

**COLLEGE COMMUNITY SCHOOLS**  
**Professional Practice Expectations**  
**Tier I: New Employee Evaluation**



As professionals of the College Community School District, we **use** best practices, **share** learning with others, and **study** the **effects** on student achievement.

**Mission: To Ensure Quality Learning Today for Tomorrow**

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## College Community Schools Professional Practice Expectations

### **TIER I: NEW EMPLOYEE EVALUATION**

During the first two years of employment with the College Community School District, all professional staff participate in Tier I of the Professional Evaluation Process. The purposes of this process are:

1. Provide evidence for making beginning teacher licensure decisions.
2. To assist newly hired licensed teachers become contributing members of the College Community staff as they move from Tier I (Probationary status per Section 279.19 of the Iowa Code) into Tier II.

Staff may be assigned to Tier I for a third year by their evaluator. Written notification of this decision must be provided to the employee by May 15. Upon successful completion of Tier I, staff members are placed into Tier II of the Professional Evaluation Process.

#### **Tier I Process**

The Tier I evaluation process consists of formal observations, artifact collection, and review of additional data by the administrator. The evaluation process begins with written notification to the staff member by September 30 or, for persons hired after September 10, no later than one (1) week prior to the first formal observation. Each staff member participates in an individual or group orientation session prior to the beginning of the observation process. During this orientation conference, the procedures, forms, criteria, and timelines for evaluation are reviewed and discussed.

#### **Observation Process**

A minimum of three (3) formal observations shall be conducted by the evaluator(s). The first two formal observations must be completed by February 1 of each contract year. The third formal observation must be completed no later than March 30 of each contract year. These observations shall include pre- and post-observation conferences which are scheduled for dates and times mutually agreeable to the staff members and the evaluator(s). The formal observation process shall consist of:

#### **Pre-Observation Conference**

1. The pre-observation conference is the opportunity for the professional staff member and evaluator to provide each other with information helpful to the observation process.
2. At or before the pre-observation conference, the staff member submits a Pre-Observation Reflection Form (See Appendix) for the session to be observed.

3. At this pre-observation conference, the staff member may submit other artifacts or planning data.

### **Observation**

1. During the observation, the evaluator gathers data, descriptive of the teaching/learning situation.
2. Criteria used during the observation correlates with standards 3, 4, and 6 in year one and all eight standards in year two.
3. All formal observations must be of sufficient length to observe the entire sessions agreed upon for observation. At least one of the observations must be for an extended period of time.

### **Post Observation Conference**

1. The post-observation conference is an open and honest discussion between the professional staff member and the evaluator(s) regarding the staff member's professional practices.
2. The post-observation conference must be held within five (5) working days of the observation, except in unusual circumstances.
3. During or after the post-observation conference, the evaluator must provide brief written feedback to the staff member based upon the teacher performance scales. (See Appendix)
4. At the post-evaluation conference, the staff member may submit additional artifacts or data to assist in a review of the session observed.

### **Artifact Collection**

Tier I teachers new to the district must collect specific artifacts for a required portfolio. At a minimum, all Tier I teachers will collect required artifacts on standards 3, 4, and 6 in year one and on all eight teaching standards in year two. Artifacts should be organized in a manner acceptable to the building principal. Year one and year two faculty members are also expected to seek student and parent feedback. Artifacts used in a teaching unit or within a specified time period shall be available or submitted to the observer for feedback. Any materials used to develop the student learning environment can also be used as artifacts during the process and be placed into the portfolio.

### **Additional Data and Input**

Informal walk-through or unannounced observations and other informal input may be used to provide additional data in the evaluation process. Other information may include (but is not limited to) observations of the staff member's interactions with students, parents, other staff members. Involvement in professional development sessions, faculty meetings, committee work, department/grade level or team work, parent conferences, and interactions with community agencies and business partners may also be included. All data and input obtained from other sources must be made known to the staff members.

## **Summative Evaluation**

1. Prior to the filing of the Summative Evaluation, the evaluator and staff member conduct a final conference to write and/or review the evaluation.
2. The written Summative Evaluation Form (See Appendix) must be submitted to Human Resources on or before June 1. Each evaluation is reviewed by appropriate district administrators and placed into the employee's file by August 1.
3. In the event a year two teacher "does not meet standards", written notification will be provided to the teacher identifying key improvement areas. This notice must be received by May 15.
4. Staff members will sign and receive a copy of the Summative Evaluation. The staff member's signature indicates that the staff member and the evaluator(s) have discussed the evaluation together. It does not mean that the staff member agrees with all ratings or remarks contained in the evaluation.
5. At the conclusion of the Tier I evaluation process year one licensed teachers new to the district may be placed into Tier II or remain in Tier I per their evaluator's recommendation. All teachers new to College Community will be evaluated for a minimum of two consecutive years.

**College Community Schools  
Teaching Standards**

<b>1</b>	<b>STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.</b>	<b>5</b>	<b>STANDARD: Uses a variety of methods to monitor student learning.</b>
	<p>The teacher:</p> <ol style="list-style-type: none"> <li>a. Provides multiple forms of evidence of student learning and growth to students, families and staff.</li> <li>b. Implements strategies supporting student, building, and district goals.</li> <li>c. Uses student performance data as a guide for decision making.</li> <li>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>e. Creates an environment of mutual respect, rapport, and fairness.</li> <li>f. Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>g. Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ol>		<p>The teacher:</p> <ol style="list-style-type: none"> <li>a. Aligns classroom assessment with instructions.</li> <li>b. Communicates assessment criteria and standards to all students and parents.</li> <li>c. Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>d. Guides and engages students in goal setting and assessing their own learning.</li> <li>e. Provides substantive, timely, and constructive feedback to students and parents.</li> <li>f. Works with other staff and building and district leadership in analysis of student progress.</li> </ol>
<b>2</b>	<b>STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.</b>	<b>6</b>	<b>STANDARD: Demonstrates competence in classroom management.</b>
	<p>The teacher:</p> <ol style="list-style-type: none"> <li>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>b. Uses knowledge of student development to make learning experiences in the content area Meaningful and accessible for every student.</li> <li>c. Relates ideas and information within and across content areas.</li> <li>d. Understands and uses instructional strategies that are appropriate to the content area.</li> </ol>		<p>The teacher:</p> <ol style="list-style-type: none"> <li>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</li> <li>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</li> <li>c. Develops and implements classroom procedures and routines that support high expectations for student learning.</li> <li>d. Uses instructional time effectively to maximize student achievement.</li> <li>e. Creates a safe, purposeful, and respectful learning environment.</li> </ol>
<b>3</b>	<b>STANDARD: Demonstrates competence in planning and preparing for instruction.</b>	<b>7</b>	<b>STANDARD: Engages in professional growth.</b>
	<p>The teacher:</p> <ol style="list-style-type: none"> <li>a. Uses student achievement data, local standards, and the district curriculum in planning for Instruction (unit/lesson plan, student learning activities, assignments, and assessments).</li> <li>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.</li> <li>d. Selects strategies to engage all students in learning.</li> <li>e. Uses available resources, including technologies, in the development and sequencing of instruction.</li> </ol>		<p>The teacher:</p> <ol style="list-style-type: none"> <li>a. Demonstrates habits and skills of continuous inquiry and learning.</li> <li>b. Works collaboratively to improve professional practice and student learning.</li> <li>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>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.</li> <li>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.</li> </ol>
<b>4</b>	<b>STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</b>	<b>8</b>	<b>STANDARD: Fulfills professional responsibilities established by the school district.</b>

<p>The teacher:</p> <ol style="list-style-type: none"> <li>Aligns classroom instruction with local standards and district curriculum.</li> <li>Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs readiness, interests and learning profile/styles.</li> <li>Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>Uses available resources, including technologies, in the delivery of instruction.</li> </ol>	<p>The teacher:</p> <ol style="list-style-type: none"> <li>Adheres to board policies, district procedures, and contractual obligations.</li> <li>Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>Contributes to efforts to achieve a district and building goals.</li> <li>Demonstrates an understanding of and respect for all learners and staff.</li> <li>Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ol>
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**College Community Schools  
Guidance Standards**

<b>1</b>	<b>Practice: Enhances each student's ability to develop and implement academic, career, and personal improvement plans.</b>	<b>5</b>	<b>Practice #5: Uses a variety of methods and approaches to monitor student progress.</b>
	<ol style="list-style-type: none"> <li>Provides annual evidence of student ability to develop and implement academic, career, and personal improvement plans.</li> <li>Uses student feedback and disaggregated data as a guide for decision making.</li> <li>Accepts and demonstrates responsibility for creating a student service culture that supports the development of each student.</li> <li>Creates an environment of mutual respect, rapport, and fairness.</li> <li>Participates in and contributes to a school culture that focused upon improved student learning.</li> </ol>		<ol style="list-style-type: none"> <li>Guides students in goal setting and assessing their own learning.</li> <li>Works with other staff and building and district leadership in analysis of student progress.</li> <li>Assesses students' needs as necessary.</li> </ol>
<b>2</b>	<b>Practice #2: Demonstrates competence in knowledge appropriate to guidance and counseling position.</b>	<b>6</b>	<b>Practice #6: Demonstrates competence in managing work responsibilities.</b>
	<ol style="list-style-type: none"> <li>Uses knowledge of student development to make counseling experiences meaningful and accessible for every student.</li> <li>Relates ideas and information in the areas of academics, careers, and personal improvement.</li> <li>Understands and uses appropriate counseling strategies.</li> </ol>		<ol style="list-style-type: none"> <li>Coordinates services between school and outside agencies.</li> <li>Consults with parents, staff, students, and other parties as needed.</li> <li>Creates a safe, purposeful, and confidential counseling environment.</li> </ol>
<b>3</b>	<b>Practice #3: Demonstrates competence in planning and delivering guidance services.</b>	<b>7</b>	<b>Practice #7:Engages in professional growth.</b>
	<ol style="list-style-type: none"> <li>Utilizes student achievement data, local standards, and the district curriculum in planning and delivering guidance services.</li> </ol>		<ol style="list-style-type: none"> <li>Demonstrates habits and skills of continuous inquiry and learning.</li> <li>Applies research, knowledge, and skills from</li> </ol>

	<ul style="list-style-type: none"> <li>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>c. Utilizes student developmental needs, background, and interests in planning for services/interventions.</li> <li>d. Uses available resources, including technologies, in the development of the guidance program.</li> </ul>		<ul style="list-style-type: none"> <li>c. Works collaboratively to improve both professional practice and student learning.</li> <li>d. Establishes ongoing professional growth goals and implements strategies for those goals based upon student learning needs and district achievement goals.</li> </ul>
<b>4</b>	<b>Practice #4: Uses strategies to deliver instruction and counseling services that meet the multiple needs of students.</b>	<b>8</b>	<b>STANDARD: Fulfills professional responsibilities established by the school district.</b>
	<ul style="list-style-type: none"> <li>a. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>b. Demonstrates flexibility and responsiveness in adjusting services to meet student needs.</li> <li>c. Connects students' prior knowledge, life experiences, and interests in the counseling process.</li> </ul>		<ul style="list-style-type: none"> <li>a. Adheres to board policies, district procedures, and contractual obligations.</li> <li>b. Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>c. Contributes to efforts to achieve a district and building goals.</li> <li>d. Demonstrates an understanding of and respect for all learners and staff.</li> <li>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ul>

**College Community Teaching Standards and Scales  
Tier I Conversation Guide**

**The purpose of these descriptive scales is to provide clear common targets for teachers and principals to discuss instruction. They are also used as rating scales to determine overall performance on each teaching standard.**

**(1) Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. The teacher:**

(a) Provides evidence of student learning to students, families, and staff.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher provides frequent evidence of student learning to students and parents with student input. Other staff is involved as needed.	Teacher provides frequent evidence of student learning to students, parents, and other staff.	Teacher provides some evidence of student learning to students, parents, and other staff.	Teacher provides little evidence of student learning to the student, parent or other staff.

(b) Implements strategies supporting student, building, and district goals.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Learning strategies are highly relevant to students or instructional goals. They progress coherently, producing a unified whole that is reflective of recent	Most of the learning strategies are suitable to students or instructional goals. Progression of activities is fairly even, and most activities reflect recent professional	Only some of the learning strategies are suitable to students or instructional goals. Progression of activities is uneven, and only some of the activities reflect recent	Learning strategies are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.

professional research.	research.	professional research.	
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(c) Uses student performance data as a guide for decision making.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Students are aware of how they are meeting the established standards and participate in planning the next steps	Teacher uses assessment results to plan for individual and groups of students.	Teacher uses assessment results to plan for the class as a whole.	Assessment results affect planning for students in a minimal way.

(d) Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Students and the teacher establish and maintain instructional strategies, activities, interactions, and the classroom environment for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for all students to learn.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for all student to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey only modest expectations for all students to learn.

(e) Creates an environment of mutual respect, rapport, and fairness.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.

(f) Participates in and contributes to a school culture that focuses on improved student learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Both students and the teacher establish and maintain instructional strategies and activities, interactions, and the classroom environment. High expectation for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey only modest expectations for student achievement.

(g) Communicates with students, families, colleagues, and communities effectively and accurately.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher provides frequent information to student, parents, and colleagues as appropriate about the instructional	Teacher provides frequent information to students, parents, and colleagues as appropriate, about the	Teacher participates in the school's activities for student, parent and colleague communication but offers little	Teacher provides little information about the instructional program to students, parents or colleagues.

program. Students participate in preparing materials for their families.	instructional program.	additional information.	
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**(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>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and/or other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.

(b) Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but they are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful, but they are not accessible for every student.	Teacher displays little use of knowledge of student development in making learning experiences meaningful and accessible for every student.

(c) Relates ideas and information within and across content areas.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.

(d) Understands and uses instructional strategies that are appropriate to the content area.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.

(e) Uses current content related to subject.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The teacher extends subject content through use of current	The teacher uses current subject content and materials	The teacher uses some current content, but also relies upon	The teacher relies upon dated subject content and materials

and emerging ideas and perspectives to plan instruction.	to plan instruction.	dated subject content and materials to plan instruction.	to plan instruction.
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**(3) Demonstrates competence in planning and preparing for instruction**

(a) Uses student achievement data, local standards, and the district curriculum in planning for Instruction (unit/lesson plan, student learning activities, assignments, and assessments).

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.

(b) Sets and communicates high expectations for social, behavioral, and academic success of all students.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn.	No standards of conduct appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.

(c) Uses student's developmental needs, backgrounds, and interests in planning for instruction.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as exceptions to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.

(d) Selects strategies to engage all students in learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
All students are cognitively engaged in the activities and	Most activities and assignments are inappropriate	Some activities and assignments are appropriate	Activities and assignments are inappropriate for students in

assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	for students in terms of their age or backgrounds. Almost all students are engaged mentally.	for students and engage them mentally, but others do not.	terms of their age or backgrounds. Students are not engaged mentally.
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(e) Uses available resources, including technologies, in the development and sequencing of instruction.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.

**(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>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher's instruction aligns with district standards, benchmarks, and established curriculum and connects to other disciplines and content areas.	Teacher's instruction aligns with district standards, benchmarks, and established curriculum.	Teacher's instruction sometimes aligns with district standards, benchmarks, and established curriculum.	Teacher's instruction does not align with district standards, benchmarks, and established curriculum.

(b) Uses research-based instructional strategies that address the full range of cognitive levels.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole reflecting recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some of the activities reflect recent professional research.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.

(c) Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs readiness, interests and learning profiles/styles.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher successfully makes a major adjustment to a lesson.	Teacher makes a minor adjustment to a lesson. And the adjustment occurs smoothly.	Teacher attempts to adjust a lesson, with mixed results.	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.

(d) Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
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All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are inappropriate for students and engage them mentally, but others do not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
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(e) Connects students' prior knowledge, life experiences, and interests in the instructional process.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher displays knowledge of the students interests, prior knowledge, life experiences, or interests and recognizes the value of this knowledge.	Teacher displays knowledge of each student's interests, prior knowledge, life experiences, or interests.	Teacher recognizes the value of the students' interests, prior knowledge, life experiences, or interests but displays this knowledge for the class only as a whole.	Teacher displays little knowledge of the student's interests, prior knowledge, life experiences, or interests and does not indicate that such knowledge is valuable.

(f) Uses available resources, including technologies, in the delivery of instruction.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.

(g) Makes the purpose of learning, academic, and work habit standards, performance criteria, and student responsibilities explicitly clear.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher makes the purpose of learning, academic standards, performance criteria, and/or student work responsibilities explicitly clear by engaging the students in self-assessment of their progress on each.	Teacher makes the purpose of learning, academic standards, performance criteria, and/or student work responsibilities explicitly clear through statements and examples.	Teacher makes some of the academic standards, performance criteria, and/or student work responsibilities explicitly clear, but often does not ground students in purpose of learning.	Teacher does not make the purpose of learning, academic standards, performance criteria, and/or student work responsibilities explicitly clear.

**(5) Uses a variety of methods to monitor student learning. The teacher:**

(a) Aligns classroom assessment with instruction.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.	All instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others.	Some of the instructional goals are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional goals.

(b) Communicates assessment criteria and standards to all students and parents.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Assessment criteria and standards are clear and have been clearly communicated to students and parents. There is evidence that students contribute to the development of the criteria and standards.	Assessment criteria and standards are clear and have been clearly communicated to students and parents.	Assessment criteria and standards have been developed but they are either not clear or have not been clearly communicated to students and parents.	The assessment plan contains no clear criteria or standards.

(c) Understands and uses the results of multiple assessments to guide planning and instruction.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Multiple assessments are used to guide the teacher's planning and instruction on a regular basis. Students have input to planning and instruction.	Multiple assessments are used to guide the teacher's planning and instruction on a regular basis.	Some assessments are used for teacher information. The assessments tend to be random and unrelated.	There are no assessments used in planning or for modifications to instruction.

(d) Guides and engages students in goal setting and assessing their own learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Students actively engage in their own goal setting with each unit. Students assess their own progress on standards and criteria and provide input to the teacher for further progress.	Students actively engage in their own goal setting with each unit. Students assess their own progress on standards and criteria.	There is some evidence of student goal setting. Students occasionally assess their own progress on standards and criteria.	There is no evidence of student goal setting or assessing their own progress on standards and criteria.

(e) Provides substantive, timely, and constructive feedback to students and parents.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Feedback is consistently of high quality and given in a timely and effective manner. Provision is made for students to use the feedback in a constructive manner.	Feedback is consistently of high quality and given in a timely and constructive manner.	Feedback is inconsistent in quality and often not given in a timely manner. Some elements of high quality are present; others are not.	Feedback is either not provided or is of uniformly poor quality.

(f) Works with other staff and building and district leadership in analysis of student progress.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The teacher is highly proactive in serving the needs of students and works with other staff to accomplish greater student achievement. The teacher seeks out methods and	The teacher is active in serving the needs of students and works with other staff to improve student achievement.	The teacher attempts to serve student needs on an inconsistent basis.	The teacher is not alert to student needs.

resources to help improve student achievement.			
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**(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>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
There is excellent social interaction between the students and the teacher. Students not working with the teacher are engaged in learning activities, and seldom do students need regulation or direction. Students appear to be self-motivated and know how to proceed when finished with activities.	There is good social interaction between the students and the teacher. Students not working with the teacher are generally engaged in learning activities and very few students need regulation or direction.	There is some social interaction between the students and the teacher. Some students not working with the teacher, are not productively engaged in learning activities. Some students need constant regulation and direction.	There is little social interaction between the students and the teacher. Students not working with the teacher, are not productively engaged in learning activities, and students need constant regulation and direction.

(b) Established, communicates, models, and maintains standards of responsible student behavior.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Standards of conduct are clear to all students and appear to have been with student participation. Monitoring by teacher is subtle and preventive. Students are monitoring their own behavior correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to student's needs. Student behavior is generally appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Standards of conduct appear to have been established for most situations, and most students seem to understand what the standards are. Teacher is generally aware of student behavior but may miss activities of some students. Teacher attempts to respond to student misbehavior but with uneven results or no serious disruptive behavior occurs.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what students are doing. Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or does not respect the student's dignity.

(c) Develops and implements classroom procedures and routines that support high expectations for student learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Systems for performing non-instructional duties are well established with students assuming considerable responsibility for efficient operation. Transitions are seamless with students assuming some responsibility for efficient operation. Groups	Efficient systems for performing non-instructional duties result in little loss of time. Transitions occur smoothly with little loss of instructional time. Tasks for group work are organized and groups are managed so most students are engaged at all	Systems for performing non-instructional duties are fairly efficient with little loss of instructional time. Transitions are sporadically efficient resulting in some loss of instructional time. Tasks for group work are partially organized resulting in some	Considerable instructional time is lost in performing non-instructional duties. Much time is lost during transitions. Students not working with the teacher are not productively engaged in learning.

work independently with students assuming some responsibility for productivity.	times.	off-task behaviors when the teacher is involved with another group.	
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(d) Uses instructional time effectively to maximize student achievement.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Instructional time is used efficiently and effectively with students assuming some responsibility for efficient operations.	Instructional time is used efficiently and effectively.	Some instructional time is wasted or not used efficiently or effectively.	Instructional time is wasted or not used efficiently or effectively.

(e) Creates a safe, purposeful, and respectful learning environment.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The classroom is safe; and students adjust the condition/arrangement of the classroom to advance their own purposes in the learning activities.	The classroom is safe; and the condition/arrangement of the classroom is a resource for the learning activities.	The classroom is safe; and the condition/arrangement of the classroom is adjusted to the lesson activities with limited effectiveness.	The classroom is unsafe or the condition/arrangement of classroom is not suited to the lesson activities or both.

**(7) Engages in professional growth. The teacher:**

(a) Demonstrates habits and skills of continuous inquiry and learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher makes a thoughtful assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and cites many specific examples from the lesson to support the judgment. Drawing from an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and can cite general references to support the judgment. Teacher makes a few specific suggestions about how to improve the lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were achieved. Teacher makes general suggestions about how a lesson may be improved.	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of the lesson. Teacher has no suggestions for how a lesson may be improved another time.

(b) Works collaboratively to improve professional practice and student learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the	Support and cooperation characterize relationships with colleagues. Teacher participates actively in assisting other educators.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Teacher makes limited effort to share knowledge with others or to assume professional	Teacher's relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

profession, such as mentoring, suggesting learning activities, or making presentations.		responsibilities.	
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(c) Applies research, knowledge, and skills from professional development opportunities to improve practice.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in their classroom.	Teacher seeks out opportunities for professional development to enhance knowledge and pedagogical skills.	Teacher participates in professional activities to a limited extent when they are convenient	Teacher engages in no professional development activities to enhance knowledge or skill.

(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.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher has a continuous improvement plan for professional development that aligns with the Iowa Teaching Standards and the building/districts student achievement goals.	Teacher has a developed plan for professional development. It aligns with the Iowa Teaching Standards and the building/districts student achievement goals.	Teacher has a limited plan for professional development. It lacks alignment with the Iowa Teaching Standards and the building/districts student achievement goals.	Teacher has no professional development plan.

(e) Seeks and uses customer feedback to improve professional practice.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The teacher formally seeks student and parent feedback to improve professional practice.	The teacher formally seeks student and/or parent feedback to improve professional practice.	The teacher informally seeks student and/or parent feedback to improve professional practice.	The teacher does not formally seek student and/or parent feedback to improve professional practice.

**(8) Fulfills professional responsibilities established by the school district. The teacher:**

(a) Adheres to board policies, district procedures, and contractual obligations.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The teacher is active in framing Board policies, district procedures, and contractual obligations and does not need a reminder of obligations in these areas.	The teacher is familiar with Board policies, district procedures, and contractual obligations and is seldom reminded of obligations in these areas.	The teacher is vaguely familiar with Board policies, district procedures, and contractual obligations and is sometimes reminded of obligations in these areas.	The teacher is unaware of Board policies, district procedures, and contractual obligations and must be reminded of these areas on a regular basis.

(b) Demonstrates professional and ethical conduct as defined by state law and district policy.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The teacher’s professional or ethical practices follow the Iowa Code and/or district	The teacher’s professional or ethical practices follow the Iowa Code and/or district	Teacher exhibits questionable professional or ethical practices as established in the	Teacher exhibits questionable professional or ethical practices as established in the

policies and actively works to add improvements in these areas.	policies.	Iowa Code and/or district policies and has to be reminded of their consequences.	Iowa Code and/or district policies.
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(c) Contributes to efforts to achieve district building goals.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
The teacher connects what is happening in her/his classroom with the district's or building's student achievement goals through instruction that implements the goals. Students are actively involved in the formulation of activities to attain the goals.	Teacher makes the connection between what is happening in her/his classroom and the district's or building's student achievement goals by designing instruction to implement the goals.	Teacher sees some connection between what is happening in her/his classroom and the district's or building's student achievement goals.	Teacher sees little connection between what is happening in her/his classroom and the district's or building's student achievement goals.

(d) Demonstrates an understanding of and respect for all learners and staff.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age of culture of the students. Students exhibit disrespect for the teacher.

(e) Creates an environment of mutual respect, rapport, and fairness.

<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Teacher provides complete and frequent information to students, parents, and colleagues to enhance student achievement and the program. Students participate in preparing materials for their families.	Teacher provides frequent information to students, parents, and colleagues as appropriate, to enhance student learning and the instructional program.	Teacher participates in the school's activities for student, parent and colleague communication but offers little additional information.	Teacher provides little information about the program to enhance learning for students, parents or colleagues.

## Required Artifacts and Reflections for Evaluation - Tier I Teacher

**Name:**

**School:**

**Grade level/Content area:**

**School Year:**

Year 1 Required Artifacts and Reflections	Year 2 Required Artifacts and Reflections
<p><b>Bring to all observation meetings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Home-School communication log (LINK or bring hard copy to all observation meetings)</li> <li><input type="checkbox"/> Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation (LINK or bring hard copy to all observation meetings)</li> </ul> <p><b>By first observation(no later than Oct. 31st):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK)</li> <li><input type="checkbox"/> Teacher Reflections for Standard 6</li> </ul> <p><b>By second observation(no later than January 15th):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data analysis and a written plan for addressing needs you discovered in your analysis based on the data from a formative or summative assessment (LINK)</li> <li><input type="checkbox"/> Teacher Reflection for Standard 3</li> </ul> <p><b>By third evaluation(no later than Feb. 15th):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Reflection for Standard 4</li> </ul> <p><b>By the summative evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed parent feedback surveys, analysis of the results, and next steps (LINK)</li> </ul>	<p><b>Bring to all observation meetings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Home-School communication log (LINK or bring hard copy to all observation meetings)</li> <li><input type="checkbox"/> Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation (LINK or bring hard copy to all observation meetings)</li> </ul> <p><b>By first observation(no later than Oct. 31st):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK)</li> <li><input type="checkbox"/> Teacher Reflections for Standard 2</li> </ul> <p><b>By second observation((no later than January 15th):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data analysis and a written plan for addressing needs you discovered in your analysis based on the data from a formative or summative assessment (LINK)</li> <li><input type="checkbox"/> Teacher Reflection for Standard 1, 5</li> </ul> <p><b>By third evaluation(no later than Feb. 15th):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Reflection for 7, 8</li> </ul> <p><b>By the summative evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed parent feedback surveys, analysis of the results, and next steps (LINK)</li> </ul>

**Standard 1: Academic Results**

What does your data/evidence tell you about your students' achievement on standards/benchmarks? In terms of improved student achievement, what area(s) is of greatest concern or interest to you?

Teacher Reflection:

**Standard 2: Content Knowledge**

How do you integrate and align your instruction with content standards, students' developmental needs, backgrounds, and interests?

Teacher Reflection:

**Standard 3: Planning and Preparation**

How do you differentiate curriculum and instruction to meet students' developmental needs, backgrounds, and interests as you plan your instruction? How do you integrate technology to develop and/or sequence instruction and support student learning?

Teacher Reflection:

**Standard 4: Research-based Strategies**

What research-based practices do you use to address the full range of student cognitive levels and their social-emotional needs?

Teacher Reflection:

**Standard 5: Monitoring Learning**

In what ways are you using your classroom assessment evidence to: (1) adjust your lesson/unit planning and instruction, (2) guide students in the assessment of their own learning?

Teacher Reflection:

**Standard 6: Classroom Management**

How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?

Teacher Reflection:

**Standard 7: Professional Learning**

How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? How do you know? What is your evidence?

Teacher Reflection:

**Standard 8: Professional Responsibility**

In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?

Teacher Reflection:

**Teacher Performance Responsibilities**

The following are action examples from the College Community Schools teacher job description. It is used as a “thought starter” or a professional reflection tool, not as a list of required actions.

1. **To align and direct instruction and curriculum toward the District’s mission, vision, priorities, outcomes, standards, and customer pledge.**

**Action Examples**

- Directly instruct students in how to establish quality indicators for their work.
- Provide structured experiences for students to self-assess their performance.
- Teach the students the concept of customer and service to others.
- Directly instruct students in core elements of character: honest, respect, citizenship, cooperation, fairness, helpfulness, generosity, kindness, perseverance, pride and joy in work, etc.
- Expect students to produce “public quality work.”

- Post District mission, outcomes, and pledge in classroom and use them as a reference.

**2. To maintain a current instructional syllabus or curriculum performance profile that is designed to meet individual student needs, interests, and abilities.**

Action Examples

- Design student performance tasks and criteria aligned with national and/or content and performance standards using written or electronic curriculum resources.
- Differentiate assignment to meet individual student needs.

**3. To inform all students and/or parents in writing of academic performance standards and criteria, behavioral expectations, and attendance requirements.**

Action Examples

- Maintain a current curriculum on the District’s intranet.
- Organize parent communications and conferences around expected course standards, essential learnings, and quality artifact expectations.

**4. To employ research-based and best practice instructional methods and materials to meet stated standards, criteria, and outcomes.**

Action Examples

- Participate in District study groups, action research designs, etc.
- Implement new learning strategies in your classroom and reflect on their effectiveness
- Analyze individual student, school, and District achievement data.
- Check out and use Professional Library media and materials from Grant Wood AEA and share learnings with others.

**5. To design and deliver student assignments, projects, products, and performances based upon researched principles of learning.**

Action Examples

- Teach for transfer with a focus upon how the learning will meaningfully apply in contexts other than school.
- Involve students in content and assessment decisions.
- Provide organizers, webs, and maps to show students how learning “hangs together.”
- Design lessons that engage learners through multiple intelligences.
- Question students rather than just giving them answers and directions.
- Do not accept inferior student work without the student making several attempts to improve.

**6. To measure, evaluate, and assess student performance on a regular basis and report progress and improvement.**

Action Examples

- Measure and evaluate students to improve their performance, not just to label, sort, and grade them.
- Use data as feedback to improve your professional performance.
- Use run charts and behavior-over-time-graphs to chart and analyze performance.
- Evaluate student performance through use of rubrics and checklists.
- Engage students in self-reflective practice when selecting portfolio artifacts.
- Create situations in which students engage in peer evaluation and feedback via specific criteria.

**7. To diagnose student needs on a regular basis.**

Action Examples

- Pretest students to determine their existing level of knowledge and skill development.
- Use learning style inventories, interest inventories, and/or multiple intelligence profiles to customize learning experiences.
- Involve students in determining personalized alternatives to show what they know.

**8. To establish and maintain ongoing two-way communication with students and their parents concerning the academic and behavioral progress of all students.**

Action Examples

- Maintain a record of parent contacts.
- Use weekly work folders and agendas as two-way communication tool.
- Directly instruct students and parents on what they can expect from you in terms of communication.
- Have students write daily self-reflections and provide alternative methods for them to share their insights.
- Seek parent advice and feedback regarding their child.
- Use parent and student complaints as an opportunity to grow professionally.
- Follow up all parent phone calls with a “satisfaction check.”

**9. To implement and enforce all school policies and regulations, to develop reasonable rules for classroom behavior, and to implement procedures to maintain order in the classroom.**

Action Examples

- Involve students in establishing a classroom code of conduct.
- Conduct regular class meetings regarding improved classroom learning conditions.
- Have students self-assess and report their progress related to behavior.

- Teach students how to serve as a classroom guide who orients others to school and classroom expectations.

**10. To improve professional competence through ongoing and current district and self-improvement priorities, actions, and external feedback.**

Action Examples

- Model your enthusiasm for learning and improvement to colleagues, parents, and students.
- Show self-direction and initiative in seeking out learning opportunities.
- Maintain a written self-improvement plan of action.
- Actively participate in faculty meetings, inservices, workshops, etc. with a focus upon self-improvement.

**11. To establish and contribute to cooperative relationships with others.**

Action Examples

- Be a model listener ... listen to learn as much as you can from others.
- Don't blame others.
- Disagree in an agreeable manner.
- Maintain a professional code of conduct.

**12. To participate in staff meetings, serve on committees, and contribute to staff development/inservice learning.**

Action Examples

- View committees, meetings, and staff development sessions as opportunities to learn and grow.
- Use best instructional practices when leading or working with a group.

**13. To respect the confidentiality rights of students, parents, and colleagues related to school performance.**

Action Examples

- Never discuss individual student or family information publicly.
- Always apply the Golden Rule.

**14. To display professional ethics and behavior.**

Action Examples

- Impartially execute the District's policies, rules, and regulations.
- Do not make derogatory statements about colleagues or the school system.

- Treat others, regardless of race, gender, ethnic origin, creed, age, social class, or previous learning experience, as equal.
- Constantly scrutinize current theories, beliefs, and practices in search of improved competence.
- Pursue appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or practice.

**Pre-Conference Guiding Questions – Teacher**

Teacher Name \_\_\_\_\_ School \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_ Observation 1 2 3  
 Observation Date \_\_\_\_\_ Observation Times \_\_\_\_\_  
 Pre-Conference Date \_\_\_\_\_ Pre-Conference Times \_\_\_\_\_

**Please bring your lesson plan to the pre-conference meeting that includes your culminating and enabling objective(s), instructional strategies, student application, assessment, and plans for differentiation. Be prepared to discuss how this lesson connects with your individual or consensus map, if applicable.**

<b>Characteristics of Effective Instruction and Guiding Questions</b>	<b>Teacher Response</b>
<p><b>Teaching for Understanding</b></p> <ul style="list-style-type: none"> <li>• What essentials question(s) are you and your students exploring throughout the course of this unit?</li> </ul> <p>Iowa Teaching Standards: 1, 2, 3, 4</p>	
<p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• What data have you considered as you planned for this lesson?</li> <li>• What formative and/or summative assessments will be used to measure student progress toward</li> </ul>	

<p>the learning objective(s)?</p> <ul style="list-style-type: none"> <li>• How do you plan to check for understanding throughout the lesson?</li> </ul> <p>Iowa Teaching Standards: 3, 5</p>	
<p><b><u>Rigor and Relevance</u></b></p> <ul style="list-style-type: none"> <li>• What opportunities will all students have to engage in critical thinking and problem solving?</li> <li>• How will all students use their new knowledge and skills in authentic ways?</li> </ul> <p>Iowa Teaching Standards: 1, 2, 3, 4</p>	
<p><b><u>Teaching for Learner Differences</u></b></p> <ul style="list-style-type: none"> <li>• What common difficulties, errors, and/or misconceptions do you anticipate in teaching the lesson?</li> <li>• How will you scaffold your instruction to improve student learning and to accommodate learner difference?</li> </ul> <p>Iowa Teaching Standards: 3, 4, 5, 6</p>	

<p><b>Student Centered Classrooms</b></p> <ul style="list-style-type: none"> <li>• How do you incorporate students' prior knowledge and interests with the curriculum?</li> <li>• How does this lesson allow students to construct meaning individually and to collaborate with others?</li> </ul> <p>Iowa Teaching Standards: 1, 2, 3, 4, 5</p>	
<p><b>Observation Focus</b></p> <p>Identify a focus related to the Iowa Teaching Standards that you would like your evaluator to give feedback on.</p>	

**Post Observation Guiding Questions – Teacher**

Teacher Name \_\_\_\_\_ School \_\_\_\_\_  
Grade/Subject \_\_\_\_\_ Observation 1 2 3  
Observation Date \_\_\_\_\_ Observation Times \_\_\_\_\_  
Pre-Conference Date \_\_\_\_\_ Pre-Conference Times \_\_\_\_\_

<p><b>Characteristics of Effective Instruction</b></p>	<p><b>Teacher Response</b></p>
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<p><b>and Guiding Questions</b></p>	
<p><b><u>Teaching for Understanding</u></b></p> <ul style="list-style-type: none"> <li>• What connections did you and/or the students make related to the essential understandings of this unit?</li> </ul> <p>Iowa Teaching Standards: 1, 2, 3, 4</p>	
<p><b><u>Assessment for Learning</u></b></p> <ul style="list-style-type: none"> <li>• What is your evidence that students learned what you intended?</li> <li>• Which goals or instructional plans, if any, did you alter as you taught the lesson? If so, why?</li> <li>• Based on what you learned from this lesson, what will you do in future lessons?</li> </ul> <p>Iowa Teaching Standards: 3, 5</p>	

<p><b><u>Rigor and Relevance</u></b></p> <ul style="list-style-type: none"> <li>• What successes and challenges did you experience as you facilitated critical thinking and problem solving?</li> </ul> <p>Iowa Teaching Standards: 1, 2, 3, 4</p>	
<p><b><u>Teaching for Learner Differences</u></b></p> <ul style="list-style-type: none"> <li>• How did your plans for differentiation support all students in meeting the learning targets? Support your reflection with individual or classroom data.</li> </ul> <p>Iowa Teaching Standards: 3, 4, 5, 6</p>	
<p><b><u>Student Centered Classrooms</u></b></p> <ul style="list-style-type: none"> <li>• What evidence do you have that students took ownership for their</li> </ul>	

learning?  Iowa Teaching Standards: 1, 2, 3, 4, 5	
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**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**College Community Schools Comprehensive Evaluation  
Teacher Summative Evaluation  
(Long Form)**

Teacher: \_\_\_\_\_ Folder # \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Folder # \_\_\_\_\_  
School Name: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ Subjects: \_\_\_\_\_ Year   1     2     3  

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

Evidence to support attainment of or failure to meet standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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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.
- e. Uses current content related to subject.

Evidence to support attainment of or failure to meet standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Understands student achievement data, local standards and the district curriculum in planning for instruction (Unit/lesson plan, student learning activities, assignments, and assessments).
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student 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 standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

**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, readiness, interests and learning profiles/styles.
- 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.
- g. Makes the purpose of learning, academic, and work habit standards, performance criteria, and student responsibilities explicitly clear.

Evidence to support attainment of or failure to meet standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

**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 and engages 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 standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-5

**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 of responsible student behavior.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe, purposeful, and respectful learning environment.

Evidence to support attainment of or failure to meet standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

**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. Seeks and uses customer feedback to improve professional practice.

Evidence to support attainment of or failure to meet standards:	<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
---	---

Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

**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 standards:	Check one:  <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

**Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.**

- The teacher is a first year Beginning Teacher
- The teacher meets or exceeds all eight Prairie Teaching Standards and is recommended for a standard license.
- The teacher fails to meet the Prairie 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: \_\_\_\_\_

**College Community Schools Comprehensive Evaluation  
Counselor Summative Evaluation  
(Long Form)**

Counselor: \_\_\_\_\_ Folder # \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Folder # \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Subjects: \_\_\_\_\_ Year 1 2 3

**Directions:**

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

**1. ENHANCES EACH STUDENT'S ABILITY TO DEVELOP AND IMPLEMENT ACADEMIC, CAREER, AND PERSONAL IMPROVEMENT PLANS.**

The counselor:

- a. Provides annual evidence of student ability to develop and implement academic, career, and personal improvement plans.
- b. Uses student feedback and disaggregated data as a guide for decision-making.
- c. Accepts and demonstrates responsibility for creating a student service culture that supports the development of each student.
- d. Creates an environment of mutual respect, rapport, and fairness.
- e. Participates in and contributes to a school culture that focused upon improved student learning.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

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

**2. DEMONSTRATES COMPETENCE IN KNOWLEDGE APPROPRIATE TO GUIDANCE AND COUNSELING POSITION.**

The counselor:

- a. Uses knowledge of student development to make counseling experiences meaningful and accessible for every student.
- b. Relates ideas and information in the areas of academics, careers, and personal improvement.
- c. Understands and uses appropriate counseling strategies.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	---

Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The counselor:

- a. Utilizes student achievement data, local standards, and the district curriculum in planning and delivering guidance services.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Utilizes student developmental needs, background, and interests in planning for services/interventions.
- d. Uses available resources, including technologies, in the development of the guidance program.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

**4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.**

The counselor:

- a. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- b. Demonstrates flexibility and responsiveness in adjusting services to meet student needs.
- c. Connects students' prior knowledge, life experiences, and interests in the counseling process.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	---

Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

**5. USES A VARIETY OF METHODS TO MONITOR STUDENT PROGRESS.**

The counselor:

- a. Guides students in goal setting and assessing their own learning.
- b. Works with other staff and building and district leadership in analysis of student progress.
- c. Assesses students' needs as necessary.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-5

**6. DEMONSTRATES COMPETENCE IN MANAGING WORK RESPONSIBILITIES.**

The counselor:

- a. Coordinates services between school and outside agencies.
- b. Consults with parents, staff, students, and other parties as needed.
- c. Creates a safe, purposeful, and confidential counseling environment.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	---

Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

**7. ENGAGES IN PROFESSIONAL GROWTH.**

The counselor:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Applies research, knowledge, and skills from professional development.
- c. Works collaboratively to improve both professional practice and student learning.
- d. Establishes ongoing professional growth goals and implements strategies for those goals based upon student learning needs and district achievement goals.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	---

Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

**8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**

The counselor:

- 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 standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.

- The counselor is a first year Beginning Counselor
- The counselor meets or exceeds all eight Prairie Counselor Standards.
- The counselor fails to meet some or all Prairie Counselor Standards.
- The counselor is being recommended for Tier III.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Probationary Period Status College Community School District**

The Iowa Code, Section 279.12, provides that licensed employees will be subject to a three-year probationary period, unless they have "successfully completed" a probationary period in another Iowa school district.

As a licensed employee new to the College Community School District, please indicate your probationary status.

I, \_\_\_\_\_, have not successfully completed a probationary period.  
(Printed Name of Employee)

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

I, \_\_\_\_\_, have successfully completed a probationary period.  
(Printed Name of Employee)

I was evaluated by \_\_\_\_\_ at the completion of my probationary period.  
(Printed Name of Evaluator)

School District: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

An evaluator's signature is required to verify the licensed employee's probationary status. Please send this to your previous employer/supervisor for their signature and to acknowledge their evaluation.

I verify that \_\_\_\_\_ has successfully completed their three-year probationary period.

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Employees who have successfully completed the 3-year probationary period elsewhere, will serve a one-year probationary period at College Community.**

Please return this completed form to the:

Office of Human Resources  
College Community School District  
401 76<sup>th</sup> Avenue SW  
Cedar Rapids, IA 52404