

Lewis Central
Certified Employee
Evaluation Guide

2024-2025

Beginning Teachers

Beginning Teachers

Beginning teachers are defined as teachers who have an [initial license](#). Beginning teachers are also referred to as initial teachers (Iowa Code Chapter 284). Beginning teacher does not include a teacher whose employment with a school district or Area Education Agency (AEA) is [probationary](#), unless the teacher is serving under an initial or teacher intern license (Iowa Code Chapter 272).

Mentoring & Induction

The mentoring & induction program is created to promote excellence in teaching, enhance student achievement, build a supportive environment within the school district, increase the retention of promising beginning teachers, and promote the personal and professional well-being of teachers (Iowa Code Chapter 284)

Lewis Central's mentoring & induction program provides for a two-year sequence of content and activities that support the [Iowa teaching standards](#) and beginning teacher professional and personal needs. (Iowa Code Chapter 284). For more information, see our [Mentoring & Induction Guide](#) (draft).

Comprehensive Evaluation

A summative evaluation of a beginning teacher conducted by an evaluator for purposes of determining a beginning teacher's level of competency, for recommendation for licensure based upon the Iowa teaching standards, and to determine whether the teacher's practices meets the school district's expectations for a career teacher (Iowa Code Chapter 284).

At the culmination of the comprehensive evaluation, the district shall recommend for a standard license or may offer a beginning teacher a third year of participation in the program (Iowa Code Chapter 284).

If a beginning teacher, who is participating in a mentoring & induction program leaves the district or AEA prior to completion of the program, the district shall credit the beginning teacher with the time earned in the program prior.

Probationary Teachers

New to the District (Probationary)

The first three consecutive years of a licensed employee's contract is a probationary period, unless the employee has already successfully completed the probationary period in an Iowa school district.

New employees who have successfully completed a [probationary period](#) in a previous Iowa school district will serve a two year probationary period. For purposes of this policy, an employee will have met the requirement for successfully completing a probationary period in another Iowa school district if, at the teacher's most recent performance evaluation, the teacher received at least a satisfactory or better evaluation and the individual has not engaged in conduct which would disqualify the teacher for a continuing contract.

Only the board, in its discretion, may waive the probationary period. The board may extend the probationary period for one additional year with the consent of the licensed employee. The board will make the decision to extend or waive a license employee's probationary status based upon the superintendent's recommendation. During this probationary period, the board may terminate the license employee's contract at the end of the year without cause or immediately discharge the employee consistent with applicable law and board policies. (Board Policy 405.9. Iowa Code 279.19)

Employees must know their role and duties. New employees may be required to participate in an orientation program for new employees. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. Payroll procedures and employee benefit programs and accompanying forms will be explained to the employee by the Business Office. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance. (Board Policy 401.1)

Evaluation

Evaluation of licensed employees on their skills, abilities, and competence is an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of licensed employees, other than administrators, but including extracurricular employees, is to improve the education program, to maintain licensed employees who meet or exceed the board's standards of performance, to clarify the licensed employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees. (Board Policy 405.8)

Licensed employees will be required to:

- Demonstrate the ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
- Demonstrate competency in content knowledge appropriate to the teaching position. Demonstrate competency in planning and preparation for instruction.
- Use strategies to deliver instruction that meets the multiple learning needs of students.
- Use a variety of methods to monitor student learning.
- Demonstrate competence in classroom management.
- Engage in professional growth.
- Fulfill professional responsibilities established by the school district. (Iowa Code 20.9; 279, 284, 294)

Performance review

Career Teachers will be "on cycle" for performance review once every three (3) years of employment. However, nothing in this handbook restricts the District from placing a teacher "on cycle" for performance review at any time during their employment. Teachers who are placed on performance review who are not "on cycle" shall be notified in writing by the designated evaluator. A teacher placed back "on cycle" for performance review will meet with his/her Building Principal or immediate supervisor and develop a Career Development Plan. Once an evaluation is complete, a new cycle begins. Teachers who are placed "on cycle" for performance review at any other time during employment shall be provided with a copy of the performance review instrument when they receive written notice as described above

During the year, the teacher will collect and organize pertinent artifacts and information that demonstrate the [Iowa Teaching Standards](#) and criteria. It is understood by the teacher that this collection of artifacts will be an ongoing process of collection, selection and reflection. This will include supporting documentation from evaluators, teachers, parents and students. This collection will be discussed throughout the performance review process.

Any formal observations will be held at a time identified and agreed upon by the teacher and the evaluator. A pre-conference will occur prior to each formal observation within ten (10) school days. The evaluator and the teacher may mutually agree to extend the post-conference to a mutually agreeable date and time. The conference times shall not be held outside the employee's contracted workday.

Informal observations will be held at the discretion of the evaluator. These observations may be used as artifacts for demonstrating competence in the [Iowa Teaching Standards](#).

The evaluator will complete the career teacher performance review and will meet with the teacher to discuss the results. Both the evaluator and the teacher will sign the performance review document. The signature of the teacher does not signify agreement, but rather that the teacher is aware of the content of the performance review and evaluation. The teacher's performance review will be completed before May 15th. The teacher and the evaluator may mutually agree to extend this deadline by signing an agreement stating the new agreed upon completion date.

The performance review will include:

- A review and discussion of the teacher's performance relative to the [Iowa Teaching Standards](#).
- The review will include at a minimum the evaluator observations and the artifact collection illustrating and documenting competency of the [Iowa Teaching Standards](#).
- Results from the [Individual Career Development Plan](#) (ICDP).
- At least one formal observation before April 10th with complete pre and post observation forms and informal observations throughout the year.

If a teacher's performance review determines that he/she has not satisfactorily demonstrated competence of one or more of the [Iowa Teaching Standards](#) or does not meet the expectations of the Lewis Central Community School District, the teacher may be placed on Intensive Assistance. The teacher shall be allowed to request representation. This section of the handbook is not subject to the grievance procedures.

Career Development Plan

The purposes of the Career Development Plan are:

1. To support professional development and growth for teachers.
2. To focus teacher growth and instruction using student achievement data.
3. To encourage risk-taking (learning and using new methods) and reflection on best practice.
4. To show how teacher effort aligns with district and building goals.
5. To encourage learning by collaboration.
6. To support growth in mastery of the Iowa Teaching Standards.
7. To provide supportive structure for teacher learning.

Process of the Career Development Plan:

- A. The Individual Career Development Plans are to be drafted by October 1.
- B. The Individual Career Development Plan may be developed as an individual or group plan.
- C. The principal or evaluator will meet the teacher(s) to review the plan, modify the plan as needed, and approve the plan by October 30. Both the teacher and principal will have a copy.
- D. A mid-year reflection meeting will occur once during the year. The purpose of the meeting is to review progress in meeting the goals in the plan, to review collaborative work with other staff on student achievement goals, and to modify the plan as necessary. The teacher provides the principal with a copy of the “Reflection and Update” prior to the meeting. Conferences with teachers working on a joint plan may be held individually or collectively.
- E. End of Year reports on the Career Development Plan will be provided as part of the Performance Review. Both the teacher and administrator will have a copy of the “End of Plan Report.”
- F. With the approval of the principal, the teacher keeps the materials created as part of the Career Development Plan such as “artifacts” and reflections.
- G. As part of the Career Development Plan, the teacher shall collect data for the performance review such as “supporting documentation from other evaluators, teachers, parents, and students” that is required by law

Intensive Assistance

Intensive Assistance means the provision for organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve months. (Iowa Code 284)

A teacher who is not meeting the applicable standards and criteria shall participate in an intensive assistance program. However, a teacher who has previously participated in an intensive

assistance program relating to particular Iowa teaching standards or criteria shall not be entitled to participate in another intensive assistance program relating to the same standards or criteria.

Following a teacher's participation in an intensive assistance program, the teacher shall be reevaluated to determine whether the teacher successfully completed the intensive assistance program and is meeting district expectations under the applicable Iowa teaching standards or criteria.

If the teacher did not successfully complete the intensive assistance program or continues not to meet the applicable Iowa teaching standards or criteria, the board may do any of the following:

- a. Terminate the teacher's contract immediately pursuant to section 279.27.
- b. Terminate the teacher's contract at the end of the school year pursuant to section 279.15.
- c. Continue the teacher's contract for a period not to exceed one year. However, the contract shall not be renewed and shall not be subject to section 279.15.

Appendix

[Lewis Central Career Development Plan Template](#)

[LC Pre Observation Form](#)

[LC Post Observation Form](#)

[Summative Evaluation Form](#)

[Plan of Assistance](#)

[Instructional Coach Evaluation Cycle](#)