

A MODEL FRAMEWORK FOR DESIGNING A LOCAL STAFF EVALUATION SYSTEM BASED ON THE IOWA TEACHING STANDARDS AND CRITERIA

It is the purpose of this document to provide local Iowa school districts with a basic evaluation model that can be used to shape a standards-based teacher evaluation system that will meet all the expectations of the Iowa Teacher Quality Program. 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.

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.

To accomplish the desired outcomes, it is recommended that local school districts use a basic three-tiered approach to evaluation. Figure I provides a visual of the three-tiered system and an outline of the focus and components of each tier. A full description of each of the three tiers, along with sample forms for use by local districts, follows the visual overview. A brief summary of each of the three tiers is provided below. These brief descriptions include suggestions for resources that may be useful in the development of local teacher evaluation systems.

TIER I: BEGINNING TEACHER EVALUATION

The primary purpose of Tier I is to generate usable and reliable data that will support making a decision to recommend for licensure a beginning teacher (see definition - page 3) and will support the movement of the beginning teacher to the career teacher level. The procedures, processes, and relationships established and supported within Tier I should also help new staff develop professionally and personally, promote an environment that will encourage teachers and administrators to understand the importance and usefulness of evaluation, and support the practice of reflection and continuous professional development. It is important for local districts to coordinate local induction and mentoring programs with the Tier I requirements. This will help prevent overlapping responsibilities and work.

Tier I is designed for all teachers new to the school district. This would automatically include all teachers who are just starting their teaching careers. It is recommended that all newly hired veteran teachers be required to go through the Tier I program for at least the first two years in the district. This required involvement helps veterans learn more quickly and deeply the values and expectations of the district even though there is not a licensure decision made for teachers who already hold an Iowa standard license.

It is important for a beginning teacher to participate in the training and collective study of skills identified in the district career development plan (see definition - page 3). The beginning teacher's level of involvement in the district career development plan would be adjusted to accommodate the demands of participating in induction and mentoring experiences and the work load of a beginning teacher.

Each district must determine what sources of data and what activities will best provide the information and the experiences that will serve the multiple purposes of Tier 1. Reviews of best practice in supervision and evaluation suggest that classroom observation and portfolio development and review appear to provide the most productive and usable information for Tier I purposes. The sample document that follows is designed around these two recommended activities. There are several recent publications that can be used by local districts in helping identify those sources of information that best fit their expectations and their local capacity. (Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000; Peterson, 2000).

TIER II: EVALUATION FOR CAREER TEACHERS

Since most teachers in a district are neither beginners or in need of assistance, this tier becomes the dominant strand within the local evaluation system. This tier therefore is focused on developing and supporting the professional development of teachers while also providing for the on-going assessment of the career teachers' mastery of the Iowa Teaching Standards. The Individual Teacher Career Development Plan is designed for all career teachers (see definition - page 3) in the district.

The purpose of this tier is to provide a structured, supportive, and collaborative environment to promote professional development that will further the district's comprehensive school improvement plan and enhance student achievement.

Ideally, the Individual Teacher Career Development Plan and the District Career Development Plan will be very closely aligned. Unless the summative and formative components of the teacher evaluation indicate the teacher has additional training needs the individual teacher's plan should address the same skills or practices that are being studied collectively with the other faculty members as part of the District Career Development Plan. The Individual Career Development Plan for the Career Teacher may be isomorphic to the District Career Development Plan.

There are a number of issues that local districts must be prepared to address as the Individual Teacher Career Development Plan / Tier II is developed. These issues include: the relationship between the summative and formative components in Tier II (see Danielson & McGreal, 2000); the focus, the timeframe, and the requirements for developing the Individual Career Plans. Tier II see Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000); the role and responsibilities of the administrator in developing, monitoring, and supporting the required Tier II professional development plans (see Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000); and the appropriate ways to provide the necessary documentation and feedback in Tier II (see Burke, 1997; Danielson & McGreal, 2000). The sample document provided provides an example of how these issues can be addressed within a local evaluation plan.

TIER III: INTENSIVE ASSISTANCE PLAN

The purpose of Tier III is to provide organizational support and assistance to career level teachers who are not meeting the Iowa Teaching Standards. The existence of this plan makes it possible for Tier II to focus on professional development rather than remediation. In designing Tier III, local districts should continue to focus on the spirit of quality assurance, with support, that is expected to characterize the beginning teacher plan and the career professional development plan. This plan demonstrates the district's commitment to quality teaching by providing a supported, structured, serious system of assistance to ensure that every career teacher is meeting the Iowa Teaching Standards. Suggestions and examples regarding the design and implementation of appropriate Tier III procedures and processes can be found in Danielson & McGreal (2000) and Peterson (2000) as well as in the sample document that follows.

DEFINITIONS

1. The **District Career Development Plan** which is included in the Comprehensive School Improvement Plan (CSIP) focuses on improving student learning and should engage all teachers in collective professional development. Student needs drive the decision making and student learning forms the basis on which professional development is designed, supported, and evaluated. The Iowa Teacher Quality Program legislation states that the local district is responsible to develop and implement a District Career Development Plan that:
 - aligns with the Iowa Teaching Standards
 - delivers professional development that is targeted at instructional improvement and designed with the following components
 - student achievement data and analysis
 - theory
 - classroom demonstration and practice
 - observation and reflection, and
 - peer coaching
 - includes an evaluation component that documents the improvement in instructional practice and the effect on student learning
 - integrates the instructional application of technology
 - focuses on research-based instructional strategies aligned with the school district's student achievement needs and the long-range and annual improvement goals established by the district. supports the career development needs of individual teachers.
2. **Beginning teacher** is 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. A teacher as defined in the Teacher Quality legislation is an individual who is employed as a teacher, librarian, media specialist, or counselor in a nonadministrative position by a school district or an area education agency.
3. **Career teacher** is 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.

RESOURCES

- Barker, C. & Searchwell, C. (2001). *Writing Year-End Teacher Improvement Plans*. Thousand Oaks, CA: Corwin Press.
- Beerens, D. (2000). *Evaluating Teachers for Professional Growth*. Thousand Oaks, CA: Corwin Press.
- Burke, K. (1997). *Designing Professional Portfolios for Change*. Arlington Heights, U.: Skylight Publishing.
- Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development
- Glatthorn, A. & Fox, L. (1996). *Quality Teaching Through Professional Development*. Thousand Oaks, CA: Corwin Press.
- McCormack, J. (2002). *The Professional Growth Plan: A School Leader's Guide to the Process*. Arlington Heights, IL: Skylight Publishing.
- Peterson, K. (2000). *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*. Thousand Oaks, CA: Corwin Press.
- Wolf, K. (1999). *Leading the Professional Portfolio Process for Change*. Arlington Heights, IL: Skylight Publishing.

**FIGURE 1
OVERVIEW OF THE STAFF EVALUATION
AND PROFESSIONAL GROWTH PROGRAM**

IOWA TEACHING STANDARDS		
1. Supporting District Achievement goals 2. Content Knowledge 3. Planning for Instruction 4. Delivery of Instruction	5. Monitoring Student Learning 6. Classroom Management 7. Professional Growth 8. Professional Responsibilities	
Tier I BEGINNING TEACHER	Tier II CAREER TEACHER	Tier III INTENSIVE ASSISTANCE
Who:	Who:	Who:
<ul style="list-style-type: none"> • New beginning teacher • New experienced teachers 	<ul style="list-style-type: none"> • All career teachers who are demonstrating continued competence on the Iowa Teaching Standards 	<ul style="list-style-type: none"> • Career teachers in need of specific professional assistance in identified area(s) of the Iowa Teaching Standards
Purpose:	Purpose:	Purpose:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To enhance professional growth • To focus on district school improvement goals • To focus on continuous implementation of the Iowa Standards 	<ul style="list-style-type: none"> • 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 Standards
Process:	Process:	Process:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Continuous review of the implementation of the Iowa 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. 	<ul style="list-style-type: none"> • Phases <ol style="list-style-type: none"> 1. Awareness 2. Assistance • Development and implementation of a professional assistance plan for not longer than twelve months • Regular evaluation reports and feedback

IOWA TEACHING STANDARDS AND CRITERIA

Standard 1

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

Criteria

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria

The teacher:

- a. Utilizes 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 students' 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.

Standard 4

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

Criteria

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5

Uses a variety of methods to monitor student learning.

Criteria

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6

Demonstrates competence in classroom management.

Criteria

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.

Standard 7

Engages in professional growth.

Criteria

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.

Standard 8

Fulfills professional responsibilities established by the school district.

Criteria

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.

TIER I BEGINNING TEACHER EVALUATION

PURPOSE

The Beginning Teacher Evaluation is designed for all newly hired teachers. All new staff, including those with previous experience will complete the two years of the plan. The purpose of the Beginning Teacher Evaluation is to:

1. Ensure that the Iowa Teaching Standards, criteria for the standards, and the expectations of the local school district are understood, accepted, and demonstrated
2. Provide support in the implementation of the standards.
3. Provide evidence to support continuing employment and movement to the career teacher level.
4. Facilitate the beginning teacher's engagement in professional development through the Mentoring and Induction Plan and the district career development plan.

REQUIRED ACTIVITIES

- Initial Meeting —Prior to October 1, the building administrator will meet with all beginning teachers to review the Beginning Teacher Plan expectations and evaluation timelines. The expectations must include the Iowa teaching standards and criteria. At this time, the administrator will provide staff with copies of all evaluation guidelines and forms.
- Year One and Two
 1. Formal Observations—Three formal observations will be conducted for each teacher in year one and two. Two formal observations must be conducted prior to February 1. The third observation must be held prior to the required summative evaluation conference (to be completed by March 30). Each of these observations will have a pre-observation and post-observation conference. Additional formal observations may be conducted at the discretion of the administrator. The teacher must complete and be ready to discuss the required pre-observation and post-observation forms with the administrator at these conferences (the forms are presented in the appendix).
 2. One of the formal observations will be of an extended duration. At the elementary level this is defined as an observation of at least two to three consecutive hours. At the secondary level it should involve observing the same class period for two or three consecutive days. The focus of this observation should be on Standard 2-content knowledge; Standard 3-planning and preparation; Standard 4-delivery of instruction; Standard 5-monitoring student learning; and Standard 6-classroom, management.
 3. Informal observations may also be used at the discretion of the administrator. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walkthroughs, professional behaviors in a variety of settings, and involvement in extra-curricular school activities or functions.
 4. A cumulative professional portfolio will be created and maintained by all beginning teachers in year one and two. The professional portfolio serves as a catalyst for substantive growth in areas of teaching, philosophy, methods, and goals. Moreover, the portfolio provides administrators with concise, selective, evidence-based information from a variety of sources. It can also provide the beginning teacher with an individualized, credible, and factual document for the purpose of evaluation and feedback. The administrator and the beginning teacher will review and discuss the portfolio at scheduled conferences (see the appendix for suggested portfolio components). The portfolio may also reflect the teacher's implementation of the skills being learned as part of the District's Mentoring and Induction Program and District Career Development Plan.

5. A final summative conference will be held with the first-year teacher on or before March 30. The purpose of the conference will be to provide the teacher with a current performance review with feedback and explanation based on the required and informal evaluation activities conducted during the year. A comprehensive evaluation will be held with the second year teacher on or before March 30. The written evaluation must include the administrator's licensure recommendation for the teacher or a recommendation for continued participation in the district's mentoring and induction program. This continuing participation should not exceed one year. A school district must use the comprehensive evaluation form provided by the Department. This is required by IAC 284.3, subsection 2, Code Supplement 2001. (see the comprehensive evaluation form - Appendix 4).
6. The administrator and beginning teacher recommended for licensure will meet prior to October 1 of the following school year to cooperatively design an individual professional development plan. The plan should focus on areas from the Iowa Teaching Standards that the administrator and the teacher feel would be of most benefit to the career teacher in supporting their on-going skill development for the Iowa teaching standards and the student achievement goals of the attendance center and the school district (as per the CSIP).

TIER II EVALUATION FOR CAREER TEACHERS

Tier II provides possibilities and options for continued professional growth that should result in increased expertise and a deeper understanding of the teaching/learning process to support the progress of teachers through the various levels of the career teacher program. Demonstration of the Iowa Teaching Standards is an ongoing process and administrators have the continuous responsibility of monitoring excellence by using multiple alternative sources of data about daily practice that can include but are not limited to formal and informal observation, student achievement, review of professional development plans, and student and parent feedback.

This plan emphasizes continuous appraisal of performance with a focus on a professional development planning process that is flexible, creative, and stimulating. Individual Teacher Career Development Plans shall be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district (CSIP), and ultimately to student learning. Staff members are responsible to develop and implement their Individual Teacher Career Development Plan in collaboration with their supervisor, and to work collaboratively with their faculty in the implementation of the District Career Development Plan. The Individual Career plan design may include learning activities for one, two, or three year periods. Obviously, the longer the time period the plan covers, the higher the expectation for important and serious outcomes.

Ideally, the Individual Teacher Career Development Plan and the District Career Development Plan will be very closely aligned. Unless the summative and formative components of the teacher evaluation indicate the teacher has additional training needs the individual teacher's plan should address the same skills or practices that are being studied collectively with the other faculty members as part of the District Career Development Plan. The Individual Career Development Plan for the Career Teacher may be isomorphic to the District Career Development Plan.

Areas of inquiry and/or investigation for Individual Teacher Career Development for Career Teachers could include, but are not restricted to:

- **Refinement of Current Practice**
This area addresses the refinement of teaching skills/strategies (questioning, motivation techniques, small-group instruction, etc.) that the staff member is currently using in practice. This type of plan is generally done individually and short-term (one year).
- **Acquisition of New Skills**
This area assumes access to resources to acquire and support new skills or knowledge (integration of technology, research-based instruction strategies for specific content areas, teaching for understanding, etc). This type of plan may be done by an individual, but most likely a team. It should clearly relate to the teaching discipline/school improvement plan and would likely be a two or three year plan.
- **Redesign/Restructuring**
This area always requires additional resources, time, and district commitment. This is primarily a team activity, spans two or three years, and connects directly to a building or district initiative (technology, block scheduling, non-graded primary classrooms, etc.). The product typically would be a design that included the rationale for change, potential student outcomes, necessary changes in curriculum and instruction, and an evaluation scheme.
- **Development of Curriculum/Program**
This area has three potential directions:

Deepening: Participants would generally address moving curriculum coverage to a “deeper level” (focusing on themes rather than linear facts). This endeavor may use an individual or team approach and generally span one to three years.

Integrating: Participants would focus on developing integrated lessons and courses. This work is generally done in teams and spans two to three years.

Engaging: Participants would develop materials and activities that focus on engaging students more in the work of the classroom. This may be an individual or team activity and span one to three years.

- **Monitoring Student Outcome/Progress**

This area addresses the development of new and/or alternative assessments that measure or describe student learning. This can also cover work addressing the collecting, interpreting, and disaggregating of student achievement data. This work may use an individual or team-approach and span one to three years.

- **Special Populations/Opportunity to Learn**

This area focuses on developing new or alternative learning opportunities for special needs students (gifted, at-risk, special education, etc.). This may be an individual or team activity and span one to three years.

- **Completing Requirements for Licensing Endorsements**

The Individual Teacher Career Development Plan may be designed, in collaboration with the teacher's supervisor, to assist a teacher who is not fully licensed to complete the endorsement requirements to instruct the students that teacher has been employed to teach. For example, a teacher who is teaching with a conditional license may work on completing the requirements as part of their Individual Career Development Plan.

Strategies and/or activities for the Individual Teacher Career Development Plan could include but are not limited to any combination of the following:

- action research
- coaching
- videotaping
- study groups
- mentoring
- college courses
- simulations
- shadowing experiences
- workshops/conferences
- visitation of model programs
- lesson designs
- classroom observations
- teacher academies
- peer observations and conferences
- electronic networking
- professional dialogue

Possible products could include but not be limited to:

- student portfolios
- videotapes of lessons/classes
- study groups
- case study analysis
- student inventories
- published work
- curriculum units
- performance assessments
- reflective journals
- professional portfolios
- electronic portfolios

A collaborative process should guide the development of the Individual Teacher Career Development Plan. Initially, staff members will develop a draft of their plan. Staff members who will be working individually on a one-year plan will meet and collaborate with the supervisor /responsible administrator to review, refine, and finalize the plan by October 1. Individuals designing a multiple year plan and teams of staff who will be developing a common plan for multiple years should meet with the responsible administrator by November 1. The role of the administrator is to be satisfied that the plan addresses the building student achievement goals or district comprehensive school improvement plans (CSIP goals) and is linked to the Iowa Teaching Standards. Plans that do not meet this requirement will be considered only in special circumstances. The

supervisor/administrator must also determine if the plan is appropriate for the requested timeframe and that the plan reflects a serious attempt to improve the teaching/learning process (a form for submission of the professional development plan is provided in Appendix 2).

If individuals or teams are involved in multiple year plans, a written review of progress should be submitted by the team or the individual to the responsible administrator by May 15 of year one (if a two year plan) and by May 15 of year one and year two (if a three year plan). A form for use in providing an end of the year review is included in Appendix 2. An annual conversation with the teacher's supervisor must be held to reflect on progress of the career development plan. This should be held after the teacher or team have completed the written review of progress.

End of Plan Evaluation

At the completion of the Individual Teacher Career Development Plan two separate but necessary activities will occur. The first part of the process (the formative component) is the development of a written review of the progress and the outcomes of the completed Individual Teacher Career Development Plan. The write-up of this review should be developed by the individual/team and by the responsible administrator. It should be written during the performance review at the end of the plan and should reflect the quality and tone of the conversation. The individual/team should come to the performance review with a draft of their comments and the results/product(s) of their work. The primary criteria for the written review should be the effort, power, progress, and involvement reflected in the work and in the products of that work. The end of plan form-Part I included in Appendix 2 provides a structure for use in shaping and directing the comments and reflections of the participants and the administrator. A copy of this Individual Teacher Career Development plan write-up will be placed in the individual's district file and in the case of a team plan a copy of the team write-up will be placed in each individual team member's district file.

The second part of the end of plan experience (the summative component) involves the development by the responsible supervisor/administrator of a separate written evaluation for each staff member involved in the professional development plan. This written evaluation should be based on the supervisor/administrator's professional judgment regarding the staff member's overall performance in meeting the Iowa Teaching Standards and the expectations of the local school district. The evaluation should be determined by the information collected during the continuous assessment of each staff member's overall performance over the period of time covered by the length of the professional development experience. Consequently, this summative evaluation could cover a one, two, or three year period of time but must occur at least once every three years through a performance review. The end of plan form-Part 2 included in Appendix 2 provides a structured format for use in this summative evaluation and space for the justification for the evaluation. This evaluation should be presented to and discussed with the staff member in an end of the year performance review. The completion of Part 2, every one, two, or three years fulfills the provisions of section 284.3 of the Iowa statutes.

TIER III INTENSIVE ASSISTANCE PLAN

The Specific Intensive Assistance Plan provides a good faith effort to support and guide the career teacher in meeting the expectations set forth in the Iowa Teaching Standards. This plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the Iowa Teaching Standards.

The decision regarding implementation of Tier III should be collaborative, but may be directive. This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants. Tier III consists of two phases.

1. AWARENESS PHASE

In the awareness phase, the administrator/evaluator identifies a problem relating to the Teaching Standards (only Iowa Standards one through seven can be identified for placement in an intensive assistance tier) that is characteristic of a teacher's performance rather than an anomaly. The evaluator should contact the staff member in writing, make him/her aware of the problem, collaboratively develop the means to resolve the problem, and schedule a time (not to exceed three months) to discuss resolution. While the teacher and the evaluator attempt to resolve the problem, the staff member continues to remain in Tier II and work on the District and Individual Teacher Career Development Plans. At the conclusion of the agreed upon timeframe, the evaluator will review the progress and will make one of the following recommendations:

- The problem is resolved and the staff member is removed from the awareness phase and continues to work within Tier II.
- In the event the problem is not resolved, the staff member is notified in writing and placed into the assistance phase. Placement in the assistance phase would suggest that activities regarding the professional development plan in Plan II would be suspended. The evaluator must approve the decision to postpone the teacher's responsibility for engaging in the learning identified in the District Career Development Plan.

2. ASSISTANCE PHASE

After the final meeting of the Awareness Phase, a letter will be sent to the staff member to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The staff member should also be notified of their right to request assistance from their local association. A conference will be held between the staff member and the evaluator to develop an Assistance Plan that must include a specific statement of problems related to one or more of the Iowa Teaching Standards (Standards 1 – 7) as well as specific-growth promoting goals that are measurable, action-oriented, realistic, and time-bound. In addition the plan will include strategies to be applied in achieving the goals, intended timelines for the strategic actions, and specific criteria for evaluating the successful completion of the plan. It may be beneficial for a district to identify a team of individuals who have the knowledge and skills to assist the identified teacher in improving his/her performance. This team may also assist in the development of the intensive assistance plan but may not identify the standards by which the teacher was placed on intensive assistance. The summative evaluation of the teacher in the intensive assistance tier must be made by the designated evaluator. At the end of the designated timeframe, one of three recommendations will be made at the time of the summative evaluation:

- The problem is resolved; the staff member is removed from the Assistance Plan
- Progress is noted, the timeline is extended but may not exceed twelve months according to Iowa law and work continues in the assistance phase.
- The problem is not resolved, progress is not noted. Actions are then taken by the district to move towards a recommendation for non-renewal of contract.

Suggested forms are included in Appendix 3.

TIER I
BEGINNING TEACHER
EVALUATION

FORMS

TIER I PRE-OBSERVATION FORM

Name _____ School/Administrator _____

Date of Pre-Conference _____ Date/Time of Observation _____

Grade level/Curriculum Area Observed _____

1. Briefly describe the students in this class, including those with special needs.	4. How do you plan to engage students in the content? What will you do? What will the students do?
2. What are the goals for the lesson? What do you want the student to learn?	5. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
3. How do these goals support the District's curriculum?	6. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson.)
7. How do you plan to assess student achievement of the goals? What procedures will you use: (Attach any tests or performance tasks, with rubrics or scoring guides.)	8. What Iowa teaching standards/criteria will be demonstrated in this observation?
<u>Teacher comments pertaining to observation setting:</u> List any items you might want to call to the attention of the administrator.	

TIER I

PROFESSIONAL DEVELOPMENT PORTFOLIO SUGGESTIONS

I. Planning and Preparation:

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

II. Classroom Environment:

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

III. Instruction:

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

IV. Personal and Professional Responsibilities:

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

Tier II

**CAREER TEACHER
CAREER DEVELOPMENT PLAN**

FORMS

**TIER II
CAREER DEVELOPMENT PLAN**

Teacher/Team	School

Date: _____ Target Completion Date: _____

General Focus of Plan _____

Specific Goal(s) _____

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

Proposed Strategies/Activities: _____

Projected Products: _____

Resources Required: _____

Iowa Teaching Standards/Criteria _____

Teacher

Date

Administrator

Date

**TIER II
INTERIM PLAN REPORT**

END OF YEAR ONE

END OF YEAR TWO

Teacher/Team

School

1. At this point in the plan, re-articulate your professional growth plan (does it now differ in any way from your original plan?)

2. What progress have you made towards the plan's completion?

3. What specific steps are necessary to continue with this plan?

**TIER II
END OF PLAN REPORT—PART 1**

One Year Plan _	Two Year Plan _	Three Year Plan _____
Teacher(s)	School	Grade/Dept/Team
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan State Date _____ Completion Date _____

Plan outcomes:

Indicators of progress:

Future considerations:

Iowa Teaching Standards/Criteria:

Teacher's comments and reflections:

Administrator's comments and reflections:

Teacher(s) Signature and Date: _____

Administrator Signature and Date: _____

TIER III

INTENSIVE ASSISTANCE

FORMS

**TIER III
INTENSIVE ASSISTANCE
AWARENESS PHASE—IDENTIFICATION OF CONCERN FORM**

Teacher: _____ Date: _____

Specific Concerns for the following Iowa Teaching Standards:

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

**TIER III
AWARENESS PHASE – FINAL SUMMARY FORM**

Specific Concerns for the following Iowa Teaching Standards:

Administrative Recommendation(s):

- CONCERN RESOLVED, RETURN TO PLAN II
- CONCERN NOT RESOLVED, RECOMMEND MOVEMENT TO ASSISTANCE PHASE

Teacher Comments:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

**TIER III
ASSISTANCE PHASE – PLAN OF ASSISTANCE FORM**

Teacher: _____ Date: _____

Specific Concerns related to the following Iowa Teaching Standards:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

TIER III
ASSISTANCE PHASE – PLAN OF ASSISTANCE PROGRESS FORM

Teacher: _____ Date: _____

Meeting Dates: _____

Plan (Methods and Strategies used to date):

Indicators of Progress for identified Iowa Teaching Standards:

Resources/Support Utilized to Date:

Concerns:

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

**TIER III
ASSISTANCE PHASE – FINAL SUMMARY FORM**

Teacher: _____ Date: _____

Meeting Dates: _____

Plan outcomes:

Iowa Teaching Standards not met:

Future considerations:

Teacher's comments:

Evaluator's comments:

Evaluator's Recommendation:

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

Teacher Signature and Date: _____

Evaluator Signature and Date: _____

IOWA DEPARTMENT OF EDUCATION

**COMPREHENSIVE EVALUATION
SUMMATIVE EVALUATION FORM**

