



Performance Appraisal Process *Orientation Phase*

Employee's Name: _____ Supervisor: _____
Initial conference Date: _____ Office Location: _____
Performance Review _____ Job Title: _____
Dates: _____

Mission Statement

Our mission is to ensure success for all learners through collaborative partnerships

Philosophy of Performance Appraisal

The primary objective of the Prairie Lakes AEA is to assist local school districts in improving educational opportunities for all students. As a service organization, our greatest strength is our staff, for it is through the staff that services reach the students in the local communities. A comprehensive, well-designed performance appraisal process will enable AEA staff to continue to improve the effectiveness of the services provided.

Belief Statements

The Performance Appraisal Process:

1. supports the Agency's mission and comprehensive plan
2. is an ongoing multi-phase process that is planned and purposeful
3. necessitates self-assessment, builds on employee strengths, and identifies targets for growth
4. is based upon the 8 Iowa Teaching Standards and AEA Criteria
5. is self-directed and focuses on continuous improvement
6. facilitates ongoing communication between employee and supervisor
7. is linked to an employee's job responsibilities
8. is an employee's right

Orientation Phase

During the Orientation Phase, new employees will be assisted in learning the necessary skills to become effective staff members. To facilitate the learning process, each new employee will meet with his/her Zone Coordinator/Supervisor three times throughout the year to review the employee's job performance. This form is to be used to facilitate and document the appraisal process.

Three (3) Comments sections appear after each standard and descriptors/indicators section. Comments section 1 will be used during the October/November session, at which an initial conference will be held with the employee to discuss and explore pieces of evidence that demonstrate knowledge and skills for the descriptors/indicators under each standard. Comments section 2 will be used during the March formative session. Comments section 3 will be used at the May/June session. The employee's progress in any identified area of concern will be also reviewed, if necessary. During the employee's final year in the Orientation Phase, the May/June session may not be required.

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Descriptors/Indicators: The AEA professional:

- Uses knowledge and understanding of the AEA's mission, goals and strategic priorities to provide services that enhance academic performance.
- Participates in and contributes to a positive learning culture.
- Communicates with students, families, colleagues and communities effectively and accurately.
- Uses AEA, district and student data as a guide for decision-making.

Evidence:

Comments:

Evidence:

Comments:

Evidence:

Comments:

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

Descriptors/Indicators: The AEA professional:

- Understands, communicates, and uses key concepts and best practices in fulfillment of AEA roles and responsibilities.
- Uses knowledge of child/adolescent development and adult learning to make the interventions and strategies meaningful, relevant, and accessible.
- Relates professional knowledge and services within and across multiple content and discipline areas
- Understands and supports strategies and interventions that are best practice across content and discipline areas.

Evidence:

Comments:

Evidence:

Comments:

Evidence:	Comments:
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Standard 3: Demonstrates competence in planning and preparing for instruction.	
Descriptors/Indicators: The AEA professional:	
<ul style="list-style-type: none"> ▪ Demonstrates the ability to organize and prioritize time, resources, and responsibilities ▪ Demonstrates the ability to individually and collaboratively plan and prepare professional services ▪ Uses data to develop goals and interventions. ▪ Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment. ▪ Uses available resources, including technology, to plan and develop professional services. 	
Evidence:	Comments:
Evidence:	Comments:
Evidence:	Comments:

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students	
Descriptors/Indicators: The AEA professional:	
<ul style="list-style-type: none"> ▪ Aligns service delivery to district, teacher, parent and student needs. ▪ Provides consultation, instruction, interventions and/or strategies that align with learner needs. ▪ Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs. ▪ Uses and supports research and/or evidence based practices to meet learner needs. ▪ Uses available resources, including technology, to provide professional services that meet learner needs. 	
Evidence:	Comments:

Evidence:	Comments:
Evidence:	Comments:

Standard 5: Uses a variety of methods to monitor student learning.	
Descriptors/Indicators: The AEA professional:	
<ul style="list-style-type: none"> ▪ Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs. ▪ Works collaboratively within the learning community to establish measurable goals and identify formative and summative methods to monitor progress and the quality of implementation. ▪ Communicates the rationale and criteria of assessment and monitoring methods. ▪ Elicits and provides timely and quality feedback on assessment and monitoring. 	
Evidence:	Comments:
Evidence:	Comments:
Evidence:	Comments:

Standard 6: Demonstrates competence in classroom management.	
Descriptors/Indicators: The AEA professional:	
<ul style="list-style-type: none"> ▪ Models respectful dialogue and behaviors within and across job responsibilities. ▪ Promotes and maintains a positive and productive environment. ▪ Works collaboratively and is flexible. ▪ Communicates accurately and effectively. 	
Evidence:	Comments:

Evidence:	Comments:
Evidence:	Comments:

Standard 7: Engages in professional growth.	
Descriptors/Indicators: The AEA professional:	
<ul style="list-style-type: none"> ▪ Demonstrates habits and skills of continuous inquiry and learning. ▪ Works collaboratively to improve professional practices. ▪ Applies and shares research, knowledge, and skills from professional development. ▪ Establishes and implements professional development plans aligned to AEA goals. 	
Evidence:	Comments:
Evidence:	Comments:
Evidence:	Comments:

Standard 8: Fulfills professional responsibilities established by the school district.	
Descriptors/Indicators: The AEA professional:	
<ul style="list-style-type: none"> ▪ Adheres to board policies, AEA procedures, federal/state rules, and contractual obligations. ▪ Demonstrates professional and ethical conduct as defined by state law and AEA policies. ▪ Contributes to efforts to achieve AEA goals. ▪ Demonstrates an understanding of and respect for all learners. ▪ Collaborates with all learners. 	
Evidence:	Comments:

Evidence:	Comments:
Evidence:	Comments:

Summary:

- The employee is a first year newly licensed staff member.
- The employee meets or exceeds all 8 teaching Standards and is recommended for a Standard License.
- The employee fails to meet the Iowa Teaching Standards.
- The employee has a professional license and is new to the agency.
- The employee is being recommend for a third year before a license decision is made.

Employee's Signature _____ Date: _____

Supervisor's Signature: _____ Date: _____

A signature on this form means that the employee has had the opportunity to review and discuss the contents of this performance appraisal document. The employee retains the right to submit a written statement in response to the contents of this evaluation.