

Evaluation of Instructional Performance and Peer Review



*Educating each student to be a lifelong learner and a
caring, responsible citizen*

Cedar Falls Community Schools
Cedar Falls, Iowa
2019

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The Evaluation of Instructional Performance

This adoption of *The Evaluation of Instructional Performance* is the result of recent legislative action known generally as the teacher quality program. Prior to the enactment of mandates on teacher evaluation and professional development, the Cedar Falls Community School District had made minor revisions and adjustments, through five committees, to the original work of the 1977 evaluation program format.

Through its nearly 30 years of use, the evaluation program was notable in that the staff and administrators found very little in the way of needed change to the program and its heavy emphasis on clinical supervision. Each time that a panel of teachers and administrators conducted reviews, it was determined that only occasional updating was necessary. Satisfaction with the process and products was evident. Additionally, the program's elements withstood challenges from outside agencies and authorities in three instances of differing origin.

Two aspects of the teacher quality initiative, mentoring and induction and intensive assistance, were in practice as components of the program in the Cedar Falls Schools. Both have been altered to comply with the mandates for statewide consistency in the practices.

Evaluation criteria are now contained in the eight Iowa Teaching Standards and their associated 42 criteria. Under the new provision, staff members are responsible for assembling and presenting evidence and artifacts demonstrating attainment of the Iowa Teaching Standards and criteria.

The term *comprehensive* evaluation now refers solely to the process and product as carried out with beginning teachers, those educators on initial licenses and in the first years of teaching. *Performance review* now refers to periodic evaluations of career teachers, those practitioners beyond the initial license. The full definitions of five important terms, in addition to the two just noted, are included on the final page of this section.

The comprehensive evaluation report form contained in this booklet is the format required by the legislation (pg. 17-24). The form for reporting performance reviews is an adaptation of the one used since the origin of this program (pg. 25-28). The Individual Teacher Career Development Plan (pg 29-30) is synonymous with the Professional Growth Plan piloted in the district over the past several years. It has been revised to include references to the Iowa Teaching Standards. The required policy on intensive assistance is included in the final section (pg. 31-32). Interim reports (pg. 33-34) required of Cedar Falls principals each December and April are unchanged.

The Iowa Department of Education Model Framework for this new and highly prescriptive program provides a number of key elements of direction:

- New evaluation systems should be built around a range of sources of data and information that will encourage and support the demonstration of teacher mastery of the Iowa Teaching Standards.
- The use of multiple forms of data collection for identifying and supporting performance and development for teacher evaluation systems is required in Rule [281-IAC 83.5(1)(a)(2)].
- 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.

- Therefore, career teachers must work collaboratively with their evaluators in the creation of individual teacher career development plans. The collaboration should be formative in nature, in which the teacher assumes the responsibility for producing evidence of his/her progress in the Individual Teacher Career Development Plan, which includes progress on the Iowa Teaching Standards. The teacher and the evaluator should work together to adjust the plan as needed to meet the needs of the individual teacher as well as the district. The authority for accepting revisions in the plan rests with the teachers' evaluator. The Individual Teacher Career Development Plan aligns to and supports expectations under the Iowa Teaching Standards. The performance reviews conducted with non-beginning teachers assess progress toward meeting the Iowa Teaching Standards.
- A three-tiered process is not explicitly required in Iowa Code; however, Iowa Administrative Rule [281-IAC 83.5 (3)] requires five components to all district teacher evaluation systems. The components are:
 - a. The use of the Iowa Teaching Standards and criteria;
 - b. Provisions for the comprehensive evaluations of beginning teachers that include a review of the teacher's progress on the Iowa Teaching Standards as set forth in rule 281-83.4 (284) and the use of the comprehensive evaluation instrument developed by the department.
 - c. Provisions for the performance reviews of teachers other than beginning teachers once every three years that include, at a minimum, classroom observation of the teacher, a review of the teacher's progress on the Iowa Teaching Standards as set forth in rule 281-83.4 (IC 284) and additional standards and criteria if established per 82.4(9), a review of the implementation of the teacher's individual career development plan, and supporting documentation from other evaluators, teachers, parents, and students;
 - d. Provisions for individual career development plans for teachers other than beginning teachers;
 - e. Provisions for an intensive assistance program as provided in Iowa Code section IC 282.8 that addresses the remediation defined under subrules 83.4(1) through 83.4(7) or any other standards or criteria established by a collective bargaining agreement.

Definitions

Beginning Teacher: An individual serving under an initial license issued by the Iowa Board of Educational Examiners under chapter 272 who is assuming a position as a classroom teacher.

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 licensure based upon the Iowa Teaching Standards, and to determine whether the teacher's practice meets the school district expectations for a career teacher.

Teacher: An individual who is employed as a teacher, librarian, media specialist, or counselor in a non-administrative position by a school district or an area education agency.

Career Teacher: An individual who is serving under a standard license and has had at least two years of successful teaching in a public school in Iowa or has had three years of successful teaching in a nonpublic Iowa school or in a school outside of the state of Iowa.

Performance Review: A summative evaluation for career teachers completed at least once every three years and based on the Iowa Teaching Standards and other local expectations.

Summative Evaluation: Evaluations conducted, according to McGreal and Danielson, "for the purpose of making consequential decisions."

Evaluator: An administrator or other practitioner who successfully completes evaluator approval training.

2005 Adoption

Duties and Responsibilities of the Teacher

Each teacher shall be under the direction of the superintendent of schools and the appropriate director, and immediately responsible to the building principal for carrying out policies of the Board of Education as they relate to the functions of the school, to the classroom, and to the immediate contact with pupils and parents. The teacher's specific responsibilities include:

1. To hold a valid license, issued by the Iowa Board of Educational Examiners, endorsed for the position assigned.
2. To diagnose, prescribe, evaluate, and guide student learning experiences, in concert with current goals and objectives; such functions to be performed as an individual teacher or in concert with other staff members.
3. To share responsibility for the development of curriculum, educational procedures, and student activities to be used in achieving goals and objectives.
4. To supervise all associates and volunteers who assist in serving students for whom the teacher is responsible.
5. To evaluate and assess student achievement and to use the information thus gained as a basis for developing additional educational strategies.
6. To provide for the care and protection of school property.
7. To participate in the district's in-service training program.
8. To maintain cordial and cooperative working relations with colleagues.
9. To be responsible for such co-curricular matters and other duties beyond the regular classroom activities as may be determined by the building principal.
10. To provide comprehensive reports to the parents or guardians and the principal on the academic progress and development of each student.
11. To maintain good public relations and appropriate school-community and school-home working relationships.
12. To be flexible, energetic, innovative and imaginative in providing learning activities for students.

13. To recognize each student as an individual and to attempt to enhance the student's self image.
14. To demonstrate competence in the Iowa Teaching Standards:
 - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
 - Demonstrates competence in content knowledge appropriate to the teaching position.
 - Demonstrates competence in planning and preparing for instruction.
 - Uses strategies to deliver instruction that meet the multiple learning needs of students.
 - Uses a variety of methods to monitor student learning.
 - Demonstrates competence in classroom management.
 - Engages in professional growth.
 - Fulfills professional responsibilities established by the school district.

Date of Adoption: October 23, 1972

Dates of Revision: January 10, 1983
April 10, 1989
November 11, 1996
November 25, 2002
August 5, 2011

Dates of Review: August 8, 2016

Iowa Teaching Standards

Iowa Code 284.3

<p><u>Standard 1</u> Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</p> <p>The teacher:</p> <ol style="list-style-type: none">Provides multiple forms of evidence of student learning and growth to students, families, and staff.Implements strategies supporting student, building, and district goals.Uses student performance data as a guide for decision making.Accepts and demonstrates responsibility for creating a classroom culture.Creates an environment of mutual respect, rapport, and fairness.Participates in and contributes to a school culture that focuses on improved student learning.Communicates with students, families, colleagues, and communities effectively and accurately.	<p><u>Standard 2</u> Demonstrates competence in content knowledge appropriate to the teaching position.</p> <p>The teacher:</p> <ol style="list-style-type: none">Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.Relates ideas and information within and across content areas.Understands and uses instructional strategies that are appropriate to the content area.
<p><u>Standard 3</u> Demonstrates competence in planning and preparing for instruction.</p> <p>The teacher:</p> <ol style="list-style-type: none">Uses student achievement data, local standards, and the district curriculum in planning for instruction.Sets and communicates high expectations for social, behavioral, and academic success of all students.Uses student’s developmental needs, backgrounds, and interests in planning for instruction.Selects strategies to engage all students in learning.Uses available resources, including technologies, in the development and sequencing of instruction.	<p><u>Standard 4</u> Uses strategies to deliver instruction that meet the multiple learning needs of students.</p> <p>The teacher:</p> <ol style="list-style-type: none">Aligns classroom instruction with local standards and district curriculum.Uses research-based instructional strategies that address the full range of cognitive levels.Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.Connects students’ prior knowledge, life experiences, and interests in the instructional process.Uses available resources, including technologies, in the delivery of instruction.

<p><u>Standard 5</u> Uses a variety of methods to monitor student learning.</p> <p>The teacher:</p> <ol style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely, and constructive feedback to students and parents. Works with other staff and building and district leadership in analysis of student progress. 	<p><u>Standard 6</u> Demonstrates competence in classroom management.</p> <p>The teacher:</p> <ol style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models, and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for student learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment.
<p><u>Standard 7</u> Engages in professional growth.</p> <p>The teacher:</p> <ol style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests. 	<p><u>Standard 8</u> Fulfills professional responsibilities established by the school district.</p> <p>The teacher:</p> <ol style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and individual district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.

**Model Descriptors to Support the
Iowa Teaching Standards and Criteria
September, 2002**

These model descriptors are intended to depict examples of behaviors of a regular second-year teacher that support the established criteria for the Iowa Teaching Standards. These descriptors are only examples and a guide to further conversation. Local districts will determine expectations that support the established Iowa Teaching Standards and Criteria and can use this model as a guide to that work.

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

Criterion a: The teacher provides multiple forms of evidence of student learning and growth to students, families, and staff.

Descriptors: The teacher documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families and staff members. The teacher uses multiple artifacts, including achievement trends for local standards and benchmarks, to document and provide evidence of student learning to students, families and staff members. The teacher plans parent conferences so his/her teacher and learning objectives have the greatest likelihood of serving the student's best interests.

Criterion b: The teacher implements strategies supporting student, building, and district goals.

Descriptors: The teacher knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals. The teacher effectively communicates these goals and accomplishments to various constituents including students, parents, and colleagues.

Criterion c: The teacher uses student performance data as a guide for decision making.

Descriptors: The teacher uses performance data such as achievement scores, individual products, writing samples, and teacher made tests to profile student learning. The teacher analyzes these and other data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data. The teacher also uses individual student's performance data to make decisions about individual student needs.

Criterion d: The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

Descriptors: The teacher develops and communicates a clear "big picture" to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. The teacher encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.

Criterion e: The teacher creates an environment of mutual respect, rapport, and fairness.

Descriptors: The teacher demonstrates clear expectations of developing responsible, self-directed learners and models acceptance of all students based on awareness of individual student differences. The teacher facilitates ways to get students to cooperate with one another and take responsibility for their work.

Criterion f: The teacher participates in and contributes to a school culture that focuses on improved student learning.

Descriptors: The teacher develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals. The teacher provides opportunities for families and community members to take an active role in the classroom, the school, and the school district. The teacher accepts personal responsibility for nurturing the school as a community of learners.

Criterion g: The teacher communicates with students, families, colleagues, and communities effectively and accurately.

Descriptors: The teacher demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate, and volume. The teacher demonstrates and leads quality discussions.

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

Criterion a: The teacher understands and uses key concepts, underlying themes, relationship, and different perspectives related to the content area.

Descriptors: The teacher knows the content that supports district standards and benchmarks in the grade level courses that the teacher is assigned and uses an integrative approach for content that supports those local standards and benchmarks. There is incorporation of accurate content knowledge into instruction aligned with the local content standards and benchmarks. The teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.

Criterion b: The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

Descriptors: The teacher knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. The teacher provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. The teacher uses appropriate assessment techniques to assess the learning experiences provided in the classroom. Technology is integrated that is appropriate to student intellectual and physical development.

Criterion c: The teacher relates ideas and information within and across content areas.

Descriptors: The teacher organizes curricular materials to facilitate understanding of central themes, concepts, and skills. The teacher knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding. The teacher uses multiple questioning techniques for student inquiry within and across disciplines and knows when appropriate technology can be used to assist student application of knowledge and skills across content areas.

Criterion d: The teacher understands and uses instructional strategies that are appropriate to the content area.

Descriptors: The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. The teacher also knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. The teacher integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area.

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

Criterion a: The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.

Descriptors: The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do. The teacher analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction.

Criterion b: The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.

Descriptors: The teacher establishes classroom goals for social, behavioral and academic success and develops classroom routines to support these goals. The teacher provides feedback to students and routinely assesses their progress toward these goals.

Criterion c: The teacher uses student developmental needs, background, and interests in planning for instruction.

Descriptors: The teacher seeks and collects information to understand students' needs and interests for use in planning and designs and uses lessons/units that provide for varied student learning needs. The teacher incorporates multiple levels of thinking and conceptualization into planning for instruction and incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities.

Criterion d: The teacher selects strategies to engage all students in learning.

Descriptors: The teacher knows or actively seeks instructional strategies that produce increased student learning. There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. The teacher organizes content in a manner that facilitates each student's construction of his/her learning and incorporates inquiry methods to encourage critical and creative thinking. The teacher plans for adjustments in instruction to meet student learning needs based on the assessment of student progress.

Criterion e: The teacher uses resources, including technologies, in the development and sequencing of instruction.

Descriptors: The teacher integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. The teacher uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate. The teacher assesses students' use of technological resources before integrating into student expectations.

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

Criterion a: The teacher uses research-based instructional strategies that address the full range of cognitive levels.

Descriptors: The teacher uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. The teacher uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning.

Criterion b: The teacher aligns classroom instruction with local standards and district curriculum.

Descriptors: The teacher works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement. The teacher implements classroom instructional strategies that support the achievement of district standards and benchmarks.

Criterion c: The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

Descriptors: The teacher uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. The instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity.

Criterion d: The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

Descriptors: The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student.

Criterion e: The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.

Descriptors: The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. They identify for learners the connections and potential applications of curriculum to real-life issues and problems. The teacher assigns in-class and homework tasks that provide students with links or transition to life experiences and interests.

Criterion f: The teacher uses available resources, including technologies, in the delivery of instruction.

Descriptors: The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to students' prior learning. The teacher encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate.

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

Criterion a: The teacher aligns classroom assessment with instruction.

Descriptors: The teacher assesses what is taught. They use classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills and use multiple assessment strategies that are aligned to instructional goals. The teacher accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom. They use grading systems that reflect students' knowledge and skills and continually monitor student progress toward the attainment of instructional objectives.

Criterion b: The teacher communicates assessment criteria and standards to all students and parents.

Descriptors: The teacher establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress. The assessment information provided to students and parents is clear and makes sense and defines what "success" is. The teacher understands and communicates what performance levels or proficiency levels mean to all students and parents.

Criterion c: The teacher understands and uses the results of multiple assessments to guide planning and instruction.

Descriptors: The teacher uses student achievement information from a variety of sources for decision making. The teacher continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction. They determine the types of student responses (essay, T/F, multiple choice, project, etc.) that best align with the goals for instruction and provide individual instruction and assistance to students in need.

Criterion d: The teacher guides students in goal setting and assessing their own learning.

Descriptors: The teacher involves students in establishing goals for learning and helps students to understand and monitor their own learning goals. The teacher works with student to gather and monitor information on their progress and assists student in analyzing their own learning progress through meaningful measures and conferencing with the student.

Criterion e: The teacher provides substantive, timely, and constructive feedback to students and parents.

Descriptors: Through the teacher maintaining accurate records about each student's progress, the teacher provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned. The teacher celebrates increased student achievement with students and parents.

Criterion f: The teacher works with other staff and building and district leadership in analysis of student progress.

Descriptors: The teacher engages in collaborative study of student learning data and uses these data to design instruction on student learning needs. The teacher exchanges information about student learning with students, families, and school personnel who share the responsibility for the student.

Standard 6: Demonstrates competence in classroom management

Criterion a: The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

Descriptors: The teacher creates and communicates clear expectations for individual student interaction, engagement, and self-regulation. Students are taught to become responsible and self-directed, consistent with students' developmental needs. The teacher encourages collaboration and self-reliance and interacts with students in a respectful and appropriate manner and creates a classroom with a climate of respect for all.

Criterion b: The teacher establishes, communicates, models, and maintains standards of responsible student behavior.

Descriptors: The teacher clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills. The teacher maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills.

Criterion c: The teacher develops and implements classroom procedures and routines that support high expectations for learning.

Descriptors: The teacher consistently implements management techniques that create an engaging learning environment and make behavioral modifications in specific situations to support individual learning needs. The teacher develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.

Criterion d: The teacher uses instructional time effectively to maximize student achievement.

Descriptors: The teacher develops and implements classroom procedures and routines that optimize learning time. Instructional time is used effectively and productively for maximum student engagement with tasks.

Criterion e: The teacher creates a safe and purposeful learning environment.

Descriptors: The teacher creates a classroom setting that is safe and provides an accessible learning environment for all students. They insist upon fairness and respect as elements in each interpersonal relationship and encourage each student to be self-reflective. The teacher provides learning opportunities for students to become responsible, self-reliant, and collaborative. They create opportunities for students to make decisions appropriate to students' developmental levels.

Standard 7: Engages in professional growth.

Criterion a: The teacher demonstrates habits and skills of continuous inquiry and learning.

Descriptors: The teacher actively pursues opportunities for learning embedded in daily experiences and engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. Responsibility is accepted for his/her mental, physical, and social well being. The teacher routinely reflects on his/her practices. There is a habit of reading current educational journals and other professional literature.

Criterion b: The teacher works collaboratively to improve professional practice and student learning.

Descriptors: The teacher collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. The teacher contributes experience and ideas toward the continuing development of the school/district as a learning community and builds relationships that enable them to become valuable members of the school community. The teacher plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer coaching partner.

Criterion c: The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.

Descriptors: The teacher integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Research ideas, knowledge, and skills are tried in the context of best practices. The teacher monitors the implementation and effect of using new learning within the classroom.

Criterion d: The teacher establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Descriptors: The teacher collaborates in the development of their own professional development plan to meet district/building goals. Suggestions are elicited about their teaching and adapt their teaching to new ideas, findings, ideals, and theories. The teacher routinely participates/ contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans.

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

Criterion a: The teacher adheres to board policies, district procedures, and contractual obligations.

Descriptors: The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment.

Criterion b: The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.

Descriptors: The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession.

Criterion c: The teacher contributes to efforts to achieve district and building goals.

Descriptors: The teacher participates in professional development opportunities to improve achievement of district and building goals. They initiate sharing of ideas with colleagues and contribute to school-wide events and learning activities.

Criterion d: The teacher demonstrates an understanding of and respect for all learners and staff.

Descriptors: The teacher respects different values and beliefs other than one's own and works to ensure that all students are treated fairly. The teacher functions effectively in situations that require differing approaches and understanding of differing family and community contexts.

Criterion e: The teacher collaborates with students, families, colleagues, and communities to enhance student learning.

Descriptors: The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process. They build acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. The teacher reaches out to others to establish constructive relationships and rapport especially in challenging situations.

Document Created Thursday, July 13, 2006

Source: <https://www.educateiowa.gov/documents/educator-quality/2013/04/model-descriptors-2006-07-13>

Document downloaded: 07/25/2016

Model Evidence for Iowa Teaching Standards and Criteria Examples

Evidence is not needed for each of the 42 criteria. It is the presence of quality evidence under a standard that determines if a teacher meets that particular Iowa Teaching Standard. This is determined by a qualified, Iowa trained evaluator, the conversation around these pieces of evidence by the evaluator and the teacher, and the district guidelines for evaluation. Evidence used to show competence in one standard and criteria can and should be used for showing competence in other standards and criteria. The conversation between the evaluator and teacher is vital in this determination.

There is no requirement by the State of Iowa that 42 different pieces of evidence for a teacher (beginning or career) must be produced to meet the Iowa Teaching Standards.

There is no requirement by the State of Iowa that teachers (beginning or career) must create a portfolio of evidence. It is each district's responsibility to determine how the evidence will be organized and if certain pieces of evidence are required for the district's teachers.

The term *observation notes* used in this chart refer to evaluator observation of the teacher's behavior. The interpretation of the evidence in classroom observations will depend on the conversation between evaluator and teacher.

See the Excel document for an example of how to organize evidence for meeting the standards. You will also see an example of evidence which does meet several standards and criteria.

Document Created Wednesday, August 7, 2013

Source: <https://www.educateiowa.gov/documents/educator-quality/2013/04/model-evidence-iowa-teaching-standards-2007-08-07>

Document downloaded: 07/25/2016

Iowa Teaching Standards

Standard 1 - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. Model Evidence	Criteria: <i>The teacher</i>	Suggestions for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Grade book entries/classroom data • Copy of mid-term report • Rubrics • Report card • Letters/e-mails home • Work of students displayed • Student portfolio • Class newsletters 	a. Provides evidence of student learning to students, families, and staff.	1g, 5a,b,d,e 8e
<ul style="list-style-type: none"> • Follows CSIP/SIP/IEP • Observation notes • Individual Professional Development Plan • Volunteer for committees • Creates lessons to meet curriculum standards 	b. Implements strategies supporting student, building, and district goals.	4a, 7a,b,c,d 8c
<ul style="list-style-type: none"> • Class test results • Lesson plans • Team meeting minutes • Differentiated lessons • Use of IEP results • Running Records/other data gathering evidence • Show concurrent lesson plans 	c. Uses student performance data as a guide for decision-making.	3a 4a,c 5a,f
<ul style="list-style-type: none"> • Modification/accommodation plans • Multiple assessments 	d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	2b, 3a,b,c 4c 6a,b,c.d.e 8d
<ul style="list-style-type: none"> • Survey results from students/parents • Class rules/expectations posted • Community building Activities-observation notes • Bulletin boards • Lesson Plans 	e. Creates an environment of mutual respect, rapport, and fairness.	3d, 4c,d 6a,e

<ul style="list-style-type: none"> • Action steps/teacher action • Notes from child study/problem solving/instructional decision making meetings 	f. Participates in and contributes to a school culture that focuses on improved student learning.	1b,f, 4b 5f 7a
<ul style="list-style-type: none"> • E-mail examples • Classroom newsletter • Phone call log • Thank you notes received 	g. Communicates with students, families, colleagues, and communities effectively and accurately.	1a, 5a,b,d,e 8e

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

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Copies of lesson plan • Student work/portfolio • Observation notes 	a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	2c 3a
<ul style="list-style-type: none"> • Copies of hand-outs • Videos used, CD's • Notes on lesson plans • Log of AEA involvement • Observation notes 	b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	2d 3c 4c
<ul style="list-style-type: none"> • Lesson plans • Notes planning meetings • Observation notes 	c. Relates ideas and information within and across content areas.	3a 4a
<ul style="list-style-type: none"> • Assessments • Evaluator observation notes • Lesson Plans • Differentiated student work samples 	d. Understands and uses instructional strategies that are appropriate to the content area	3b.c.f

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

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Copies of assessments including pre-assessments • Lesson plans that fit district standards • Graphs showing variety of assessment results and plans for using assessment data 	a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.	1c, 2c 3a
<ul style="list-style-type: none"> • Handbooks, hand-outs • Lesson plans reflecting teaching/reinforcing expectations • Photos of student successes • Survey results of student responses to classroom climate • Observation notes 	b. Sets and communicates high expectations for social, behavioral, and academic success of all students.	1a,d,e,f 5b,d 6a,b,c 8d
<ul style="list-style-type: none"> • Student interest surveys • Parent surveys • Lesson plans • Variety of project choices for a lesson 	c. Uses students' developmental needs, background, and interests in planning for instruction.	2b 3d 4b,c
<ul style="list-style-type: none"> • The use of teaching techniques: cooperative learning, projects, presentations, etc-observable • Copies of lesson plans reflecting differentiation of instruction • Student evaluation of completed project • Photos of students engaged in learning activities • Observation notes 	d. Selects strategies to engage all students in learning.	1b 2d 3d, 4b,c,d,f
<ul style="list-style-type: none"> • Computer lab use-observable • Copies of technology-based lesson plans • Observation notes • Bibliography of resources used in planning • Photo documentation • Field Trip summaries • Community speakers utilized-observable 	e. Uses available resources, including technologies, in the development and sequencing of instruction.	2d 3e 4d

Standard 4 - Uses strategies to deliver instruction that meet the multiple learning needs of students.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Lesson plans • Assessments results-both teacher developed and textbook • Photo diary/documentation • Notes from team planning sessions • Standards/benchmarks posted in room • Observation notes 	<p>a. Aligns classroom instruction with local standards and district curriculum.</p>	<p>1b 2c 3a 8c</p>
<ul style="list-style-type: none"> • Examples of student work • Examples of research reviewed and used • Teacher self-assessment • Workshop implementation, logs and evaluator observation notes • Lesson plans 	<p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p>	<p>1b 3d 7a</p>
<ul style="list-style-type: none"> • Use of accommodation and modifications - observable • Copy of instructional decision making plans • Student work showing evidence of positive results • 504, IEP accommodation plans 	<p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p>	<p>1c 2b 3a,c 4b,d,f 5f</p>
<ul style="list-style-type: none"> • Student work samples • Photos of students engaged in their work • Surveys results from students • Lesson plans • Observation notes 	<p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p>	<p>2b 3d 4c,f</p>
<ul style="list-style-type: none"> • Student interview data • Providing social activities • Parent input about student • Student work samples Lessons with choices for students 	<p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p>	<p>2c 3c,d 4c,d</p>
<ul style="list-style-type: none"> • Guest speakers • Lesson plans • Student research projects using variety of presentation formats - observable • Web site developed by teacher 	<p>f. Uses available resources, including technologies, in the delivery of instruction.</p>	<p>2d, 3d,e</p>

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

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Assessment results reflected in lesson plans • Copies of alternative tests 	a. Aligns classroom assessment with instruction.	3a 4c 5c
<ul style="list-style-type: none"> • Newsletter • Classroom website • Report cards • Parent Info night • Parent conferences 	b. Communicates assessment criteria and standards to all students and parents.	1g 3b,e
<ul style="list-style-type: none"> • Evidence of multiple assessments throughout the year • Lesson plans reflecting assessment results 	c. Understands and uses the results of multiple assessments to guide planning and instruction.	1c 3a 4c
<ul style="list-style-type: none"> • Goal charts • Goal sheets written by students • Achievement data • Lesson plans showing reflective writing for students 	d. Guides students in goal setting and assessing their own learning.	1c 6a 8e
<ul style="list-style-type: none"> • Conferences • IEP meetings • Parent phone calls log 	e. Provides substantive, timely, and constructive feedback to students and parents.	1g 3b,e
<ul style="list-style-type: none"> • Notes from team meetings • Child study team/ problem solving and/or instructional decision making notes • Team meeting notes • Evaluator observation of team meetings 	f. Works with other staff and building and district leadership in analysis of student progress.	1f 7a,b 8c,e

Standard 6 - Demonstrates competence in classroom management.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Cooperative learning strategies-observable • Classroom set-up/arrangement-observable • Small-group activities-observable • Seating chart • Student jobs in groups-observable • Student self-evaluation of behavior 	<p>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</p>	<p>1d,e 3b 5d 6d</p>
<ul style="list-style-type: none"> • Expectations posted in classroom • My job/your job chart posted • Photos of agreements posted 	<p>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</p>	<p>1d,e 6a,c,d,e 8d</p>
<ul style="list-style-type: none"> • Rules/expectations posted • Classroom agenda/calendar posted • Class contract/constitution posted • Elements of first three observable • Substitute folder available 	<p>c. Develops and implements classroom procedures and routines that support high expectations for learning.</p>	<p>1d,e 3b 6a,b,d,e</p>
<ul style="list-style-type: none"> • Students on-task-observable • Smooth transitions-observable • Observation notes 	<p>d. Uses instructional time effectively to maximize student achievement.</p>	<p>3d</p>
<ul style="list-style-type: none"> • Student behavior-observable • Charts such as my job/your job posted 	<p>e. Creates a safe and purposeful learning environment.</p>	<p>1d,f 6a,c</p>

Standard 7 - Engages in professional growth.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Transcripts • Copies of membership certificates • Log of Books/journals read • Degrees or certification • Documentation of professional learning 	<p>a. Demonstrates habits and skills of continuous inquiry and learning.</p>	<p>7b,c,d</p>
<ul style="list-style-type: none"> • Lesson plans showing co-teaching • Peer evaluation • Evaluator observation of co-teaching 	<p>b. Works collaboratively to improve professional practice and student learning.</p>	<p>5f 8c,d,e</p>
<ul style="list-style-type: none"> • Innovative research-based lessons – observation notes • Presentation of knowledge to groups • Teacher journal entries showing reflective teaching 	<p>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p>	<p>2d 4b 7a,d</p>
<ul style="list-style-type: none"> • Show growth in student achievement • Individual professional development plans • Observation notes from evaluator 	<p>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p>	<p>1b 8a,b,c</p>

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

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Show growth in student achievement • Teacher evaluation results • Individual professional development plan 	<p>a. Adheres to board policies, district procedures, and contractual obligations.</p>	8b
<ul style="list-style-type: none"> • Evaluator observable notes • Documentation of mandatory training 	<p>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p>	8a
<ul style="list-style-type: none"> • Committee documentation of membership • District committee/activity documentation • Evidence of team player-observable 	<p>c. Contributes to efforts to achieve district and building goals.</p>	1f 5f 7b
<ul style="list-style-type: none"> • Participates in staff functions • Student work samples • Observation notes 	<p>d. Demonstrates an understanding of and respect for all learners and staff.</p>	6e
<ul style="list-style-type: none"> • Phone log of parent contact • E-mail log of parent contacts • Conference schedule • Community speakers/guests • Field trip 	<p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p>	1f 5d,f

Sample Lesson Plan Teacher: Sue Blue		School District: Rainbow CSD Building: Red Elementary	
Subject: Science		Grade Level(s)/Course: 1st grade	
	<p>Which subject-specific objectives are going to be addressed in the lesson? The student is expected to</p> <ul style="list-style-type: none"> • sort organisms and objects according to their parts and characteristics; and • observe and describe the parts of plants and animals. 		
Goal of Lesson:	<p>What is the stated purposes, or goals of the lesson?</p> <ul style="list-style-type: none"> • The student will be able to identify the basic anatomy of an insect: 3 body parts, 6 legs, and 2 feelers. • The student will be able to identify insects and non-insects based on anatomy. 		
Introduction:	<p>What activity will focus attention on the subject matter of the upcoming lesson? Students will be shown images of insects downloaded from the Internet and asked how the insects are alike and different. Questions to guide the students' attention to the anatomy of the insect will be used.</p> <p>Technology Integration: A computer equipped with Microsoft PowerPoint will display images of insects that have been downloaded from the Internet.</p>		
Procedures:	<p>What approach will be used to provide information (explain) the lesson to the students? A PowerPoint presentation will present the anatomy of an insect and will project a slide show about insects onto a television screen.</p>		
	Modeling:	<p>What modeling will take place to demonstrate what the students will do? The students will be shown a picture of an insect. Together determine if the picture is an insect or not. Model thinking through the picture orally to determine if it is an insect or not. 4b Help students make a connection between the body parts of an insect by comparing the insect body parts to human body parts. . Have students say the names of the body parts of an insect and the number of legs and antennae. Show a diagram of an insect with the body parts labeled, and ask the students how many body parts does an insect have? How many legs does an insect have?</p>	
	Checking for Understanding:	<p>What check(s) will be used to determine if learners have understood the material and activities of the</p>	

		<p>lesson? Show scanned pictures of insects and non-insects. Each student will be given an index card with one side labeled "insect" and the other side labeled "non-insect". When each picture is shown, the students will hold up the corresponding side of the index card. Students will then be chosen to explain their reasoning.</p>
	<p>Guided Practice:</p>	<p>What initial practice of lesson skill or the follow-up activity, under direct supervision of the teacher will be used? Each student will be given a plastic bag with shapes inside. The shapes will be used to construct an insect. Model by taking each shape out of the bag one at a time and hold them up for the students to identify. Ask the students how many shapes will be needed to construct the body (3). Tell the students to choose three shapes as the body of their insect. After the shapes are chosen, the shapes will be labeled 1, 2, and 3 and placed together to form the body of an insect. Model the task for the students. Tell the students to add the legs and ask the students how many shapes will be needed to add legs (6). Tell the students to choose six shapes for the legs of their insect. After the shapes are chosen, the shapes will be labeled one through six and placed along the body to resemble legs. Model the task for the students. Ask the students what body part is left to add (feelers) and how many shapes will be needed to add feelers (2). Tell the students to choose two shapes as the feelers for their insect. After the shapes are chosen, the shapes will be labeled one and two and then placed at the head to resemble feelers. Model the task for the students.</p> <p>The teacher will then Ask the students to place all their shapes in a bag and build the insect again, using the numbers written on the shapes as a check. 3d</p>
	<p>Checking for Understanding:</p>	<p>What check(s) will be used to determine if learners have understood the material and activities of the lesson?</p> <p>Circulate among the students to demonstrate the task and observe the practicing of the task 1c</p>
	<p>Reteach:</p>	<p>If necessary, what alternative teaching methods will be used to teach the same information or skill? What alternative instructional modifications and adaptations that address all learners' needs are necessary, if any?</p>

		<p>Construct an insect jigsaw puzzle made of the body parts that fit together before the lesson. Students will work with an insect puzzle until they can independently construct their own insect using the materials from the guided practice activity. 5a</p> <p>What alternative instructional modifications and adaptations that address all learners' needs are necessary, if any? 1d, 2b</p> <p>Make other learning resources available, such as picture books, fiction and nonfiction books, computer programs and videos to assist learners in constructing their knowledge of insects. Additional learning centers related to insects will be set up to meet the needs of diverse learners.</p>
<p>Independent Practice:</p>	<p>What practice of the skill concept of the lesson, without direct (step-by-step) adult supervision will take place?</p>	<p>Students will work individually at a computer learning station to construct their own insect using the software package KidPix. The insect should have three body parts. The insect should also have the correct number of antennae (2) and legs (6). Students can label the body parts of the insect if they choose. The finished products will be displayed around the classroom.</p> <p>While students are waiting for a turn at the computer learning station, they will use glue and construction paper to glue down the insect made during guided practice. Students who finish early may label their insect and draw a background on the construction paper.</p> <p>Technology Integration: Using the KidPix software package, students will click on various shapes and lines to create their own unique insect. Encourage the students to use a variety of shapes in addition to the circle to create their insect. Students may use the insert text capability to label the parts of the insect if they choose. Students will use a printer to produce a hard copy of their creations.</p>
<p>Assessment or Evaluation:</p>	<p>What formal assessment that provides learning criteria and indicators through traditional or alternative assessment means will be used?</p>	<p>To demonstrate mastery and understanding of the lesson objectives, the student will be able to construct an insect containing the proper number of body segments, legs, and feelers.</p> <p>The teacher will collect the insects made during independent practice. These will be used for formal assessment purposes. The insect should contain the proper number of body segments, legs, and feelers. Body parts do not have to be labeled. 5a</p>

<p>Enrichment / Extension:</p>	<p>What challenging instructional activities can be provided for students who demonstrate academic proficiency of curriculum objectives?</p> <p>Students may visit a special Insect Learning Station, which contains books, posters, and other activities designed to reinforce the concept of an insect. 2b</p>
<p>Closure or Ending the Lesson:</p>	<p>What very brief activity will take place that has students state or demonstrate the main objective(s) of the lesson?</p> <p>The teacher will ask the students what they have learned about an insect today.</p> <p>The teacher will ask how many body parts an insect has as well as how many legs and feelers.</p>
<p>Materials:</p>	<p>What preparation must occur before the lesson is ready?</p> <p>The learner should read books and look at various insects to activate any schemata related to insects.</p> <p>What resources should be available for students?</p> <p>Students will need resources such as paper and pencil, glue, construction paper, computer, an Internet connection, printer, KidPix software 4f</p> <p>What should be available to the instructor and learner to appropriately and successfully complete the lesson plan's stated objective(s), purpose(s) or goal(s)?</p> <p>A computer, scan converter cable, printer, scanner, Kid Pix software, PowerPoint software, paper, scissors, pencils 4f</p> <p>What resources would add to the learning experience?</p> <p>Internet sites related to Insects, Handouts, Internet Access, Inspiration software, KidPix software, PowerPoint software, scanner, hardware, poster board, paper, crayons, markers, books, guest speakers such as someone from the County Extension Office 3d, 4f</p> <p>Adaptations for Special Education, ESL, and GT students (Adaptive and Assistive Learning) 4d</p> <p>Students will see samples of products to be made in guided and independent practice in different stages of completion. Any students who finish quickly can go to learning centers in the classroom or complete enrichment activities.</p>

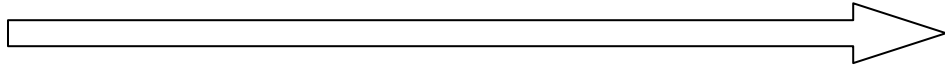
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
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RIGOR & ALIGNMENT TAXONOMY TABLE

REVISED BLOOM'S TAXONOMY



CURRICULUM INSTRUCTION ASSESSMENT 	REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Essential Skill/ Concept (What do we want kids to learn?)						
INSTRUCTION						
FORMATIVE ASSESSMENT						
SUMMATIVE ASSESSMENT (How will we know if they have learned it?)						

Employee Evaluation Procedures

1.1 **Notification:** By no later than thirty (30) days after the beginning of the school year, the building principal or the principal's designee shall acquaint each employee assigned to the site with the evaluation program. A printed booklet on the evaluation program will include information on procedures, criteria, and instruments, and will be distributed to all employees. No formal observation shall take place until at least five (5) days after such notification.

1.2 New employees beginning after the start of the school year shall receive the notification not later than thirty (30) days after the first day of the new assignment.

1.3. Employees with multi-building assignments shall receive notification from the principal (or designee) of the home-based school. Home-base principals shall have the major responsibility for comprehensive evaluations and performance reviews for such employees.

2.1 **Formal Observations:** All formal observations shall be conducted with full knowledge of the employee.

2.2 First and second year employees and employees who are on or considered for probation as a result of administrative action will be formally observed at least three (3) times during the school year. Each observation shall be at least a major portion of one (1) class period or the equivalent thereof.

2.3 **Career Teacher Performance Reviews:** All career teachers beyond the second year of employment in the District will participate with the appropriate principal in performance reviews at least each three years of employment and in annual reviews regarding individual career development plan contents and progress.

3.1 **Written Evaluation Summaries:** Evaluation summaries assessing the quality and degree of performance of duties assigned shall be in writing. Two (2) copies of each formal evaluation shall be signed by the principal and employee and each shall be given one of the copies. Signature by the employee shall indicate awareness of contents, but may not necessarily indicate agreement.

3.2 If an employee does not agree with the contents of his or her formal evaluation summary, he or she may file a written response. The response shall be signed by the employee and the evaluator(s) to indicate knowledge of the contents and shall be filed with the personnel file copy of the evaluation summary. Employees who are on probation as a result of administrative action or who are being considered for such probation may request an additional evaluation from another evaluator in the District if they do not agree with the contents of their evaluation summaries.

3.3 Any career teacher who is not under statutory probation has the right to file a grievance over the results of any of his or her evaluation reports which are being used against him or her at the time that the recommendation for termination or withholding of salary increase is made.

4.1 **Conferences:** A conference will be held with the employee before submitting a written evaluation summary to the central office. Conferences shall be held with each employee experiencing a comprehensive evaluation or performance review, with probationary employees, and with employees in cases where a non-probationary employee is experiencing difficulty and/or may be placed on probation by administrative action.

4.2 In cases involving difficulties, a conference shall be held by January 15, shall include a listing of expected improvements, and shall provide an opportunity for the employee to seek

suggestions for improving his or her performance. If a situation requiring a conference develops after that date, the principal will arrange for a conference to be held. In the event of a probationary conference (a conference where probation will be imposed or where probation appears imminent) the teacher shall be provided two (2) days notice of the conference and the agenda items for the conference.

5.1 Evaluation-Related Personnel File Review: An employee may review the materials contained in his/her personnel file provided that the superintendent or designee is present. A representative of the Association, at the employee's request, may accompany the employee in this review. Confidential credentials and letters of recommendation shall be exempt from review. The employee shall have the right to respond in writing or to reproduce any evaluation material contained in his/her personnel file.

5.2 A copy of any non-confidential evaluation-related material which the employee has not had opportunity to read and which is to become part of the employee's personnel file shall be sent to the employee. Routine items which are not of a negative nature shall be exempt from this provision.

THE IOWA PROFESSIONAL DEVELOPMENT MODEL EXECUTIVE SUMMARY

What is the Iowa Professional Development Model?

The Iowa Professional Development Model focuses on improving student learning and engages all educators in collective professional development. The model provides guidance for local districts to use when designing, implementing, and evaluating the district career development plan as well as the individual teacher career development plans.

What is the purpose of this type of professional development?

The intent of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and that directly supports the Comprehensive School Improvement Process (CSIP) goals for student achievement.

What influenced the formation of the model?

The model was established in response to state and federal legislation, current trends in education, and research.

- Overwhelming evidence that well designed staff development, fully integrated with effective school improvement practices, can increase student learning.
- Iowa Student Achievement and Teacher Quality Program (SF 476, 2001)
- Federal legislation - No Child Left Behind Act (2002)
- State and National Standards for Staff Development (National Staff Development Council and the Iowa Teacher Quality Program)

Who developed the model?

The model is a collaborative effort of the Iowa Department of Education and the Iowa Teacher Quality Professional Development Stakeholder Group. This group includes representatives of the major organizations and role groups involved in professional development and school improvement in Iowa.

What are the requirements for school districts?

Each district is required to submit a district career development plan as part of The Comprehensive School Improvement Plan. The first district plans were submitted in September of 2004 (IAC 281—83.6(2)). In September of 2005 individual teacher career development plans will be required. The individual teacher career development plan will be developed, in cooperation with the teacher's supervisor, for each career teacher in the district.

How does a district accomplish gains in student achievement through staff development?

The process that results in student learning is described in the full text of the Iowa Professional Development Model (see DE Web Page). This process involves teachers and administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, guiding training decisions, and evaluating the program. The Iowa Professional Development Standards establish expectations for the implementation of this process.

What are the Iowa Professional Development Standards?

The Iowa Teacher Quality legislation established standards for professional development. These standards are to be used in designing, delivering, and evaluating the district career development plans.

The Iowa Professional Development Standards

Implementation of a school district's career development plan shall meet the following standards:

- 1. Align with the Iowa teaching standards and criteria;*
- 2. Deliver research-based instructional strategies aligned with the student achievement goals established by the district;*
- 3. Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:*
 - Student achievement data and analysis;*
 - Theory;*
 - Classroom demonstration and practice;*
 - Observation and reflection;*
 - Teacher collaboration and study of implementation; and*
 - Integration of instructional technology, if applicable;*
- 4. Include an evaluation component that documents the improvement in instructional practice and the effect on student learning; and*
- 5. Support the professional development needs of district certified staff responsible for instruction.*

What might a district do this year to get started?

Districts are encouraged to evaluate their current professional development practices to determine where their system of professional development may need strengthening. For a self-assessment tool to be used by local districts, see *School Improvement/Staff Development: Evaluating Current Plans* in Appendix B of the Model.

How can I learn more about the Iowa Professional Development Model?

For additional sources of information:

- The Department of Education web site <http://educateiowa.gov>
- Department of Education Contact - Deb Hansen deb.hansen@educateiowa.gov
- Area Education Agency Professional Development Consultants

Iowa Professional Development Model

Student learning – at the center
of school improvement and staff development

Operating Principles

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
 - Leadership
 - Simultaneity



Iowa Professional Development Model:

1. The focus is on instruction and curriculum. Theory is present underlying the instructional strategy or model selected for staff development. The strategy or model:
 - directly addresses student achievement in an academic area (deep content knowledge in reading, math, science, etc.)
 - has a research base (evidence of improved student achievement across settings, across time, and for all students).(Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998)
2. The **study of implementation** is built in as a routine. The faculty studies student data related to the content of professional development. The faculty regularly studies implementation data to know what students are experiencing. (Joyce and Calhoun, 1996; Joyce and Showers, 2002; Slavin, 1996)
3. **All site and district personnel** responsible for instruction participate in the professional development. All teachers are included and the principal is heavily engaged in all aspects of the initiative. District administrative personnel and the approved provider are involved in training and in providing follow-up. (Operationally, this looks different at the elementary and secondary levels.) Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, 1996; Wallace et al, 1984, 1990)
4. **Goals focusing on student learning** provide the direction for staff development efforts. There is a clearly identified need based on student data and the district's long-range and annual improvement goals as described in the CSIP. The strategy or model selected for staff development can be interpreted/applied in classroom settings. The desired teacher behaviors and the desired student behaviors are described. (Bernhardt, 1998; Rosenholtz, 1989; Schmoker, 1996)
5. **Intensive professional development** is provided. In addition to presentations of information and theory about the instructional strategy, participants are provided with multiple demonstrations modeling the use of the strategy and opportunities to practice using the instructional strategy demonstrated. Professional development is sustained over time. The initiative is designed to last until implementation data indicate that the teachers are implementing the strategy accurately and frequently and student performance goals are met. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990)
6. **Collaboration** is built in with opportunities for teachers to work together on a regular basis. The professional development initiative is part of the day-to-day work of teaching. The focal point of professional development planning and implementation is at the building level. Adequate time is provided for workshop experiences and workplace supports, i.e., planning together, rehearsing and observing lessons (coaching), practicing strategies in the classroom, and collecting, analyzing and discussing data. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987)
7. The initiative has built in **ongoing follow-up, support, and technical assistance**. An LEA or AEA consultant or other approved provider provides ongoing technical assistance. This technical assistance occurs regularly in classrooms and in the workshop setting. (Joyce and Showers, 2002; Rosenholtz, 1989; Showers, 1982, 1984)

8. **Formative evaluation** ensures the regular and systematic collection of data relevant to stated goals (student progress, implementation of innovations, etc.) and **summative evaluation** provides information about the cumulative impact of a planned change on student learning. Data collected during the formative evaluation process may also be used in the summative evaluation. When student need is driving the planning and design of staff development, data on student response to the content of staff development is essential throughout the process. (Calhoun, 2001; Hertling, 2000; Yap et al., 2000)

Overview of the Staff Evaluation and Professional Growth Program

IOWA TEACHING STANDARDS

- | | |
|--|----------------------------------|
| 1. Supporting District Achievement Goals | 5. Monitoring Student Learning |
| 2. Content Knowledge | 6. Classroom Management |
| 3. Planning for Instruction | 7. Professional Growth |
| 4. Delivery of Instruction | 8. Professional Responsibilities |

Tier I BEGINNING TEACHER

Who:

- New beginning teacher

Purpose:

- To insure that the Iowa Teaching Standards are understood, accepted, and demonstrated
- To provide support in the implementation of the Iowa Teaching Standards
- Accountability for decisions to continue employment
- To provide documentation on the Iowa Teaching Standards and criteria for licensure recommendation

Process:

- Classroom observation and feedback
- Portfolio development
- Required professional development activities through the district induction program and district career development plan
- Regular evaluation reports and feedback through formative and summative evaluations
- Comprehensive evaluation to determine licensure recommendation

Tier II
CAREER TEACHER

Who:

- All career teachers who are demonstrating continued competence on the Iowa Teaching Standards

Purpose:

- To enhance professional growth
- To focus on district school improvement goals
- To focus on continuous implementation of the Iowa Teaching Standards

Process:

- Continuous review of the implementation of the Iowa Teaching Standards and criteria and continued documentation that the career teacher meets the district expectations and the Iowa Teaching Standards through a performance review at least once every three years
- Collaborative development of individual/team professional growth plans
- Reflection and feedback on growth plan progress and impact through at least an annual conversation with the supervisor and the performance review

Tier III
INTENSIVE ASSISTANCE

Who:

- Career teachers in need of specific professional assistance in identified area(s) of the Iowa Teaching Standards

Purpose:

- To enable a career teacher the opportunity to seek assistance in meeting any of the Iowa Standards
- To provide a structured process for supporting and directing needed help in any of the Iowa Teaching Standards

Process:

- Phases
 1. Awareness
 2. Assistance
- Development and implementation of a professional assistance plan for not longer than twelve months
- Regular evaluation reports and feedback

**Beginning Teacher
Comprehensive Evaluation
Summative Evaluation Form**

Teacher: _____	Folder #: _____	Observation Date(s) & Time(s)
Evaluator: _____	Folder #: _____	_____
School: _____		_____
Grade Level: _____	Year: 1 2 3	_____
Subjects: _____		

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

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

The teacher:

- a. Provides multiple forms of evidence of student learning and growth to student, 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 student, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Circle one: <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p>
--	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

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

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.

Evidence to support attainment of or failure to meet standard: _____	Circle one:
_____	Meets Standard
_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

3. Demonstrates competence in planning and preparing 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, background, 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 standard: _____	Circle one:

_____	Meets Standard

_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

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.

Evidence to support attainment of or failure to meet standard: _____	Circle one:

_____	Meets Standard

_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

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.

Evidence to support attainment of or failure to meet standard: _____	Circle one:
_____	Meets Standard
_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

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 learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard: _____	Circle one:

_____	Meets Standard

_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

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 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 tests.

Evidence to support attainment of or failure to meet standard: _____	Circle one:
_____	Meets Standard
_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

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 individual 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 standard: _____	Circle one:
_____	Meets Standard
_____	Does Not Meet Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1

-
- 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.*

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. This form will be available in the spring of 2003.



CEDAR FALLS COMMUNITY SCHOOLS
CAREER TEACHER
PERFORMANCE REVIEW REPORT

PRR – 2005

Observation Date(s) &
Time(s)

Teacher _____

Building _____

Subject/Class _____

The performance review shall include, at a minimum:

- *Classroom observation of the teacher, the teacher’s implementation and progress on the Individual Teacher Career Development Plan.*
- *Supporting documentation from other evaluators, teachers, parents, and students.*
- *Evidence of meeting the Iowa Teaching Standards*

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

Meets standard

Does not meet standard

- 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.

Standard II – Demonstrates competence in content knowledge appropriate to the teaching position.

Meets standard

Does not meet standard

- 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 III – Demonstrates competence in planning and preparing for instruction.

Meets standard

Does not meet standard

- 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 IV – Uses strategies to deliver instruction that meet the multiple learning needs of students.

Meets standard

Does not meet standard

- 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 V – Uses a variety of methods to monitor student learning.

Meets standard

Does not meet standard

- 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 VI – Demonstrates competence in classroom management.

Meets standard

Does not meet standard

- 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 VII – Engages in professional growth.

Meets standard

Does not meet standard

- 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 tests.

Standard VIII – Fulfills professional responsibilities established by the school district.

Meets standard

Does not meet standard

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district building goals.
- d. Demonstrates an understanding of respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Comments:

Date of Conference

Staff Member

Evaluator

Staff member’s signature verifies a conference was held. If the staff member wishes to comment or respond further, procedures should be followed as stated in the procedural section of the instructional performance booklet.



**CEDAR FALLS COMMUNITY SCHOOLS
INDIVIDUAL TEACHER
CAREER DEVELOPMENT PLAN**

Teacher: _____

Building: _____

Goal: _____

Iowa Teaching Standard(s) / Criteria to be Addressed: _____

Indicators of Success: (What will success look like for the teacher and/or student?)

1. _____
2. _____
3. _____
4. _____

Strategies to Implement:

1. _____

2. _____

3. _____

4. _____

(OVER)

Resources Desired:

Other Personnel Collaborating in the Implementation of the Growth Plan:

Other Items of Discussion / Issues:

Teacher Signature

Principal Signature

Today's Date: _____

Projected Date of Completion: _____

Review Date: _____

Comments:

If a supervisor or evaluator determines that a teacher, other than a beginning teacher, is not meeting District expectations under the Iowa teaching standards and criteria, or other standards and criteria set in the collective bargaining agreement, the teacher may be required to participate in an assistance program(s) for remediation of the identified concerns, in accordance with applicable law.

Definitions:

Evaluator: The administrator charged with responsibility as the primary evaluator of the teacher.

Supervisor: The director of elementary education or the director of secondary education, or both, as appropriate.

Awareness Phase: There is an optional awareness phase, which may not extend beyond two months (60 calendar days). This element exists for use in instances where the evaluator responsible for the decision to begin intensive assistance determines that it is appropriate to use the time for informal discussions and collaboration on the performance modifications identified. When implemented, this phase requires participation by the teacher and the evaluator, but may include other persons, as determined by the evaluator and/or supervisor.

Professional Assistance Phase: This optional phase is for the purpose of providing assistance through the involvement of the teacher, the evaluator and other person(s), as deemed appropriate for the situation, in working with the teacher to effectively implement identified performance modifications. It may follow an awareness phase, or it may be the initial assistance function. The elements of this phase are determined by the participating parties.

If the identified performance concern(s) no longer exist at any point during the professional assistance phase, the evaluator may return the teacher to his/her prior status. That notification will be in written form, and will be included in the teacher's personnel file with a notation that the professional assistance phase activities did not constitute a complete intensive assistance cycle.

Intensive Assistance Phase (Employment at Risk): At any time during the awareness phase, if the first phase option has been utilized, or at any time during the professional assistance phase, if the second phase option has been utilized, or at any other time as determined by the evaluator and/or supervisor, the formal intensive assistance program may commence. Intensive assistance involves the provision of organizational support and technical assistance for the remediation of identified teaching and classroom management concerns, and intensive assistance may not function for more than twelve months.

- **Notification:** The teacher will receive a written notification of the fact that formal intensive assistance has been initiated.
- **Limitations:** A teacher may be a participant in Intensive Assistance (Employment at Risk) Phase for not more than two times during his/her employment with this school district. Iowa Teaching Standards 1-7 will be considered as possible areas for intensive assistance with career teachers. Beginning teachers will not qualify for intensive assistance, and issues emanating from Iowa Teaching Standard 8 will not qualify for this program.

- **Assistance Strategies:** The evaluators and other persons appointed by the evaluator and/or the supervisor to serve on the assistance team with the teacher function as sources of ideas, strategies and methods of instruction and management, and in any other manner deemed appropriate by the evaluator and/or the supervisor. Periodic meetings will be held with the teacher, and classroom observations will be conducted.
- **Documentation:** Appropriate documentation will be maintained for Professional Assistance and Intensive Assistance Phases.
- **Dissolution:** Intensive assistance team activities will cease at the close of the twelve month period or at any other earlier time determined by the evaluator or supervisor.

Date of Adoption: March 7, 2005

Date of Revision: February 12, 2007
April 22, 2013
August 8, 2016

CEDAR FALLS COMMUNITY SCHOOLS

**2018-19
Teacher Performance Report – A**

School: _____

Date: _____

- A. A listing of **all** teaching staff serving in their first or second year of employment, including concise statements about their performance. (If necessary, attach additional sheets.)
- B. A listing of continuing staff members, i.e. employed with the District longer than two school years, who are experiencing difficulty. Describe your concern(s) and what steps, if any, you have taken to address the situation.

In cases involving difficulties, a conference shall be held by January 15. It shall include a list of expected improvements and shall provide an opportunity for the staff member to seek suggestions for improvement. If a situation requiring a conference develops after that date, the principal will arrange for a conference to be held.

Signature of Principal

Submit by December 1

CEDAR FALLS COMMUNITY SCHOOLS

**2018-19
Teacher Performance Report – B**

School: _____

Date: _____

A. Teachers with an INITIAL LICENSE in their first or second year of employment with the District:

Identify those teachers in their **first** or **second** year of employment who are experiencing difficulty or whose performance gives you cause for concern. List those areas of standards where the teacher is not meeting district expectations.

B. Teachers with a STANDARD, STATE EXCHANGE, or OTHER LICENSE in their first or second year of employment with the District:

Identify those teachers who are experiencing difficulty or whose performance gives you cause for concern, who you have placed in one of the following performance improvement phases:

1. **Awareness Phases:** Identify those career teachers who are experiencing difficulty. List the standard(s) where the teacher is not meeting district expectations.

2. **Professional Assistance Phase:** Identify those career teachers for which a professional assistance plan has been developed. List the standard(s) where the teacher is not meeting district expectations.

3. **Intensive Assistance:** Identify those career teachers considered for probationary placement and list supportive statements regarding this recommendation.

C. Teachers employed by the District more than two years:

Identify those teachers who are experiencing difficulty or whose performance gives you cause for concern, who you have placed in one of the following performance improvement phases:

1. **Awareness Phases:** Identify those career teachers who are experiencing difficulty. List the standard(s) where the teacher is not meeting district expectations.

2. **Professional Assistance Phase:** Identify those career teachers for which a professional assistance plan has been developed. List the standard(s) where the teacher is not meeting district expectations.

3. **Intensive Assistance:** Identify those career teachers considered for probationary placement and list supportive statements regarding this recommendation.

In cases involving intensive assistance, a conference shall be held by January 15. It shall include a listing of expected outcomes, and shall provide an opportunity for the teacher to seek suggestions for improving his/her performance.

Signature of Principal

Submit to HR by March 15

PEER REVIEW

Cedar Falls Process

ISEA Materials

CEDAR FALLS PEER REVIEW PROCESS

Definition:

Peer review is a collegial process among a peer group of teachers intended to enhance and improve instruction in order to increase student achievement.

Process:

- All teachers who are on a three (3) year evaluation cycle are required to participate in peer review. Beginning teachers under an Initial License and teachers new to the District in their first two years of employment, are not required to participate in peer review.
- Peer review should occur in each year of the three-year cycle.
- A peer group should be a group of two or more colleagues. The peer group will be self-selected. Each teacher will have a group. If a peer group cannot be established for a teacher, a peer group will be selected in consultation with the building administrator. Membership of the peer group may change each year.
- A peer group could be organized by grade level, content area, specials (P.E., art, music, etc.) special education, core curriculum area, interdisciplinary groups, cross grade level group, e.g., lower elementary, etc.
- If a pre-existing group is in place as a result of specific professional development (PLC's, AIW, etc.) there may be no need to "create" a different grouping if participants believe the current grouping will be able to provide the individual peer-to-peer feedback required.
- Peer review will be based on professional dialogue that may or may not include a classroom observation. The decision regarding classroom observation will be made by the peer group.
- The peer review process will be formative and will be focused on assisting each peer group member in achieving the goals of the teacher's Individual Professional Development Plan. Peer reviews shall be supportive and collaborative and will be conducted in an informal manner.
- The members of the peer group will complete the Peer Review Form after the peer review process is completed. The form will be submitted to the building principal prior to the end of each school year.
- Peer group review shall not be the basis for recommending that the teacher participate in an intensive assistance program and shall not be used to determine the compensation, promotion, layoff or any other determination affecting a teacher's employment status.
- Time required for the peer review process will be scheduled by the peer group with the principal of the building. If a substitute teacher is needed for the peer review process, the peer group will first contact the principal to seek approval and to make the appropriate arrangements.
- If a conflict exists between or among the members of a peer group, an attempt will be made to mediate the conflict. Based on the results of the mediation, the employee(s) will then decide if it is necessary to join another peer group.



PEER REVIEW FORM

School Year: _____

Teacher's Name: _____

Teachers in peer review group: _____

Individual Professional Development and Plan Goal(s) which was the focus of the peer review:

Date(s)/time(s) peer review group met: _____

General topics discussed: _____

Signatures of peer group teachers:

_____	_____
_____	_____
_____	_____

This form is to be submitted to the building principal toward the end of each school year.

Dated submitted to building principal: _____

Employee Signature: _____

A copy of this form will be placed on file in Human Resources by the building principal along with the Career Teacher Performance Review Report.

ISEA

Peer Review Materials

Published 2013-14

Why Peer Review Can Work

“The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others. . . By reflecting on what we know with others. . . By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.”

Roland Barth

What Does Iowa Code Chapter 284.8 Require for Peer Review

Sec. 6. Section 284.8, subsection 1, Code 2011, is amended to read as follows:

1. A school district shall provide for an annual review a of each teacher's performance at least once every three years for purposes of assisting teachers in making continuous improvement, documenting continued competence in the Iowa teaching standards, identifying teachers in need of improvement, or to determine whether the teacher's practice meets school district expectations for career advancement in accordance with section 284.7. The review shall include, at minimum, classroom observation of the teacher, the teacher's progress, and implementation of the teacher's individual professional development plan, subject to the level of resources provided to implement the plan; and shall include supporting documentation from parents, students, and other teachers. **The first and second year of review shall be conducted by a peer group of teachers. The peer group shall review all of the peer group members. Peer group reviews shall be formative and shall be conducted on an informal, collaborative basis that is focused on assisting each peer group member in achieving the goals of the teacher's individual professional development plan. Peer group reviews shall not be the basis for recommending that a teacher participate in an intensive assistance program, and shall not be used to determine the compensation, promotion, layoff, or termination of a teacher, or any other determination affecting a teacher's employment status. However, as a result of a peer group review, a teacher may elect to participate in an intensive assistance program. Members of the peer group shall be reviewed every third year by at least one evaluator certified in accordance with section 284.10.**

**Note content in bold addresses Peer Review.*

Summary of Requirements for Peer Review

- Year one and two of the review **shall be** conducted by a **peer group of teachers**
- The peer group shall review all of its members
- Peer group reviews **shall be formative** and conducted in an **informal** and **collaborative** basis **focused on** each group member achieving the **goals** of the **teacher's individual professional development plan**
- Peer group reviews **shall not** be the basis for recommendations for intensive assistance, determination of compensation, promotion, lay-off, or termination of a teacher, or any other determination affecting employment status.
- A person could voluntarily place themselves on an intensive assistance plan as a result of the peer review
- Peer group members shall be reviewed by at least one licensed evaluator every third year

What Constitutes a “Peer Group of Teachers?”

- *Reminder: the focus of Peer Review is the Individual Teacher Professional Development Plan (ITPDP)*
- Peer group of teachers could be groups organized by grade level, content area, specials (PE, art, music, SPED, etc), Core Curriculum areas, building groups, interdisciplinary groups, or other groupings that make sense locally.
- If your district already has pre-existing “groups” in place as a result of specific professional development (PLC’s, AIW, etc.), there may be no need to “create” a different grouping if the participants believe the current grouping is working effectively. Don’t over complicate the situation by creating another working group
- Peer groups of teachers would individuals who are **employed** as a certified staff member doing work as defined in Administrative Code 281.12.4(8): *Teacher*. A teacher shall be defined as a member of the instructional professional staff who holds a license/certificate endorsed for the type of position in which employed. A teacher diagnoses, prescribes, evaluates, and directs student learning in terms of the school’s objectives, either singly or in concert with other professional staff members; shares responsibility with the total professional staff for developing educational procedures and student activities to be used in achieving the school’s objectives; supervises educational aides who assist in serving students for whom the teacher is responsible; and evaluates or assesses student progress during and following instruction in terms of the objectives sought, and uses this information to develop further educational procedures.
- Peer groups would need to be manageable in size. It makes some sense that the “peer group” would be no more than 2-6 people. It could be as few as two, but any group over 6 could be cumbersome for practical scheduling.
- Peer groups may or may not include individuals who are not employed as “teachers” who directly work with student. There may be employees excluded from the “teacher” peer group holding licensure similar to individuals working directly with students but with job description/job responsibilities placing them outside the bargaining unit. Individual employees who fall in this category may form their own “peer group” for compliance with the legislation but could also be a resource to the “peer group of teachers” as they work together. Each district/local will have to make the determination about the configuration of the peer group. Make it easy on yourself; think about using a grouping that is already in place.
- A School Administrative Manager (SAM), literacy coach, curriculum coach, head teacher or other “specialized” position not in the bargaining unit should not be included in a “peer group of teachers” regardless of licensure. The job description does not match “peer group of teachers.”

Peer Review is Formative, Informal, Collaborative

formative, adj.

helping to shape, develop, or mold

Webster's Unabridged Dictionary

Formative Assessment is the exercise of diagnostic professional judgment for the purpose of analyzing practice and student learning and of guiding future development.

Formative Assessment. . .

- **Is an on-going measurement of growth over time**
- **Uses evidence of student learning and teacher practice to help identify areas of strength and for growth**
- **Is objective and data-based**
- **Is responsive to the teacher's developmental needs**
- **Is interactive and collaborative**
- **Involves assessment tools that support inquiry and reflection**

"When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative." - Robert Stakes

Informal, Collaborative

Information created or gathered during a "peer review" process would be retained by the individual being reviewed. Group members would not retain written information about any of their peer group members. If a lesson plan is created, it would be retained by the person who created it. The lesson plan could be the topic of peer review, but the peer group would provide feedback to the peer group member verbally. Any materials created by the peer group will be turned over **only** to the individual being reviewed.

Keep the Fire Wall!

The law was very specific about the responsibility of the peer group. It is not a process that is to be used to make employment or disciplinary decisions.

Similar to mentoring and induction, Peer Groups should remember that they do not serve in an evaluative capacity. Evaluators do evaluations; teachers or peer group members **do not**. Work done within the peer group setting should be confidential. Peer Group members should not provide administrators with data collected during the peer review process. Peer review requires a level of trust among the members of the peer group. Trust is a very delicate thing; it takes considerable time and energy to develop and nurture trust. It takes one careless comment to damage trust irreparably. Peer Group members should learn to monitor comments about one another when in the presence of an administrator. If the relationship among Peer Group members is to thrive and be successful, the members of the Peer Group must foster a climate that enhances trust, not diminish it.

When Conducting a Peer Review Remember. . .

- ✓ **Peer Group members are *NOT* evaluators**
- ✓ **Teachers are *NOT* licensed to evaluate! Even if you hold an Evaluators' license, you are not employed in that capacity during the Peer Review Process.**
- ✓ **Peer Review is to be an informal, collaborative process**
- ✓ **Peer Review is to be formative and focused on the individual professional development plan.**
- ✓ **Peer Review data is the property of the individual being reviewed.**
- ✓ **The FIREWALL; evaluative, judgmental comments about peer group members should not be shared with the evaluator.**
- ✓ **Information gathered during a Peer Review is not to be included in a summative evaluation or lead to Intensive Assistance.**

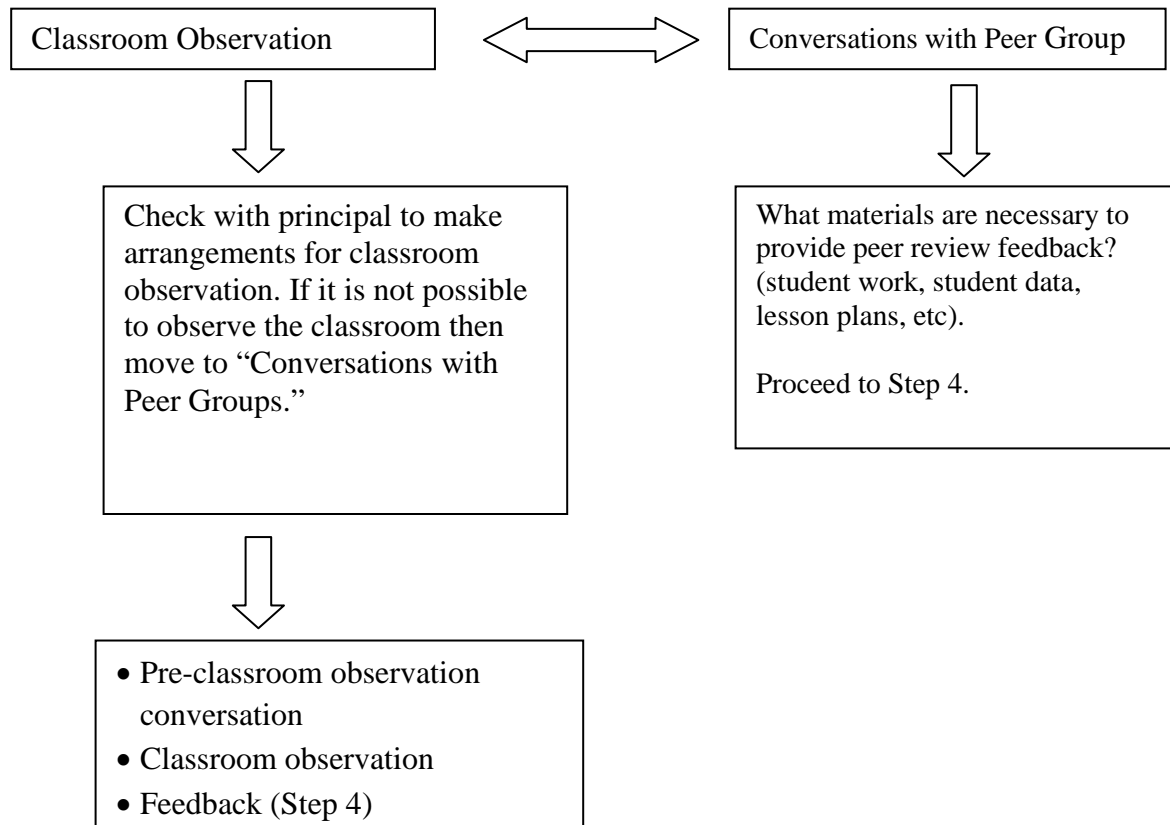
Options for Peer Review groups

Step 1: What is the ITPDP goal that will be reviewed by peers?

Goal: _____

Step 2: What kinds of information/feedback would the teacher like to get from the peer review process to assist him/her in achieving his/her ITPDP goal?

Step 3: What is the most appropriate method for the peer review group to provide information/feedback?



Step 4: Providing Feedback

Useful Feedback is focused on the ITPDP goal and is:

1. Descriptive rather than judgmental. This helps prevent defensive responses.
2. Specific rather than general.
3. Focused on behavior rather than the person.
4. Focused on helping rather than hurting.
5. Focused on behavior that the teacher can do something about.
6. Actively sought by the teacher.
7. An amount of information that does not overload the teacher.
8. Focused on "what" or "how" (observed behavior) not "why" (why involves inference and motives that can bring resentment rather than learning).
9. Clearly communicated and can be rephrased by the receiver. Easy-to-understand language is used.
10. Shared within 3-7 days of the observation.
11. Provided with opportunities for further discussion.
12. Provided with clear suggestions about improvement that can be generated by the teacher based on questions by the observer.
13. Based on observations, so that any constructive criticism is justifiable.
14. An opportunity to learn!

Coaching Skills for Peer Review

A trusting relationship

- Using good listening skills
- Empathetic acceptance
- Congruence between body language and verbal language

Clearly defined roles and expectations

- Desire to promote the teacher's autonomy and uniqueness
- Nonjudgmental conversation
- Honesty

Linguistic Skills

- Paraphrasing
- Clarifying
- Pausing and using silence
- Mediation Questioning

How to Conduct a Review of a Peer

Introduction

The new perspectives teachers gain by participating in peer review can help improve the learning experience across a program by helping teachers transform their approaches and course content, and make explicit the connections between courses.

There are several general guidelines that apply to all forms of peer review of teaching. **First, there are no universal criteria for evaluating teaching.** The criteria to be applied in any review depend on several factors, including the discipline, size and type of class (including distance learning formats), characteristics of the instructor, and characteristics of the learners. Thus, **any review is context-specific.**

Second, **it is essential that the peer group and the teacher being reviewed agree in advance about the focus of the review and the criteria to be used. Any review of instruction should address the needs of the person being reviewed.** Does s/he want to develop/improve teaching? Or does s/he want to produce evidence of teaching quality for a formal review? The person to be reviewed may want feedback about specific aspects of teaching; if so, the review should be focused on, or at least include, these aspects. In any case, advance discussion and agreement are essential. There are dozens of things that one might observe during a lecture, discussion, or clinical teaching experience; obviously, no review can attend to all of these.

Third, **it is essential that the reviewer be informed about and open to a variety of approaches to instruction.** It is essential that a review of teaching not infringe on the rights of the person being reviewed. It is important that the reviewer share or be informed about and open to the approach taken by the instructor. Some have suggested that reviewers should not only share the same orientation toward instruction, but that they should be from the same discipline or even sub-discipline. Such similarity may be important in some cases, but it does not seem necessary in all cases. There are times when the fresh eye of someone from another discipline or another campus may provide valuable feedback.

What follows are some general considerations for peer groups to think about. Specific instructions/information for reviewers are provided with each technique.

Considerations

- ✓ Who should conduct the review?
- ✓ What is the process?
 - Meet with the colleague you are reviewing prior to conducting the review.
 - Understand the purpose of the review.
 - Understand the aspect(s) of teaching you are reviewing.
 - Select and become familiar with appropriate peer review technique(s).
 - Understand in what way and to whom you should deliver feedback.

1. Who should conduct the review?

An important consideration in selecting a reviewer is the purpose of the review. If an individual is seeking to use the review to improve specific teaching strategies, the peer group member should be familiar with the strategies being observed. A review focused on assessment of content requires an expert in the same discipline. One focused on effectiveness of teaching methodology requires a reviewer with experience in employing those methods. If the purpose of the review is to provide evidence for a personnel decision, considerations that may be important in selecting peer group members with the appropriate expertise.

The individual being reviewed should be an integral part of the process and, therefore, should play a role in selecting or providing names of reviewers.

2. What is the process?

Include the individual being reviewed in designing and articulating the data to be collected. Implementation of the review will be more effective, and the individual will be more receptive to feedback, if s/he has played an integral role in the process.

Meet with the colleague you are reviewing prior to conducting the review.

During the pre-review meeting, you can discuss:

- the purpose of the review and the aspect(s) of teaching you will be considering.
- your colleague's teaching philosophy, course objectives, syllabus (means of meeting the course objectives), and assessment of student learning.
- the review technique, including in what form and to whom feedback will be given.
- other questions/concerns.

Understand the purpose of the review.

- Is your colleague seeking to improve his/her teaching and student learning? Is the colleague seeking to get feedback about specific strategies, implementation or student behaviors?

Understand the aspect(s) of teaching you are reviewing.

There are many aspects of teaching that can be reviewed over time. It is essential to understand clearly what aspect is being reviewed currently in order to provide a useful review. Although not an exhaustive list, some examples follow:

- Are you being asked to observe the instructor in the classroom with the students? If so, what aspect are you reviewing: lecture style/presentation, effective use of small group discussions/exercises to achieve course goals?
- Are you being asked to review syllabus materials and assignments to ascertain whether the content is appropriate, current, and properly sequenced?
- Are you be asked to review the student response to the class by: 1) observing what the students are actually doing in the classroom and how they are interacting with the instructor and/or each other, 2) interviewing students, 3) ascertaining if students have

achieved certain goals or have enjoyed their experience in the course as a result of the teaching, or 4) obtaining information from students in some other way?

- Are you being asked to review instructional objectives and goals to ascertain if they are sensible and achievable, to observe how the instructor gives feedback to students, to review examinations, to examine the conceptual framework for a course, or to decide if the course material is integrated, representative, and intellectually rigorous?
- Are you being asked to review how the course fits in with the overall curriculum?

Select and become familiar with a review technique appropriate for the aspect(s) of teaching you are reviewing.

Choose a technique based on the purpose of the review and what aspect of teaching is being assessed. In some cases, you may work with the colleague you are reviewing to select an appropriate technique; in others, you may be asked to use a particular technique, e.g., observing teaching.

The frequency of review over time (how many times during the course or during the teachers' period will the review be conducted) should be determined. In addition, it is important to establish criteria that are progressive as the instructor's experience and rank increase.

Understand in what way and to whom you should deliver feedback.

Feedback may be delivered verbally or in written form (e.g., letter, standardized form) to the colleague or to the department chair/mentoring committee.

The nature of the feedback depends on the relationship of the reviewer and the colleague being reviewed. The colleague will be more receptive to constructive criticism from a reviewer that is trusted and has a positive relationship with the colleague. We recommend that you begin with areas of strength before engaging in a discussion of areas that require improvement. Feedback should be specific and formative; judgmental statements should be monitored.

Summary

A thoughtful and carefully conducted review is an invaluable aid to an instructor or a decision-making body to improve continuously the quality of instruction.

Source: University of Wisconsin

