

Teacher Performance Evaluation Handbook

**LeMars Community Schools
LeMars, Iowa**

2014

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Introduction

The Board of Education has the responsibility for establishing the professional duties and responsibilities of employees. The Board receives guidance in this responsibility from Iowa law, and the rules and regulations of the Iowa State Department of Education.

Teacher evaluation should provide opportunities for teachers at different developmental stages to be involved in processes and activities appropriate to their experience and expertise. In addition, teacher evaluation should be heavily focused on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional development, especially development focused on improving student achievement as determined by district achievement goals.

The Iowa Teacher Quality statute requires school districts to provide a system of career development and evaluation for all teachers by the 2005-06 school year. The career development portion includes three program areas to support teachers and their growth:

- Mentoring and induction for beginning teachers
- Career development plans, that support the growth of all teachers, related to district and building goals
- Intensive assistance programs for career teachers not meeting one or more of the Iowa Teaching Standards

The evaluation system must include:

- Comprehensive evaluations for all beginning teachers by the end of their second year of teaching
- Performance reviews at least once every three years for career teachers

To accomplish the desired outcomes, a three-tiered approach to evaluation will be used:

- Tier I: Beginning Teacher
- Tier II: Probationary Teacher and Career Teacher
- Tier III: Intensive Assistance Cycle

Philosophy of Teacher Evaluation

Teacher evaluation is one of the key elements used to improve the quality of education within the school system. It is the goal of the LeMars Community Schools to have an open, systematic, and effective evaluation tool. The evaluation process should be continually updated and improved. The LeMars Community Schools recognize the following basic purposes of teacher evaluation:

1. recognize that there is no single model educator
2. focus on improvement, self-discipline, personal and professional growth
3. identify individual professional growth needs
4. deal effectively with marginal and unsatisfactory performance
5. be a collaborative effort between teacher and evaluator
6. improve communication between teacher and evaluator
7. provide due process
8. recognize contributions and excellence

Evaluation Structure

To clarify and assist in the understanding of the LeMars teacher performance and professional growth process, the following terms are presented:

1. **Building Principal** – The primary authority and responsibility for evaluation activities lies with the building principal or appropriate supervisor.
2. **Teacher Performance Evaluation** – The formal system of teacher appraisal for professional growth.
3. **Visitation** – Whenever supervisory personnel enter the work areas for purposes other than teacher evaluation.
4. **Formative Observation** – Whenever a supervisory personnel enters the teacher’s work area for purposes of gathering data concerning the teacher’s performance.
5. **Summative Evaluation** – The appraisal of the teacher’s performance.
6. **Rating Descriptors** –
 - Meets Iowa Teaching Standards
 - Needs improvement
 - Does not meet Iowa Teaching Standards
7. **Criterion** – Examples of methods which may be observed and support the standard. Not all criterion need be observed/collected.
8. **Awareness Phase** – The administrator/evaluator identifies a problem relating to a teaching standard. A collaborative plan will be developed to address the area(s) of concern(s). The awareness is designed to be a short-term process lasting no more than 90 calendar days and no less than 30 calendar days. If time does not permit the teacher may begin the following school year in this phase.
9. **Career Development Plan** – Every year, an employee will be required to participate in a Career Development Plan. The plan will support the growth of all teachers and relate to district and building goals. This plan may be an individual or group plan.
10. **Intensive Assistance Plan** – The administrator/evaluator identifies teaching standard(s) that has/have not been met.
11. **Intensive Assistance Team** – An advisory panel organized to help plan and carry out the work/study program for selected employees.
12. **Training of Evaluators** – Periodic in-service sessions will be conducted to familiarize evaluators with the procedures and materials of the Teacher Performance Evaluation system, observational techniques, performance data gathering, and application of evaluation instrument scoring.
13. **In-service of Teachers** – Periodic in-service sessions will be conducted to familiarize employees with procedures and materials of the Teacher Performance Evaluation Handbook.

Standard 1

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

Criterion:

- a. Provides multiple forms of evidence of student learning and growth 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 to support attainment of or failure to meet standards:	Check one:
	<input type="radio"/>
	Meets Iowa Standards
	<input type="radio"/>
	Needs Improvement
	<input type="radio"/>
	Does Not Meet Iowa Standards

Standard 2

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

Criterion:

- a. Understands 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 areas

Evidence to support attainment of or failure to meet standards:	Check one: <input type="radio"/> Meets Iowa Standards <input type="radio"/> Needs Improvement <input type="radio"/> Does Not Meet Iowa Standards
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Standard 3

STANDARD: Demonstrates competence in planning and preparing for instruction.

Criterion:

- 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 to support attainment of or failure to meet standards:	Check one: <input type="radio"/> Meets Iowa Standards <input type="radio"/> Needs Improvement <input type="radio"/> Does Not Meet Iowa Standards
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Standard 4

STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criterion:

- 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 to support attainment of or failure to meet standards:	Check one:
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Needs Improvement	
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Does Not Meet Iowa Standards	

Standard 5

STANDARD: Uses a variety of methods to monitor student learning.

Criterion:

- 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

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Standard 6

STANDARD: Demonstrates competence in classroom management.

Criterion:

- 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

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	Does Not Meet Iowa Standards <input type="radio"/>

Standard 7

STANDARD: Engages in professional growth.

Criterion:

- 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
- e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district wide assessments

Evidence to support attainment of or failure to meet standards:	Check one: <input type="radio"/> Meets Iowa Standards <input type="radio"/> Needs Improvement <input type="radio"/> Does Not Meet Iowa Standards
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Standard 8

STANDARD: Fulfills professional responsibilities established by the school district.

Criterion:

- 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 to support attainment of or failure to meet standards:	Check one: <input type="radio"/> Meets Iowa Standards <input type="radio"/> Needs Improvement <input type="radio"/> Does Not Meet Iowa Standards
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TIER I Teacher

- The teacher is a first year Beginning Teacher.
- The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.
- The teacher fails to meet the Iowa Teaching Standards.
- The teacher is being recommended for a third year before a license decision is made.*

TIER II Teacher

- The teacher meets or exceeds all eight Iowa Teaching Standards.
- The teacher is recommended for the Awareness Phase.
- The teacher is recommended for the Intensive Assistance Plan.
- The teacher fails to meet the Iowa Teaching Standards.

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20____ to _____, 20 _____

Teacher's Signature: _____ Date: _____

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2nd year teacher.

ARTICLE 14

Evaluation Procedure

A. ORIENTATION

Within the first two weeks of the beginning of each school year, the building principal or appropriate supervisor shall conduct a meeting which all employees under his/her supervision shall be required to attend and shall acquaint said employees with the formal evaluation procedure, standards, and instruments used, and advise each employee as to the designated person or persons who will observe and evaluate his/her performance. Employees assigned to more than one building will be evaluated only by the supervisor or by the principal of one building and will be notified. No formal evaluation shall take place until such orientation has been completed.

Each employee shall be informed of a formal observation of his/her performance required by this contract prior to the observation.

B. REQUIRED OBSERVATIONS

A new employee who is a Tier I or Tier II career teacher will have a summative evaluation once each year for the first two (2) years. A continuing employee Tier II career teacher will have a summative evaluation at least once every three (3) years. Each summative evaluation will be preceded by a minimum of three (3) formative observations.

C. FORMAL EVALUATION PROCEDURE

The designated building principal and/or appropriate supervisor shall evaluate each employee formally in writing.

1. Process

a. Pre-Observation Conference

Before each announced formative observation is made, a notification will be given and a conference held to discuss the lesson to be observed.

b. Observation

During an observation supervisory personnel will look for areas to reinforce as well as areas of growth.

c. Post-Observation Conference

Within five (5) contract days after an announced formative observation, a feedback meeting with the teacher observed will be held. The primary purpose of the meeting is to reinforce and provide specific written feedback to help the teacher grow.

d. Summative Written Evaluation Report

(1). New Employees – A summative evaluation report, supported by three (3) formative observations, will be written annually for the first two (2) years of employment. A summative evaluation report will be provided within 20 contract days following the last formative evaluation.

(2). Continuing Employees – A summative evaluation. The building principal will assign the individual teacher to a summative evaluation no less than once every three (3) years and more often if the principal deems it necessary. A minimum of three (3) announced formative observations will be made to support the summative evaluation.

The evaluation criteria may be changed by a committee of employees and administrators. The instrument used is in the Teacher Performance Evaluation Handbook.

2. Conference and copy

A conference will be held within five (5) contract days after the employee has been notified that a summative evaluation is being written. A copy of the evaluation shall be made available to the employee within 20 contract days of the last formative evaluation. The employee shall then immediately sign and return the evaluation to his/her building principal or supervisor. A copy of the evaluation signed by both parties shall then immediately be returned to the employee. The employee's signature does not necessarily mean agreement with the evaluation, but rather an awareness of its contents. This signed evaluation will be submitted to the superintendent and placed in the employee's personnel file by May 15th.

3. Responses

If the employee feels his/her formal written evaluation is incomplete, inaccurate, or unjust, he/she may within ten (10) contract days, from the date of the employee's signature, put his/her objections in writing and have them attached to the evaluation report to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate an awareness of its contents.

4. Grievance

Tier I - Grievance is not applicable for Tier I as pursuant to Iowa Code.

Tier II - The evaluation and ratings are not subject to the Grievance Procedure (Article 6) unless the summative evaluation holds employee on step or calls for termination.

The grievance procedure time line will commence upon written notification of the intent that the employee be terminated or held on step. Members of the advisory panel (intensive assistance team) shall not be permitted to provide evidence or information relating to the activities as a panel member.

D. AWARENESS PHASE

“The administrator/evaluator identifies a problem relating to a teaching standard and notifies the teacher of the area(s) of concern. Following the notice by the administrator/evaluator, a meeting will be held to develop a collaborative plan to address the area(s) of concern(s). The administrator/evaluator and the teacher will each have input into the documentation that will be collected to demonstrate improvement or

proficiency in the addressed area(s) of concern(s).” The awareness phase is designed to be a short-term process lasting no more than 90 calendar days and no less than 30 calendar days. If time does not permit the teacher may begin the following school year in this phase. The evaluator may choose to bypass the awareness phase and move directly to the Tier III intensive assistance plan.

E. EVALUATION PROCEDURES WHEN TIER III INTENSIVE ASSISTANCE IS A CONSIDERATION

1. Definitions

a. Tier III Intensive Assistance

For the purposes of this article, intensive assistance is defined as an identified area of concern and does not necessarily mean that a teacher will be held on step or dismissed. The intensive assistance plan identifies standard/s that has/have not been met.

b. Tier III Intensive Assistance Team

An intensive assistance team may be organized to help develop and carry out the plan.

Members of the team will be mutually selected by the teacher and the principal. These members will be selected from volunteers and may include an administrator/supervisor not directly involved in the supervision.

The team will be an advisory panel to the employee, but will not be a part of the evaluation process.

2. Written Notification

The employee shall be informed in writing by the principal and/or appropriate supervisor that intensive assistance procedures will be initiated.

3. Initial Conference(s)

Within ten (10) contract days of such notification, the building principal or appropriate supervisor shall hold a conference(s) with the employee in order to:

- a. specify the performance areas for which improvement shall be required;
- b. establish the minimum documentation that will be used to determine the employee’s performance in the areas where improvement is required;
- c. may establish an intensive plan to assist the employee in improving his/her performance;

4. Observation and Evaluation of the Intensive Assistance Plan

The Administrative supervisor shall provide the employee with written observation on the employee’s performance in areas where improvement is required.

5. Other

The reports placed in files will follow same procedures now in Master contract.

F. PERSONNEL FILE

1. Review

Each employee shall have the right at any reasonable time to review the contents of his/her personnel file which pertains to evaluations.

2. Reproduction of personnel file

The employee shall have the right to reproduce the contents at reasonable cost of his/her file which pertain to evaluations.

1. Complaints

Any complaints directed toward a teacher which are placed in his/her personnel file are to be promptly called to the teacher's attention in writing. The teacher shall have the right to respond in writing to any complaint placed in his/her personnel file, and such response shall become a part of said file.

G. OTHER EVALUATIONS

This Article deals with but a single method of teacher evaluation, i.e. evaluation of classroom teaching performance, supplemental, and extra-duty assignments. Nothing in this Article is to be construed as precluding evaluation of teachers by any other means.

Any written evaluation which is made under this paragraph and which is placed in an employee's personnel file shall be subject to provisions of this Article regarding responses.

The grievance procedure time line will commence upon written notification of the intent that the employee be terminated or held on step. Members of the Intensive Assistance Team shall not be permitted to provide evidence or information relating to the activities as a team member.

H. CAREER DEVELOPMENT PLAN

Every year, an employee will be required to participate in a Career Development Plan. The plan will support the growth of all teachers and relate to district and building goals. This plan may be an individual or group plan.

APPENDIX

Iowa Teaching Standards and Criteria

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

The teacher:

- a. Provides evidence of student learning and growth 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.

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

The teacher:

- a. Understands 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.

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

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.

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

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.

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

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.

Standard 6: Demonstrates competence in classroom management.

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.

Standard 7: Engages in professional growth.

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.
- e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district wide assessments

Standard 8: Fulfills professional responsibilities established by the school district.

The teacher:

- 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.

TIER I

PROFESSIONAL DEVELOPMENT PORTFOLIO SUGGESTIONS

I. Planning and Preparation:

- Lesson/Unit Plans
- Long Range Plans
- Assessment Plan
- Grading Plan/Grade Book
- Discipline Plan
- Substitute Plans
- Analysis of Student Performance Data
- Classroom Assessments

II. Classroom Environment:

- Affective Domain (self-esteem, incentives, rewards, projects, etc.)
- Physical Layout (rationale)
- Seating Arrangement (rationale)
- Group Building Strategies
- Cooperative Learning
- Classroom Rules/Routine
- Management Forms
- Bulletin Boards (interactive, instructional, effective)
- Homework Plan

III. Instruction:

- Units of Study/Thematic Units
- Literature/Book Lists
- Extension/Enrichment Activities
- Review/Reinforcement Activities
- Modifications/Differentiations for Special Needs
- Flexible Grouping Plans
- Instructional Sequence (samples from whole lesson sequence-planning through culmination)
- Completed Student Work Samples (with evidence of individually specific teacher feedback)
- Homework Assignments and Guides
- Technology Links (multimedia, laser disc, internet, etc.)
- Curriculum Integration Efforts
- Videotaping of Instruction/Photo Chronology of Unit Sequence
 - Implementation data, evidence of classroom application of the skills learned in professional development
 - Completed analysis of student achievement data used for instructional planning

IV. Personal and Professional Responsibilities:

- Professional Involvement (District Committees, School Committees, Professional Organizations, Community Projects)
- Research to Practice (Professional Reading, Journals)
- Team/Grade Level (Group Planning Notes)
- Parent Communication (notes, letters, home calls, surveys, forms, etc.)
- Course work, Conferences, Workshops, Presentations, Meetings
- Attendance
- Collegiality
- Evidence of collaborative planning, classroom observations

**TIER II
CAREER DEVELOPMENT PLAN**

Teacher/Team	School

Date: _____ Target Completion Date: _____

General Focus of Plan _____

Specific Goal(s) _____

Connection to the needs of the teacher, the Iowa teaching standards and the student achievement goals of the attendance center and the school district (CSIP). _____

Proposed Strategies/Activities: _____

Projected Products: _____

Resources Required: _____

Iowa Teaching Standards/Criteria _____

Teacher

Date

Administrator

Date

**TIER II
CAREER DEVELOPMENT PLAN
PERFORMANCE REVIEW**

Teacher:

School:

Administrator:

Date:

Iowa Teaching Standards

1.	5.
2.	6.
3.	7.
4.	8.

What are the results, outcomes and/or products of this plan?

What has been learned as a result of this plan?

As a result of this experience, what might be the focus of the next career development plan?

Teacher comments and reflections:

Administrator comments and reflections:

Evaluator Signature Date

Teacher Signature Date

AWARENESS PHASE-IDENTIFICATION OF CONCERN FORM

Teacher: _____ Date: _____

Specific concerns for the following Iowa Teaching Standards:

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

AWARENESS PHASE – FINAL SUMMARY FORM

Specific concerns for the following Iowa Teaching Standards:

Administrative Recommendation(s):

- CONCERN RESOLVED
- CONCERN NOT RESOLVED, RECOMMEND MOVEMENT TO INTENSIVE ASSISTANCE PHASE

Teacher Comments:

Teacher Signature/Date

Administrator Signature/Date

SUMMATIVE EVALUATION FORM

Teacher: _____ Folder # _____

Evaluator: _____ Folder # _____

School Name: _____

Grade Level: _____ Subjects: _____ Year _____

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

Standard 1

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

Criterion:

- a. Provides multiple forms of evidence of student learning and growth to students, families and staff
- b. Implements strategies supporting student, building, and district goals
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- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student
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STANDARD: Demonstrates competence in planning and preparing for instruction.

Criterion:

- 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
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Standard 4

STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criterion:

- 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
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STANDARD: Uses a variety of methods to monitor student learning.

Criterion:

- 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

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Standard 6

STANDARD: Demonstrates competence in classroom management.

Criterion:

- 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
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Standard 7

STANDARD: Engages in professional growth.

Criterion:

- 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
- e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district wide assessments

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Standard 8

STANDARD: Fulfills professional responsibilities established by the school district.

Criterion:

- 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 to support attainment of or failure to meet standards:	Check one: <input type="radio"/>
	Meets Iowa Standards <input type="radio"/>
	Needs Improvement <input type="radio"/>
	Does Not Meet Iowa Standards <input type="radio"/>

TIER I Teacher

- The teacher is a first year Beginning Teacher.
- The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.
- The teacher fails to meet the Iowa Teaching Standards.
- The teacher is being recommended for a third year before a license decision is made.*

TIER II Teacher

- The teacher meets or exceeds all eight Iowa Teaching Standards.
- The teacher is recommended for the Awareness Phase.
- The teacher is recommended for the Intensive Assistance Plan.
- The teacher fails to meet the Iowa Teaching Standards.

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20____ to _____, 20 _____

Teacher's Signature: _____ Date: _____

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2nd year teacher.

7. How do you plan to assess student achievement of the goals? What procedures will you use: (Attach any tests or performance tasks, with rubrics or scoring guides.)

8. What Iowa teaching standards/criteria will be demonstrated in this observation?

Teacher comments pertaining to observation setting: List any items you might want to call to the attention of the administrator.

POST OBSERVATION TEACHER REFLECTION FORM

Name: _____ School: _____

Grade/Subject: _____

Observation Date: _____ Time: _____

Post Conference Date: _____ Time: _____

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended? Were my instructional goals met? How do I know?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
5. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.
6. List the Iowa teaching Standards/Criteria that were related to this lesson.

POST OBSERVATION REFLECTION FORM

Name: _____ School: _____

Grade/Subject: _____

Observation Date: _____ Time: _____

Post Conference Date: _____ Time: _____

1. To what extent were students productively engaged?
2. Did the students learn what you intended? Were your instructional goals met? How do you know?
3. Did you alter your goals or instructional plan as you taught the lesson? If so, why?
4. If you had the opportunity to teach this lesson again to this same group of students, what would you do differently? Why?
5. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.
6. List the Iowa teaching Standards/Criteria that were related to this lesson.

Teacher Signature/Date

Administrator Signature/Date

TIER III
INTENSIVE ASSISTANCE PHASE – PLAN OF ASSISTANCE FORM

Teacher: _____ Date: _____

Specific Concerns related to the following Iowa Teaching Standards:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Teacher Signature/Date

Administrator Signature/Date

TIER III
INTENSIVE ASSISTANCE PHASE – FINAL SUMMARY FORM

Teacher: _____ Date: _____

Meeting Dates: _____

Plan outcomes:

Iowa Teaching Standards not met:

Future Considerations:

Teacher's comments:

Evaluator's comments:

Evaluator's Recommendation:

- CONCERN RESOLVED
- PROGRESS NOTED, EXTEND INTENSIVE ASSISTANCE TIMELINE (see revised plan)
- CONCERNS NOT RESOLVED, NO PROGRESS NOTED, RECOMMEND NON-RENEWAL OF CONTRACT

Teacher Signature/Date

Evaluator Signature/Date