understanding of and respect for all learners. (5) Collaborates with all learners.

Professional Growth and Formative Evaluation

All employees at GPAEA will develop a professional growth plan. GPAEA is an organization that is learning, growing, and improving. Every employee is an essential member with an important role. Everyone needs to have opportunities to grow and develop in his or her role and be supported in new learning. GPAEA has high performing staff and we will continue to support their efforts.

Requirements for All Certified Staff

All certified staff members will submit a Professional Growth Plan to their supervisors by September 30th or within 30 days of being hired. The number of goals included in a plan is a personal decision. Each employee is required to have one goal. You may have more if you have multiple areas where you want to learn and grow. Employees are discouraged from having too many goals for fear that the individual will lose focus or be overwhelmed. Supervisors will provide input, support and assistance in the development of the plan. Supervisors may direct a certified staff member's goal. Discipline/teams are encouraged to talk as a group about goals and ways that they want to learn together. Goals and actions must be aligned to agency goals and priorities.

Connection to Professional Learning

The goals of an employee should direct the individual's plans for professional learning. Professional development the employee plans to attend should be included in the action steps of the plan. ("All travel plans are subject to approval and budgetary constraint. Therefore, do not write a goal that is unobtainable if your travel is not approved.") Supervisors will help employees find the professional learning opportunities they need. Learning, growth and feedback are part of a cycle of support that all employees need and deserve.

Process for Development of Professional Growth Plans

The annual development of a Professional Growth Plan provides a major source of planning and reflection between formal (summative) evaluations. It provides a system of goal setting; self-assessment, action planning, and reflection that will help the employee meet client needs and job responsibilities. It is designed to help the employee grow professionally and will provide feedback on job related issues.

The steps in the process for development of professional growth plans are:

- Self-assessment and individual reflection.
- Planning.
- Implementation of action plan.
- Mid-Year Progress Report.
- Evaluation of results.

A minimum of one conference is held with the supervisor during the year about the individual's professional growth planning process.

Self-Assessment and Reflection

Prior to development of the yearly Professional Growth Plan (PGP), staff should review the 8 standards and 36 criteria of the Iowa Teaching Standards with AEA criteria. Staff should list at least three strengths and three potential areas for growth. This will then be used to develop the PGP.

Reflections on this self-assessment will be shared with the supervisor during the conference on professional growth. A form to record this self-assessment is included on page 7. This tool is to be used to assist in self-reflection.

Planning

All certified employees will develop a plan using the Professional Growth Plan on page 8. The plan should be developed by the appropriate due date and reviewed and initialed by the supervisor. Development of the plan is based on the results of the self-assessment. The instructions for completion of the professional growth plan follow.

Implementation of Action Steps

Employees receive support from supervisors and colleagues during the implementation phase. Activities may include a variety of professional learning opportunities and should not be limited to training, book study, exploration, visits to other sites, research, reading etc.

Mid-Year Report

Each employee will submit a mid-year report regarding progress toward completion of his or her professional growth plan by January 30. This report is on page 11.

Evaluation and Yearly Conference

Each employee will have a conference with his/her supervisor upon completion of his/her professional growth plan. It is expected that this conference takes place as per Master Contract. Evidence and analysis of success on goals will be shared annually with the supervisor. Evidence and analysis of success may include, but not be limited to, observation, artifacts, product/activity, client feedback, report, reflective journal, etc. During the year of formal summative evaluation, the evidence and analysis of success will be submitted by a date agreed upon by the supervisor and employee so that the information may be included in the summative evaluation.

Great Prairie Area Education Agency Professional Growth Plan Self-Assessment

Name

Year

Directions:

Prior to development of the yearly Professional Growth Plan, staff should review the 8 standards and 36 criteria of the Iowa Teaching Standards with AEA criteria. Staff should list at least three *strengths* and three potential *areas for growth*. This will then be used to develop the PGP.

Strengths:

- 1.
- 2.
- 3.

Areas for Growth:

- 1.
- 2.
- 3.

Professional Growth Plan Instructions

Growth Plan Component	Question Answered	Instructions
Goal #	What is my goal?	Write the number of the goal (at least 1 goal is required). Also, write the goal in this area. Goals will be observable and measurable.
Standard/Criteria	What is the standard and criteria I am working toward with this goal?	Enter the standard and criterion you will be working toward with this goal. A goal may address more than one criterion.
Rationale	What is my reason for selecting this goal?	Indicate the reasoning behind working toward this goal. Example rationales include descriptions of client needs or specific GPAEA goals, mission, vision, and guiding principles.
Action Steps	What actions will I take to achieve my goal?	Describe the actions that will help you work toward meeting your goal.
Resources/Support	What support, training, help or materials will I need?	Describe the supports you will require to achieve your action steps. Include such things as the required time, access to materials, and training you will need.
Timeline	When will this step be completed?	Enter the date you expect to finish the action step.
Meet with Supervisor	How will my plan support my goal(s)?	Supervisor and employee meet to review plan. Both sign off on plan.
Completed	Was the action step completed?	Check this box if the action step was completed. You will check this box if you completed the action step, regardless of when the action step was completed.
Expected	What information will I have to demonstrate my growth?	This may include portfolio information, feedback from others, or other data that indicate your growth.
Results	What did I achieve?	This section of the form will be filled out before your final meeting with your supervisor. The results section will describe your growth over time in the area of growth. Your current performance and information collected will be described in this area.

Individual disciplines and supervisors will have example growth plans available.

Agency Vision, Mission, Guiding Principles

Vision

Great Prairie Area Education Agency will be the recognized leader in services that improve student performance.

Goals

1. All students will improve their performance.
2. All agency services will improve their quality.

Mission

Great Prairie Area Education Agency improves teaching and learning by developing leaders, discovering solutions, and delivering service through collaboration with students, families, schools, and communities.

Guiding Principles

Programs & Service

Respond to the needs of schools and school districts
Are data-based
Are research-driven
Demonstrate proactive leadership
Are supported by aligned agency resources
Are equitably available
Align with agency-wide vision, mission, guiding principles and goals
Include evidence of meeting all accreditation standards
Include a process to monitor implementation
Include a system for measuring effectiveness
Include a system for measuring efficiency
Align with the Iowa Professional Development Model
Delivered by interagency teams

Stakeholder Relationships

Collaborate effectively with schools, families, and communities
Respond effectively to stakeholder needs
Demonstrate professional, ethical behavior
Demonstrate commitment to the learning success of every stakeholder
Demonstrate proactive leadership
Demonstrate clear lines of communication

Interagency Relationships

Collaborate with staff throughout organization
Integrate existing initiatives
Make data-based decisions
Make research-based decisions
Demonstrate proactive leadership
Demonstrate professional, ethical behavior
Demonstrate continuous professional learning
Demonstrate responsible handling of funds
Establish public trust
Demonstrate clear lines of communication

Great Prairie Area Education Agency Professional Growth Plan

Mid-Year Progress Report

Must be submitted to supervisor by January 30

Goal:

Action Plan Steps completed:

Reflection on Progress:

Remaining Action steps or amendments:

Support requested from supervisor:

Signature _____ Date _____

Overview of Performance Evaluation Phases

There are four phases within performance evaluation. The phase for an employee is determined by the following factors:

- All employees who are within their initial probationary period are considered in the Induction Phase.
- All employees who have completed their initial probationary period and are not in need of assistance are in the Growth Phase.
- All employees who are in need of assistance are in the Awareness or Assistance Phase.

Induction Phase

The Induction Phase of the Performance Evaluation System is for a new employee who is on a one year or three year probationary status. The primary purpose of the Induction Phase is to ensure the employee has sufficient support to be inducted into the agency and his/her new job responsibilities. Additionally it is to generate usable and reliable data that will support making a decision to extend the probationary period or move the employee to the Growth Phase. Employees in the Induction Phase receive a Summative Review at least once per year.

Growth Phase

The Growth Phase of the Performance Evaluation System is for employees who have successfully completed their probationary period. This phase provides ongoing support so that the employee will achieve higher professional competence and have opportunities for continual growth. Employees in the Growth Phase receive a Summative Review at least once every three years. The majority of the employees in the agency will be in the Growth Phase.

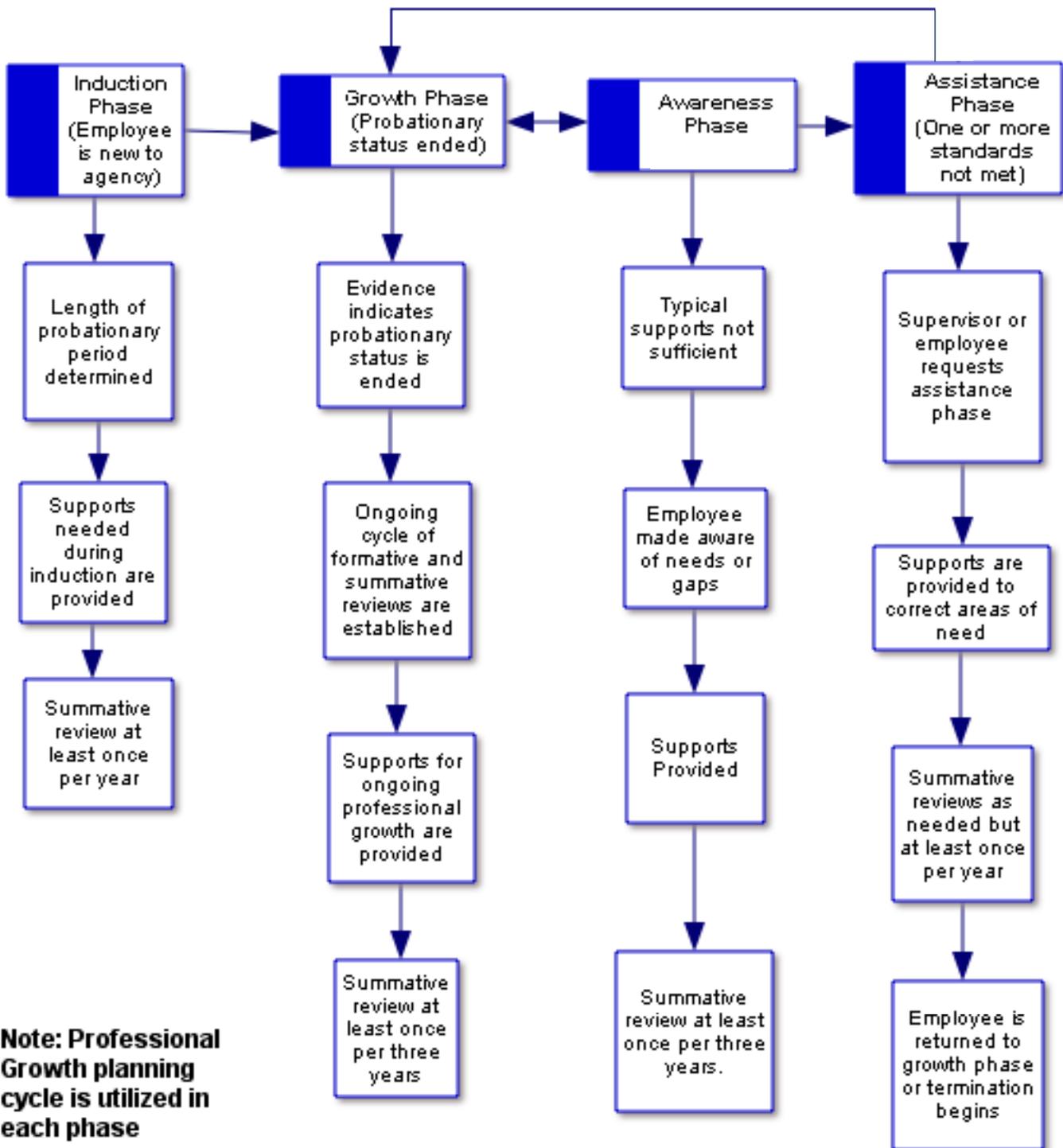
Awareness Phase

The Awareness Phase is a phase where the employee is made aware of gaps or performance improvement areas and support is provided that is less formal than a written Assistance Plan. The Awareness Phase may be activated by either the employee or the supervisor when it is felt that other measures would not or have not provided the support necessary to respond to the identified needs. The Awareness Phase is less formal although the employee will receive written documentation. A written plan is not required and the support provided may be less intensive than needed in the Assistance Phase.

Assistance Phase

The Assistance Phase provides agency support and assistance to employees who are not meeting one or more of the Eight Agency Standards. It provides a more structured process for an employee to receive support in the area of need. It is for employees who may benefit from support like mentoring, coaching, or specific professional learning activities.

Phases of Performance Evaluation



Induction Phase

The Induction Phase of the performance evaluation system is for a new employee who is on a one year or three year probationary status. The primary purpose of the Induction Phase is to ensure the employee has sufficient support to be inducted into the agency and fully understand his/her new job responsibilities. Additionally it is to generate usable and reliable data that will support making a decision to extend the probationary period or move the employee to a Growth Phase. Employees in the Induction Phase receive a Summative Review at least once per year.

Requirements During Induction Phase

1. Minimum of one formal observation per year
2. Self-assessment and reflection
3. Supports such as (but not limited to) a mentor, new staff meetings, professional learning opportunities, and/or coaching etc are provided
4. Summative review conference to evaluate performance on the Iowa Teaching Standards with AEA Criteria at least yearly.

At the beginning of the employment year, the probationary employee will be introduced to the Iowa Teaching Standards with AEA Criteria appropriate to the employee's job responsibilities, the GPAEA Performance Evaluation Process, and the Great Prairie Education Association Master Agreement by the supervisor. By understanding the components of each of these, the probationary employee will understand what is necessary to demonstrate the required skills, knowledge and behaviors. The employee in the Induction Phase will receive continuous feedback on employee and job related issues.

Observations and collection of data will occur throughout the employee's probationary status. One formal observation will occur at least once per year while the employee is in the Induction Phase. All the information collected should be shared during formative conferences as needed. At least one summative review is conducted each year. If at any time it is determined that more support is needed, (other than that provided through typical supports in the Induction Phase) a Performance Improvement Plan is written (Pages 20-21).

Completion of the Induction Phase

At the end of the probationary period or at least once per year a summative review will be held and a review of the employees' performance on the Iowa Teaching Standards with AEA Criteria will be included. The probationary employee must demonstrate a satisfactory level of performance on all Iowa Teaching Standards with AEA Criteria. If the required amount of time for the probationary period has been completed and the employee has satisfactory performance on all standards, the employee will move to the Growth Phase. If satisfactory performance is not evident in one or more areas, an extension of the probationary period may occur. A recommendation to terminate employment or not renew a contracted employee's contract may be made to the Great Prairie Board of Directors.

Probationary Periods

3 Years	Certified staff that have not completed a three year probationary period in an Iowa school district or AEA.
1 Year	Certified staff that completed a three year probationary period in an Iowa school district or AEA before coming to GPAEA.

Growth Phase

The Growth Phase of the Performance Evaluation System is for employees who have successfully completed their probationary period. This phase provides ongoing support so that the employee will achieve higher professional competence and have continued opportunities for continual growth. Employees in the Growth Phase receive a Summative Review at least once every three years. The majority of employees will be in the Growth Phase.

Requirements During Growth Phase

1. Self-assessment and reflection.
2. Professional Growth Plan.
3. Supports for professional growth plan provided as needed.
4. Summative review conference to evaluate performance on the Iowa Teaching Standards with AEA Criteria at least once every three years.

The Growth Phase provides a system of self-directed goal setting, self-assessment, action planning and reflection on what will help the employee meet internal and external client needs and to grow professionally. During the growth phase the employee should be provided feedback on job related issues to enhance professional growth.

The Growth Phase will consist of an annual formative reviewing using the Professional Growth Plans development process of self-assessment, planning, implementing actions, and evaluating effects. A conference to share formative feedback is held with the supervisor and employee at least once per year.

Employees in the Growth Phase will have a summative review at least once every three years. Summative reviews can occur more frequently if needed as determined by the supervisor or employee. During the year of a summative review, the employee will provide evidence and analysis of success on goals to the supervisor by a date set by the supervisor. The supervisor will also provide formal observations and other data. This information may be included in the written summative evaluation.

Movement from the Growth Phase

If at the summative review satisfactory performance is not evident in one or more of the Iowa Teaching Standards with AEA Criteria, the employee may be moved to the Awareness Phase. The Growth Phase is expected for most employees.

Awareness and Assistance Phases

Awareness Phase

The Awareness Phase is a phase where the employee is made aware of gaps or performance improvement areas and support is provided that is less formal than a written Assistance Plan. Either the employee or the supervisor may activate the Awareness Phase when it is felt that other measures would not or have not provided the support necessary to respond to the identified needs.

Requirements of Awareness Phase

1. There is evidence the employee may not meet one or more standards and will be notified in writing.
2. A conference is held for the purpose of reviewing the performance deficit.
3. This phase will last from one to three months based on supervisory discretion.
4. The current Professional Growth Plan is reviewed and amended if additional supports are needed.
5. Periodic formative evaluation activities and conferences occur.
6. Summative review at least once every three years.
7. Employee returns to Growth Phase or enters Assistance Phase.

Assistance Phase

The Assistance Phase provides agency support and assistance to employees who are not meeting one or more of the Iowa Teaching Standards with AEA Criteria. It provides a more structured process for an employee to receive support in the area of need. It is for employees who may benefit from support like but not limited to mentoring, coaching, or specific professional learning activities.

Requirements During Assistance Phase

1. There is evidence that the employee does not demonstrate competence on one or more standards.
2. A conference is held for the purpose of reviewing the seriousness of the performance deficiency.
3. A Performance Improvement Plan is developed collaboratively.
4. Periodic formative evaluation activities and conference occur with the supervisor and/or secondary evaluator.
5. Summative review conference to evaluate performance on the Iowa Teaching Standards with AEA Criteria and the Performance Improvement Plan at least yearly.
6. Documentation of return to Growth Phase or recommendation not to continue employment.

Placement on the Assistance Phase can occur at any time. Either the supervisor or the employee can request placement in this path. A performance improvement plan conference will be scheduled with the employee and the supervisor when a movement between phases is considered. The conference may include:

- Review of goals in Professional Growth Plan
- Development of a Performance Improvement Plan
- Summative Evaluation on the Iowa Teaching Standards with AEA Criteria
- Evidence from sources substantiating the deficiency

The Performance Improvement Plan (pages 20-21) is written and placed in the employee's personnel file. Initialing or signing the Performance Improvement Plan does not indicate agreement, but only shows awareness of the documentation. The employee may file a written statement indicating support or disagreement.

The Human Resources Director and the appropriate Service Area Director will be informed if an employee is placed in the Assistance Phase. The supervisor will set reasonable review and improvement timelines after conferencing with the employee and the Human Resources Director.

The Assistance Phase also provides a structure for due process should the employee be unwilling or unable to meet the Iowa Teaching Standards with AEA Criteria. The move to recommend termination of employment could occur toward the final stages of an unsuccessful Performance Improvement Plan.

Performance Improvement Plan

A Performance Improvement Plan will be developed by the employee and the supervisor to address standards and criteria not met. It will include goals, action steps and timelines developed by the supervisor. The measurement of achievement should reflect objective measurable evaluation results. The Improvement Plan will include scheduled meetings with the supervisor to monitor progress. Observations will also be conducted to help determine the employee's progress.

Support Strategies

Support strategies may include, but are not limited to, an assistance team, mentoring, peer coaching, in-service training, job shadowing, counseling service referral, and/or consultation, etc. The employee and supervisor will discuss support strategies including how they might be provided and who will be involved. It is the supervisor's responsibility to review these options and determine which are appropriate for the employee.

While support strategies are being implemented the following concepts are considered fundamental and constant.

- The supervisor is the primary evaluator of an employee's performance
- The appropriate Service Area Director and the Human Resources Director form the evaluative support team to assist the supervisor in the employee's evaluation.
- The Performance Improvement Plan is the critical document in the Assistance Phase
- The employee may invite an association representative to meetings regarding evaluation and performance improvement plans.

Completion of the Performance Improvement Plan

The length of time to complete a Performance Improvement Plan should be determined by the supervisor when the plan is developed and documented specifically within the plan. A guideline for the length of time of a Performance Evaluation Plan is from three months to one year so that the employee has adequate opportunity to utilize and benefit from the assistance provided in the Performance Improvement Plan. Under rare circumstances the Human Resources Director may establish a shorter timeline.

Failure to Make Sufficient Progress on Performance Improvement Plan

If it has been determined that the employee is not meeting requirements set in the Performance Improvement Plan and continues not to meet the Iowa Teaching Standards with AEA Criteria, the following occurs:

1. A conference is held that includes the Human Resources Director, the employee's supervisor, the appropriate Service Area Director, and an additional person of the employee's choice (i.e. association representative). The purpose of this conference is to review the seriousness of the performance deficiency with the employee and to ensure the employee is aware of the consequences of not meeting the Iowa Teaching Standards with AEA Criteria, and to discuss available professional assistance.
2. The Performance Improvement Plan is revised or a new one is written with additional support strategies. However, Iowa Code states that the timeline may not exceed a total of twelve months. The employee reviews the plan. Additional support strategies are considered. It is the supervisor's responsibility to review all possible options with the employee. A copy is placed in the employee's personnel file and copies are distributed to the employee, the Human Resources Director and the supervisor.
3. If an employee chooses an assistance team as a resource, the employee determines the degree to which he/she uses the team. An assistance team is a team of individuals who will provide support to the employee as the employee works to meet the goals of the assistance plan. The employee and the supervisor will jointly select the team. Persons selected for this team will be the Great Prairie AEA employee or others outside the agency with expertise that is most appropriate for the employee's improvement. The assistance team serves no evaluation function and is not a resource to the supervisor. The purpose of this team is to give the employee assistance to meet performance expectations.
4. The appropriate Service Area Director or the Human Resources Director may assign a secondary evaluator to evaluate the performance of the employee in the area of identified deficiencies. This secondary evaluator is an administrator, often another supervisor of the same level – who will work to achieve a meaningful understanding of the deficiencies and the goals as outlined in the Performance Improvement Plan before evaluating the employee. The secondary evaluator will examine the evidence and gather any additional evidence as it relates to meeting the Iowa Teaching Standards with AEA Criteria. The secondary evaluator will conduct a conference to share feedback with the employee and the supervisor.
5. The supervisor completes the periodic formative reviews of progress and a summative review based on the time lines specified in the Performance Improvement Plan. If the employee has improved sufficiently to meet all standards, no other formal action is required and the employee is moved back to the Growth Phase. The appropriate Service Area Director and Human Resources Director should be notified. If the employee did not improve sufficiently, the supervisor will meet with the appropriate Service Area Director and Human Resources Director to prepare for the termination process.

Great Prairie Performance Evaluation Assistance Phase Performance Improvement Plan

Name:

Position:

Date:

Standard(s) Not Met:

Performance Deficiencies: (Specific Criteria)

Evidence:

Goal(s):

Action Steps Implementation Design	Timeline	Resources and Support Needed	Outcomes
	Expected Completion Date: Completed <input type="checkbox"/> Yes-Date: <input type="checkbox"/> No		Intended Results: Actual Results:
	Expected Completion Date: Completed <input type="checkbox"/> Yes-Date: <input type="checkbox"/> No		Intended Results: Actual Results:
	Expected Completion Date: Completed <input type="checkbox"/> Yes-Date: <input type="checkbox"/> No		Intended Results: Actual Results:

Summative Review Requirements

The summative conference and review of progress is an event using the results of formative evaluations and evidence collected to summarize the employee's performance in relationship to the Iowa Teaching Standards with AEA Criteria. Employees in the Induction Phase will have a Summative Review at least yearly. Employees in the Growth Phase will have a Summative Review at least once every three years. Employees in the Assistance Phase will have a Summative Review at least yearly or more often if needed.

The Summative Conference will include a discussion of evidence of success on the Professional Growth Plan and in relationship to the Iowa Teaching Standards with AEA Criteria. The Summative Review is documented on the Summative Review form appropriate for the employee's job responsibilities found on pages 25-29. It becomes part of the employee's personnel file. Initialing or signing the Summative Evaluation Form does not necessarily indicate agreement, but shows an employee's awareness of the performance evaluation by the employee. The employee may file a written statement indicating support or disagreement of the evaluation.

The determination of an employee's attainment of standards will be made based upon input from all the components of the Performance Evaluation System. When leaving the Induction Phase, if the employee meets all Iowa Teaching Standards with AEA Criteria, he/she enters the Growth Phase. If the employee does not meet one or more of the Iowa Teaching Standards with AEA Criteria, the employee is placed in the Awareness Phase. The employee's Phase will be stated in writing as part of the Summative Evaluation form.

Body of Evidence

Supervisors and employees are required to collect evidence about the employee's performance on standards. The supervisor uses this body of evidence to make a judgment as to whether all standards are met. The criteria listed under each standard assist the supervisor and employee to understand what meeting the standard entails. The employee is not required to have evidence for each criterion, but there must be sufficient evidence to indicate the standard was met. This body of evidence becomes the employee's portfolio. There are several options available to demonstrate progress toward the Iowa Teaching Standards with AEA Criteria and goals and collect artifacts for the portfolio. These include but are not limited to:

- Observations (formal and informal)
- Client Feedback
- Product/activity
- Report (Video, Written, Multimedia)
- Case Review
- Journal

The portfolio may be used as a reflective tool and will also demonstrate success in meeting standards. A portfolio includes artifacts to demonstrate that a standard has been met.

It is the employee's responsibility to design and develop the portfolio. During the 08-09 contract year, portfolio development will likely be a new activity for many employees; therefore there should be a great deal of flexibility shown to employee's who are developing portfolios. No one should be expected to have an artifact for each of the criteria under each standard.

Each artifact must be labeled with the standard and criteria number. One artifact may demonstrate multiple standards and/or criteria.

The artifact must contain a reflection done by the employee to indicate performance or growth on the standard. A reflection should be written for each standard represented in the portfolio. The reflection gives the rationale for selecting each of the artifacts to demonstrate proficiency for that standard.

The Portfolio is presented for discussion during an individual conference to the evaluator.

Teachers: The Portfolio should contain examples of projects, activities, and lesson plans used or developed by the teacher to enhance teaching and student learning. Artifacts must be aligned with the Iowa's Teaching Standards and should be examples of what the teacher considers his/her best work. The Portfolio is used to provide evidence to support the teacher's attainment of the Iowa Teaching Standards.

Formal Observations

At least one formal observation is required. The formal observation will consist of a pre-conference, observation and a post-conference. It is recommended that the pre-conference occur sometime within a two--week period before the observation and the post conference within a two- week period after the observation. During the pre-conference, the supervisor and employee will:

- Determine the date, place, time, and place of the observation(s)
- Mutually identify the focus of the observation(s)
- Identify major feedback content for the post-conference

Observations should be conducted to gather evidence of the employee's skills, knowledge and behaviors. Observations may include but are not limited to any of the following settings or activities:

- Any activity that is a typical job responsibility or task
- Meeting facilitation
- Classroom instruction
- Individual instruction
- Therapy
- Direct Service
- Workshop
- Teaching
- Training
- Meetings
- Consultation with parent, teacher, coworker
- Community work/support
- Presentation
- Committee work
- Customer service

During the post-conference evaluation the supervisor and employee will:

- Reflect on the activity observed using a coaching process (Focused conversations using ORID questions - Objective, Reflective, Interpretive, and Decisional - is the preferred method for reflection.)
- Review the standards observed
- Analyze data collected during the observation
- Determine next steps for the employee's growth

Additional Sources of Evidence

Data Sources	Data
Client Feedback	<p>Supervisors will seek feedback from internal and external clients served by the employee. This feedback can be gathered through:</p> <ul style="list-style-type: none"> • Surveys • Informal interviews or conferences • Narratives (letters, notes etc.)
Case Review	<p>A case review involves the employee presenting a study of a case in which they have been directly involved. Employees who provide direct services or support interventions and evaluations of students may present a case of a student or group of students to the supervisor. Case studies might also include a model of implementing the Iowa Professional Development Model, Instructional Decision Making or some other type of system improvement effort. Supervisors will provide specific guidelines for how the case is to be presented.</p>
Product or Activity Review	<p>The supervisor may review products the employee either produces or contributes to providing. This review should be conducted to determine if the employee meets standards that relate to provision of service or development of some type of permanent product.</p>
Report	<p>The employee may report on performance and growth. This may occur through verbal, written, or multimedia productions. Again, the report is viewed or read to determine the employee's performance in relationship to standards.</p>
Journaling and Self-Assessment	<p>The employee may keep a journal or submit results of self-assessment or reflection. The journal and self-assessment are analyzed to determine the employee's performance in relationship to standards.</p>

Great Prairie Area Education Agency Summative Performance Evaluation Certified Staff

Staff Member:

Region:

Position:

Date:

	Meets Standard	Does Not Meet Standard
Standard One: Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.		

The staff member:

- (1) Uses knowledge and understanding of the area education agency's mission, goals, and strategic priorities to provide services that enhance academic performance.
- (2) Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance.
- (3) Participates in and contributes to a positive learning culture.
- (4) Communicates with students, families, colleagues, and communities effectively and accurately.
- (5) Uses area education agency, district, and student data as a guide for decision making.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Two: Demonstrates competence in content knowledge appropriate to the teaching position.		

The staff member:

- (1) Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities.
- (2) Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible.
- (3) Relates professional knowledge and services within and across multiple content and discipline areas.
- (4) Understands and supports strategies and interventions that are best practice across content and discipline areas.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Three: Demonstrates competence in planning and preparing for instruction.		

The staff member:

- (1) Demonstrates the ability to organize and prioritize time, resources, and responsibilities.
- (2) Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs.
- (3) Uses district and student data to develop goals and interventions.
- (4) Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment.
- (5) Uses available resources, including technology, to plan and develop professional services.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Four: Uses strategies to deliver instruction that meets the multiple learning needs of students.		

The staff member:

- (1) Aligns service delivery to district, teacher, parent, and student needs.
- (2) Provides consultation, instruction, interventions, and strategies that align with learner needs.
- (3) Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
- (4) Uses and supports research-based and evidence-based practices to meet learner needs.
- (5) Uses available resources, including technology, to provide professional services that meet learner needs.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Five: Uses a variety of methods to monitor student learning.		

The staff member:

- (1) Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs.
- (2) Works collaboratively within the learning community to establish measurable goals and to identify formative and summative methods to monitor progress and the quality of implementation.
- (3) Communicates the rationale and criteria of assessment and monitoring methods.
- (4) Elicits and provides timely and quality feedback on assessment and monitoring.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Six: Demonstrates competence in classroom management.		

The staff member:

- (1) Models respectful dialogue and behaviors within and across job responsibilities.
- (2) Promotes and maintains a positive, safe, and productive environment.
- (3) Works collaboratively and is flexible.
- (4) Communicates accurately and effectively.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Seven: Engages in professional growth.		

The staff member:

- (1) Demonstrates habits and skills of continuous inquiry and learning.
- (2) Works collaboratively to improve professional practices.
- (3) Applies and shares research, knowledge, and skills from professional development.
- (4) Establishes and implements professional development plans aligned to area education agency, district, and student learning goals.

Sources of Evidence:

Comments:

	Meets Standard	Does Not Meet Standard
Standard Eight: Fulfills professional responsibilities established by the school district.		

The staff member:

- (1) Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations.
- (2) Demonstrates professional and ethical conduct as defined by state law and area education agency policies.
- (3) Contributes to efforts to achieve area education agency goals.
- (4) Demonstrates an understanding of and respect for all learners.
- (5) Collaborates with all learners.

Sources of Evidence:

Comments:

Additional Summative Comments:

- The AEA professional is in the Induction Phase
- The AEA professional is in the Growth Phase
- The AEA professional is a first year AEA professional
- The AEA professional meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license
- The AEA professional fails to meet the Iowa Teaching Standards
- The AEA professional is being recommended for a third year before a license decision is made.*

Next Evaluation Year: Growth Phase Induction Phase Assistance Phase

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____ to _____

AEA Professional's Signature: _____ Date: _____

**The agency must contact the Board of Education Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Education Examiners for the evaluator to use to communicate the decision made on each 2nd year teacher.*

Estimated Timeline

Employees Engaging in Summative Review

September-October	Orientation Conference with Supervisor to gain understanding of the evaluation process and discuss sources of evidence to be used in the evaluation
November-March	Pre-Observation, Observation, Post Observation Conferences Additional evaluation activities such as case reviews, portfolio conferences etc
Per Master Contract	Submission of Portfolios Summative Evaluation Conferences

Employee Engaging in Formative Review

September 30*	Submission of Professional Growth Plan
January 15	Submission of Mid Year Assessment
Per Master Contract	Submission of completed Professional Growth Plan

**The September 30th deadline is required for all certified staff. For those staff new to writing Individual Growth Plans, supervisors have discretion as to the due date.*

Definitions

Performance Evaluation: An ongoing process of assessing and providing feedback about an employee's performance.

Formative Review: An evaluation activity including use of formative data to provide feedback on performance.

Summative Review: An evaluation activity summarizing formative data and employee performance on standards.

Professional Growth Plan: A plan developed by the employee to guide professional growth toward a goal(s) aligned to agency vision, mission, goals, guiding principles and the Iowa Teaching Standards with AEA Criteria.

Assistance Plan: A plan developed by the supervisor and the employee to provide support to an employee who is not demonstrating competence on one or more Iowa Teaching Standards with AEA Criteria.

Assistance Team: A team of individuals assembled by the supervisor to support an employee who is not demonstrating competence on one or more Iowa Teaching Standards with AEA Criteria.