

Evaluation System for Contracted Staff

The Grant Wood Area Education Agency's Evaluation System for contracted staff has three purposes:

- The *first purpose* is to provide clear performance expectations that promote quality assurance and accountability.
- The *second purpose* is to increase professional learning by individuals and to create a community of learners.
- These two purposes form the basis of the *third purpose*, to increase student learning.

Standards and Criteria:

The Standards and Criteria provide clear performance expectations of what highly qualified AEA professionals* need to know and be able to do to achieve the Agency goals. They are the cornerstone of the evaluation system and provide direction for professional development. The Standards and Criteria reflect professional behaviors needed by contracted 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 (off-site teachers) will follow the performance criteria specific to teachers rather than the alternative criteria established for AEA Staff. See Appendix F (Essential Information for GWAEA Off-Site Teachers).



Evaluation System:

This continuous improvement system is differentiated to increase professional learning. Recognizing that the workplace is rapidly changing, this system is designed to support staff with varying levels of professional experience and needs. The evaluation system includes three cycles:

Induction Cycle: The Induction Cycle is designed to meet the learning needs of staff new to the Agency. This cycle supports new employees through the processes of 1) professional development, in the form of orientation, mentoring by a colleague and coaching conversations with the evaluator and 2) performance review, in the form of observations by the evaluator and conferences with the evaluator to document competency in the Standards. Upon successful completion of this two-to-three year cycle, the employee advances to the Development Cycle and, in collaboration with the evaluator, creates a Professional Development Plan.

Development Cycle: The Development Cycle engages the employee in professional development, through reflection and goal setting, to enhance and enrich the employee's knowledge and skills. This cycle also includes a performance review, conducted every three years, to ensure continued competency in the Standards. Activities in this cycle include annual conversations related to the employee's work and review of the Professional Development Plan.

Assistance Cycle: This cycle provides structured support to the employee who needs additional assistance in demonstrating competency in the Standards. The Assistance Cycle consists of two levels, Collaborative and Directed. Both of these levels include plans addressing specific concerns.

Outcome:

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