



Performance Appraisal Process State Standards and Criteria 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 Teacher

- A. Provides evidence of student learning to students, families, and staff.
- B. Implements strategies supporting student, building, and district goals.
- C. Uses student performance data as a guide for decision making.
- D. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student
- E. Creates an environment of mutual respect, rapport, and fairness
- F. Participates in and contributes to a school culture that focuses on improved student learning
- G. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence:	Comments:
Evidence:	Comments:
Evidence:	Comments:

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

Descriptors/Indicators: The Teacher:

- A. Understands, communicates, and uses key concepts, underlying themes, relationships, and different perspectives related to the content area
- B. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- C. Relates ideas and information within and across content areas
- D. Understands and uses instructional strategies that are appropriate to the content area.

Evidence:	Comments:
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Evidence:	Comments:
Evidence:	Comments:

Standard 3: Demonstrates competence in planning and preparing for instruction.

Descriptors/Indicators: The Teacher:

- A. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- B. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- C. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- D. Selects strategies to engage all students in learning.
- E. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence:	Comments:
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Evidence:	Comments:
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Evidence:	Comments:
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Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students

Descriptors/Indicators: The Teacher:

- A. Aligns classroom instruction with local standards and district curriculum.
- B. Uses research-based instructional strategies that address the full range of cognitive levels.
- C. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- D. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

E. Connects students' prior knowledge, life experiences, and interests in the instructional process.

F. Uses available resources, including technologies, in the delivery of instruction.

Evidence:

Comments:

Evidence:

Comments:

Evidence:

Comments:

Standard 5: Uses a variety of methods to monitor student learning.

Descriptors/Indicators: The Teacher:

A. Aligns classroom assessment with instruction.

B. Communicates assessment criteria and standards to all students and parents.

C. Understands and uses the results of multiple assessments to guide planning and instruction.

D. Guides students in goal setting and assessing their own learning.

E. Provides substantive, timely, and constructive feedback to students and parents.

F. Works with other staff and building and district leadership in analysis of student progress.

Evidence:

Comments:

Evidence:

Comments:

Evidence:

Comments:

Standard 6: Demonstrates competence in classroom management.

Descriptors/Indicators: The Teacher:

- A. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- B. Establishes, communicates, models, and maintains standards of responsible student behavior.
- C. Develops and implements classroom procedures and routines that support high expectations for student learning.
- D. Uses instructional time effectively to maximize student achievement.
- E. Creates a safe and purposeful learning environment.

Evidence:

Comments:

Evidence:

Comments:

Evidence:

Comments:

Standard 7: Engages in professional growth.

Descriptors/Indicators: The Teacher:

- A. Demonstrates habits and skills of continuous inquiry and learning.
- B. Works collaboratively to improve professional practice and student learning.
- C. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- D. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

Evidence:

Comments:

Evidence:	Comments:
Evidence:	Comments:

Standard 8: Fulfills professional responsibilities established by the school district.	
Descriptors/Indicators: The Teacher:	
<ul style="list-style-type: none"> A. Adheres to board policies, district procedures, and contractual obligations. B. Demonstrates professional and ethical conduct as defined by state law and district policy. C. Contributes to efforts to achieve district and building goals. D. Demonstrates an understanding of and respect for all learners and staff. E. Collaborates with students, families, colleagues, and communities to enhance student learning. 	
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.