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Definitions

Evaluation of Staff – Definitions

ISEA Performance Evaluation Model

The Iowa Teacher Quality Initiative is the foundation for the Iowa State Education Association (ISEA) Performance Evaluation Model. The elements of the model are based on the Eight Iowa Teaching Standards identified in *Code*. For each of these standards, the Iowa Department of Education developed criteria that enlarged upon and helped further define each standard. The model's focus is on improved instruction through quality evaluation for the purpose of improved student learning. The ISEA Model supports the use of formative and summative evaluations with model documents for both beginning and career teachers.

Overall (Summative) Evaluation

Overall (summative) evaluations take place near the end of a specified period of time and indicate how well identified goals were achieved. The overall (summative) evaluation is an analysis and comparison of actual progress towards identified standards and criteria with the intent of determining an overall level of performance rather than the performance of a particular standard.

Performance Level Names

Performance level names are descriptive terminology used to identify various performance levels for the purpose of rating performance on the overall (summative) evaluation form. The simplest example would be:
Level 1 (lowest level) Does Not Meet
Level 2 (highest level) Meets

Principal

A principal is a member of a school's instructional staff who serves as an instructional leader, coordinates the process and substance of educational and instructional programs, coordinates the budget of the school, provides formative evaluation for all practitioners and other persons in the school, recommends or has effective authority to appoint, assign, promote, or transfer personnel in a school building, implements the local school board's policy in a manner consistent with

professional practice and ethics and assists in the development and supervision of a school's student activities program.

SAI Performance Review Model

The School Administrators of Iowa (SAI) Model is a systematic approach to the evaluation of leadership performance at the building level. The model is based on the six Iowa Standards for School Leaders. The model supports a summative evaluation for principals during their first year of employment and continued annual formative assessments based on Individual Professional Development Plans. The model also supports a three-year summative evaluation requiring documentation of competence based on the six Iowa Standards for School Leaders and district expectations drawn from the local Comprehensive School Improvement Plan (CSIP) and building improvement plan.

Teacher

A teacher is an individual who provides instruction to pre-kindergarten, kindergarten, grades 1 through 12 and who maintains daily student attendance records.

Annual School Day Minutes

Annual school day minutes are the number of minutes that all students are required to be at school (bell-to-bell minutes). Annual school year minutes are based on the cumulative total of full and partial days in the regular school year for students. Days credited as teacher/student contact days in which students do not receive instruction are not to be counted in cumulative totals of school day minutes. (i.e. student/teacher release time to compensate for time devoted to parent/teacher conferences)

Calendar Options

Calendaring options may be based on a minimum of 1080 hours of instruction or 180 days. As per IAC 281- 12.1(7), "Time recorded under either a days or hour calendar system may include passing time between classes, but shall exclude the lunch period."

Instructional Minutes

Instructional minutes are the minutes allocated for the direct instruction of curricula within a school day. The cumulative total of instructional minutes in a school day would be reflective of student/teacher contact time and would not include any minutes designated for transitions and/or lunch.

Lunch Time

The time allocated for students to eat lunch as determined by the master schedule.

Master Calendar

The calendar adopted by the district which identifies teacher work days, student attendance days, holidays, early dismissal days and significant events/dates within the school year.

Master Schedule

The schedule established by each building to determine the regular start and dismissal times for academic classes. Master schedules would include hall passing time, lunch period (s) and other transitions times which occur within the context of the school day.

Partial Student Contact Days

The number of days whereby students receive direct instruction of curricula but the school day is abbreviated for some reason (i.e. parent/teacher conferences, professional development, early release days due to unique events at the district level).

Parent/Teacher Compensation Days

Parent/Teacher compensation days are the number of days staff and students are released to compensate for time devoted to parent/teacher conferences that were held beyond the regular school day.

Student Contact Days

The number of days that students are provided direct instruction based on regularly scheduled curricula. This may vary depending on district policy/practice, but would include only those days where academic content is provided to students. Student/teacher release time to compensate for time devoted to parent/teacher conferences would not be counted as student contact days.

Passing Time

Passing time at the secondary level is typically the amount of time that students are given to travel from one class to the next or to other regularly scheduled activities (i.e. lunch) which occurs within the context of the school day. Passing times at the

elementary level may vary dependent upon the amount time given to travel from a classroom to the various "specials" (i.e. art, music, physical education, media/library, guidance) and/or other regularly scheduled breaks (i.e. recess, lunch) in the school day.

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Definitions – Applicable to PLAS Schools

Additional Learning Time – Only Applicable to Persistently Lowest Achieving Schools (PLAS)

Time allocated for additional learning experiences implemented by the district/school which are above and beyond the students' regularly scheduled school day/year. If summer school classes are considered a part of the regular school year for students and all students have the opportunity to participate, the time allocated to these classes would not be considered as "additional learning time." If summer school classes are not considered a part of the students' regular school year, but are provided as additional educational opportunities on a regularly scheduled basis and all students are given the opportunity to participate, the classes/activities would be considered as "additional learning time." *Any regularly scheduled time whereby all students have the opportunity to participate if there is no selection process for the activity is considered additional learning time.* An afterschool program available to only to a subset of students in a school, such as those who are only failing a course, would not be considered as additional learning time.

Additional learning time may be attributed to: longer school year, longer school day, before/after school classes, weekend classes, and/or other activities that provide regularly scheduled learning activities which are available to all students. Additional learning experiences may include: (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations.